COMMISSION FOR UNIVERSITY EDUCATION

Quality: The Agenda

University Statistics 2024/2025

PREFACE

The Commission for University Education (CUE) is mandated by the Universities Act CAP 210 to oversee university education through promoting its objectives. Section 5 (k) of the Act, obligates the Commission to collect, analyze, maintain and disseminate university data. In that regard, the Commission collects data on specified parameters from universities annually.

Accurate and reliable data is vital for planning, resource allocation, decision-making and crafting policies. It is therefore incumbent upon the Commission to be steadfast in collecting accurate, valid and reliable data. In addition, the data collected should be maintained in a secure database. Once the data has been validated, it will be published and disseminated through various channels including the CUE website so that it is accessible to all stakeholders. This would promote harmony in policy making and projections since data would be derived from a common source, thus minimizing disparities in reports about the university sector. There will also be greater efficiency in the delivery of services and implementation of projects. It was noted that universities have accepted the use of Universities Education management System (UEMIS) to submit data. This is encouraging and we are confident that future calls for data submission will be responded to without delays which have been witnessed in the past. We are also hopeful that the data which has not been forthcoming in some areas will be provided when the call is made.

This report will be useful to educators, planners, policy makers and other players in various State departments and the private sector.

I wish to extend my sincere gratitude to the team that put together this document, which will indeed provide useful information to the university sector and especially the researchers.

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COMMISSION SECRETARY/CEO,

COMMISSION FOR UNIVERSITY EDUCATION

ACKNOWLEDGEMENT

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Secondly, I would like to thank both public and private universities for providing data on the thematic areas which have been analyzed in this report and for working closely with the Commission to validate the data so that the report captures accurately all the information they provided.

Last but certainly not least, I would like to express my deepest appreciation to the team in the Division of Planning, Research and Innovation for the time and commitment to the task of producing this important report.

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1 Table of Contents

PREFACE 2
ACKNOWLEDGEMENT 3
LIST OF TABLES 6
CHAPTER 1: INTRODUCTION 10
Universities in Kenya 10
CHAPTER 2: METHODOLOGY 11
2.1 Data Collection Process 11
2.2 Challenges in Data Collection 12
CHAPTER 3: STUDENT ENROLMENT IN UNIVERSITIES 12
3.1 Student Enrolment in Public Chartered Universities 13
3.2 Student Enrolment in Private Chartered Universities 14
3.3 Student Enrolment in Public University Constituent Colleges 15
3.4 Student enrolment in Private university constituent colleges 16
3.5 Student enrolment in universities operating with letter of Interim Authority 16
3.6 Student Enrolment by Academic Level and Gender 16
3.7: Student enrolment by year of study 17
3.8: Student enrolment by university 17
3.9: Student enrolment by domain 18
3.10: Student enrollment by Nationality 19
CHAPTER 4: STAFFING IN UNIVERSITIES 19
4.1 Teaching (Academic) Staff 19
4.1.1 Teaching staff in Public chartered universities 21
4.1.2 Teaching staff in Private chartered universities 22
4.1.3 Teaching staff in universities operating with Letters of Interim Authority 22
4.1.4 Teaching staff in public university constituent colleges 22
4.1.5Teaching staff in private university constituent colleges 22
4.2 Teaching staff by rank 22
4.2.1Teaching staff rank by gender 24
4.2.2Teaching staff by domain 25
4.2.3Teaching staff by nationality 26
4.3 Non-teaching staff 26

4.3.1 Non-teaching staff in public chartered universities 27
4.3.2 Non-teaching staff in private chartered universities 27
4.3.3 Non-teaching staff in universities operating with Letters of Interim Authority 27
4.3.4 Non-teaching staff in public university Constituent Colleges 27
4.3.5 Non-teaching staff in Private university constituent colleges 27
CHAPTER 5: RESEARCH OUTPUT IN UNIVERSITIES 28
5.1 Staff Publications in Universities 28
5.2 Student Publications in Universities 29
5.3 Staff Innovation in Universities 30
5.4 Student Innovation 30
5.5 Comparative Analysis of Publication and Innovation 31
CHAPTER 6: GRADUATION DATA 32
6.1 Graduation Statistics by Category 33
6.2 Graduation Statistics by Gender 33
6.3 Graduation Statistics by Field of Study 36
CHAPTER 7: STUDENT DISCIPLINE AND EMERGING CHALLENGES 37
7.1 Examination Irregularities 38
7.2 Gross Misconduct 38
7.3 Breach of Rules Governing Halls of Residence and Student Elections 39
7.4 Theft, Robbery, Fraud, and Forgery 39
7.5 Drug and Substance Abuse 39
7.6 Gender-Based Violence (GBV) 39
7.7 Non-Attendance of Classes Leading to Poor Academic Performance 40
CHAPTER 8: ACADEMIC RESOURCES IN UNIVERSITIES 40
8.1 Academic Resources in Public Chartered Universities 42
8.2 Academic resources in Private Chartered Universities 42
8.3 Academic resources in universities with letters of Interim Authority 42
8.4 Academic resources in public universities constituent colleges 42
8.5 Academic resources in Private universities constituent colleges 42
CHAPTER 9: CONCLUSION AND RECOMMENDATIONS 42
9.1 Conclusion 42
9.2 International Student Enrolment in Universities 43
Recommendation: 43

9.3 Enrolment in Universities 43
Recommendation: 43
9.4 Academic Staff and Qualifications 43
Recommendation: 44
9.5 Graduation Statistics 44
Recommendation: 44
9.6 Research Output 44
Recommendation: 44
9.7 Academic Resources 44
Recommendation: 45
9.8 Overall Recommendation for Data Management 45
Recommendation: 45
Appendices 46
Appendix 1: Enrolment by Institution 46
Appendix 2: Student enrollment by Domain and Gender 48
Appendix 3: Academic Staffing by Domain 50

LIST OF TABLES

Table 1. 1: Number of Universities in Kenya (2023/24) 10

Table 3. 1: Enrolment Data by University Category 13
Table 3. 2: Student enrolment by Level and Gender 16

Table 4. 1: Teaching staff in universities by category 20
Table 4. 2: Teaching staff Ratios in Universities by Category 20
Table 4. 3: Teaching staff in Universities by Gender 21
Table 4. 4: Teaching Staff by Rank 22
Table 4. 5: Teaching Staff Rank and Gender 24
Table 4. 6: Non-Teaching Staff in Universities 26

Table 5. 1: Staff publications in universities 29
Table 5. 2: Student Publications in Universities 29
Table 5. 3: Staff Innovation 30
Table 5. 4: Student Innovation 31
Table 5. 5: Staff Publications and Innovations by University Category 31

Table 5. 6: Student Publications and Innovations by University Category 32

LIST OF FIGURES

Figure 3. 1: Student Enrolment in Public Chartered Universities 14
Figure 3. 2: Student enrolment in private chartered universities Source: CUE UEMIS 15
Figure 3. 3: Student enrolment in public university constituent colleges: Source: CUE UEMIS 16
Figure 3. 4: Student enrolment by year of study: Source: CUE UEMIS 17
Figure 3. 5: Student enrolment by university: Source: CUE UEMIS 18
Figure 3. 6: Student enrolment by domain: Source: CUE UEMIS 18
Figure 3. 7: Student enrollment by nationality: Source: CUE UEIMS 19

Executive Summary

The Commission for University Education (CUE), mandated under the Universities Act CAP 210, is responsible for assuring the public of the quality of university education in Kenya. In fulfilling this mandate, CUE collects, disseminates, and maintains accurate data to support evidence-based policy-making, resource allocation, and strategic planning. This function is aligned with the CUE Strategic Plan 2024–2028, particularly Key Result Area 2, which focuses on promoting data-driven decision-making in the university education sector.

During the 2023/24 reporting period, the number of licensed universities in Kenya increased from 79 to 80. This growth was driven by the transition of institutions from interim status to full charter, with Chartered Private Universities rising from 25 to 30 and universities holding Letters of Interim Authority decreasing from 8 to 4. Significant developments included the awarding of a Charter to Tangaza University College and the establishment of Nyandarua University College as a constituent college of the University of Nairobi.

This report presents data collected from 78 universities, including Public and Private Chartered Universities, their constituent colleges, and institutions operating under Letters of Interim Authority. It provides insights into student enrolment, staffing levels, academic programs, research productivity, innovation activities, and graduation statistics. The findings show that Public Chartered Universities continue to dominate Kenya's higher education landscape in terms of student population, human resources, and research output, while Private Chartered Universities also make substantial contributions.

To improve data quality and reliability, the 2024 data collection cycle, enhanced the University Education Management Information System (UEMIS) Data Module was updated based on feedback from previous cycles. Following student placement by the Kenya Universities and Colleges Central Placement Service (KUCCPS), universities were requested to submit data for the calendar year 2024 via UEMIS. Data Officers designated by each institution were tasked with downloading standard templates, entering the required information, and uploading the completed datasets. Each submission underwent internal review and final approval by the Vice Chancellor or an authorized representative. To support this process, CUE provided training and technical support throughout the five-month submission window. Upon completion, an online validation exercise was conducted to ensure the accuracy and completeness of the data, including the identification of any discrepancies or anomalies.

Despite improvements in the system, several challenges hindered efficient data collection. Many universities submitted incomplete records, particularly key student identifiers such as ID numbers, birth certificate numbers, and passport numbers. Demographic data, including students' counties of residence and ethnicity, were often missing, as were comparable details for staff. Additionally, data on research outputs and innovation were difficult to retrieve and frequently lacked necessary verification details such as staff IDs, years of publication, or (Document Object Identifier (DOI) numbers. Frequent turnover among university personnel assigned to data entry also disrupted the

process, as transitions to new officers were not always seamless. Again, some designated officers lacked the technical capacity required for effective data entry and submission, which further delayed the process.

This report provides a critical overview of the state of university education in Kenya, serving as a vital tool for stakeholders and affirming CUE's ongoing commitment to transparency, accountability, and data-informed governance in the higher education sector.

CHAPTER 1: INTRODUCTION

The Commission for University Education (CUE) is mandated by the Universities Act CAP 210 to assure the public that the university education provided in universities is of quality. Through the Universities Standards and Guidelines (2014) the Commission monitors compliance with the functions spelt out in Section 5. More specifically, Section 5(1) (i), requires the Commission *to collect, disseminate and maintain data on university education*. Accurate and reliable data is vital for planning, resource allocation, decision-making and crafting policies. It is therefore important for the Commission to collect accurate, valid, and reliable data. This aligns with the CUE Strategic Plan 2024-2028, Key Result Area (KRA) 2: where the Commission has committed to promote data driven decision making in university education.

Universities in Kenya

As of 2024, the number of universities licensed to operate in Kenya remains at 79, the same as in 2023. However, notable transitions occurred within the sector. During the period, three universities previously operating under Letters of Interim Authority were granted full Charter status, marking a significant step in their institutional development. Additionally, one Public Constituent University College and one Private Constituent University College were also upgraded to Chartered University status. These changes reflect ongoing efforts by the Commission for University Education (CUE) to strengthen the quality of university education in Kenya, as detailed in Table 1.

Table 1. 1: Number of Universities in Kenya (2023/24)

University Category	2023	2024
Chartered Public Universities	**37**	**38**
Chartered Private universities	**25**	**29**
Private Universities with Letters of Interim Authority (LIA)	**8**	**5**
Public university Constituent Colleges	**6**	**5**
Private University Constituent Colleges	**3**	**2**
Total	**79**	**79**

This report provides a detailed analysis of critical indicators across Kenya's university sector. These include student enrollment trends, staffing levels, academic program diversity, research output, and innovation initiatives. The data offers a comprehensive overview of the data, growth, and performance of the country's higher education institutions. The scope of the data reported covers the year 2024.

CHAPTER 2: METHODOLOGY

The university sector in Kenya comprises all institutions officially licensed to operate within the country. Based on the level of accreditation attained, a university may fall under one of the following categories: Public Chartered, Private Chartered, Public Constituent College, Private Constituent College, or an institution operating under a Letter of Interim Authority (LIA). Accordingly, the 2024 university data collection exercise targeted all 79 accredited institutions across these categories.

To enhance the effectiveness of this process, the data collection module underwent a comprehensive review at the start of the cycle. Lessons learned from the previous year's data collection informed improvements to the Universities Education Management Information System (UEMIS), with the goal of making it more robust, accurate, and reliable in capturing essential data across institutions.

2.1 Data Collection Process

A call for university data collection through the University Education Management Information System (UEMIS) was issued on 18th November 2024. After the conclusion of student placement process by the Kenya Universities and Colleges Central Placement Service (KUCCPS) and the subsequent admissions of students to various universities. The call requires universities to submit University Data for the Calander year 2024 cycle using the online UEMIS system available on the link: https://imis.cue.or.ke/. The universities were also required to designate a Data Officer to log in to UEMIS, download the data templates provided, populate each template with the relevant data, and upload the completed files in the prescribed format.

The data to be uploaded includes: (a) Student enrolment data, (b) Academic Staff data, (c) Non-Academic Staff data, (d) Research & Innovation outputs, (c) Academic Resources, and (e) **Graduation data**. Each data was uploaded by the Data Officers designated by the university on UEMIS and reviewed by a Data Reviewer before final approval by the Vice Chancellor or their designated representative. Once approved, the data should be formally submitted on UEMIS, and a copy of the data sets in Excel format emailed to universitiesdata@cue.or.ke.

To ensure seamless submission of data, **a one-day online training course** was organized for university data entry officers to build their capacity in the use of the UEMIS. This was done two weeks after the officers had sufficiently interacted with the data collection tool. Technical support of the data entry officers continued throughout the 5-month data submission period.

Upon the closure of the data submission process, an online validation exercise activity was organized to ensure that the data collected was valid and accurate. This entailed verifying that the data provided by the university matched the data recorded by CUE. In addition, the validation checked if there are any gaps, unusual entry or outlier.

The 2024 university data collection cycle commenced with a review of the data collection module to enhance its robustness and ensure it accurately captured the required information. Lessons learned from previous data collection cycles informed the enhancements to the University Education Management Information System (UEMIS), aimed at improving accuracy and reliability.

A call for data submission was issued on 22nd November 2024, following the completion of the 2024 student placement process by the Kenya Universities and Colleges Central Placement Service (KUCCPS) and subsequent university admissions. Universities were required to submit data for the 2024 calendar year through the UEMIS portal available at: https://imis.cue.or.ke/. Each university was required to designate a Data Officer responsible for extracting standardized templates from the system, populating them with relevant information, and uploading the completed datasets in the prescribed format. The required datasets included:

- Student enrolment data
- Academic staff data
- Non-academic staff data
- Research and innovation outputs
- Academic resources
- Graduation data

After submission by the Data Officer, each dataset was reviewed internally by a Data Reviewer before final approval by the Vice Chancellor or their authorized representative. Upon approval, the data was submitted formally on UEMIS, with a copy of the completed datasets also emailed in Excel format to universitiesdata@cue.or.ke.

To support the data submission process, a one-day online training was conducted for university data officers. The training took place two weeks after initial access to the system, allowing officers to familiarize themselves with the tool. Technical support was continuously provided throughout the five-month submission window.

Upon conclusion of the data submission phase, an online validation exercise was organized to verify the accuracy and completeness of submitted data. This included checking for consistency with CUE records, identifying data gaps, and flagging anomalies or outliers.

2.2 Challenges in Data Collection

Several challenges affected the efficiency of university data collection. Key among them was incomplete identification data, with many universities lacking accurate student IDs, birth certificate numbers, and passport details. Most institutions also failed to capture students' counties of residence and ethnicity, with similar gaps in staff records. Additionally, data on publications and innovations were difficult to retrieve and often lacked essential verification details such as staff IDs and DOI numbers. Frequent staff turnover disrupted continuity in data submission, while limited technical skills among designated officers further slowed the process.

CHAPTER 3: STUDENT ENROLMENT IN UNIVERSITIES

Kenya's university student enrolment in 2024 pursuing degree programmes stood at 628,541, spread across five categories of institutions. Public Chartered Universities accounted for the largest share, enrolling 469,688 students, which represents 74.7% of the total. Private Chartered Universities follow 144,007 students, comprising 23.0%. The remaining 2.5% of students are enrolled in Public and Private University

Constituent Colleges and institutions operating under Letters of Interim Authority. These trends are summarized in Table 3.1.

Compared to the previous year's enrolment of 559,191, the total student population has grown by 12%. This increase is reflected across most categories of institutions, particularly among Public and Private Chartered Universities. However, there were significant declines in enrolment within Private Constituent Colleges and institutions operating with Letters of Interim Authority. This could be attributed to the elevation of these institutions to chartered status.

Table 3. 1: Enrolment Data by University Category

Accreditation status/Category	2023			2024		
	Male	Female	Total	Male	Female	Total
Public Chartered University	243,586	167,732	**411,349**	269,910	199,778	**469,688**
Private Chartered University	71.666	63,422	**135,709**	71,846	72,161	**144,007**
Public University Constituent College	2,242	2,430	**4,673**	5,809	4,922	**10,731**
Private Constituent College	978	1,303	**2,281**	194	353	**547**
With Letter of Interim Authority (LIA)	2,629	2,978	**5,608**	1,860	1,598	**3,458**
Not Defined	-	-	-	-	-	110
Total	**321,778**	**237,191**	**559,620**	**349,619**	**278,812**	**628,541**

3.1 Student Enrolment in Public Chartered Universities

Among public universities, Jomo Kenyatta University of Agriculture and Technology had the highest enrolment with 44,131 students (9.4%), followed by the University of Nairobi with 41,174 students (9.4%). Kenyatta University and Maseno University enrolled 36,013 (7.7%) and 27,067 (5.8%) students respectively. Collectively, these four institutions account for 148,385 students, representing over 31.7% of the total university enrolment in Kenya. This shows the critical role of chartered public universities in providing higher education nationwide. This information is shown in Figure 2.

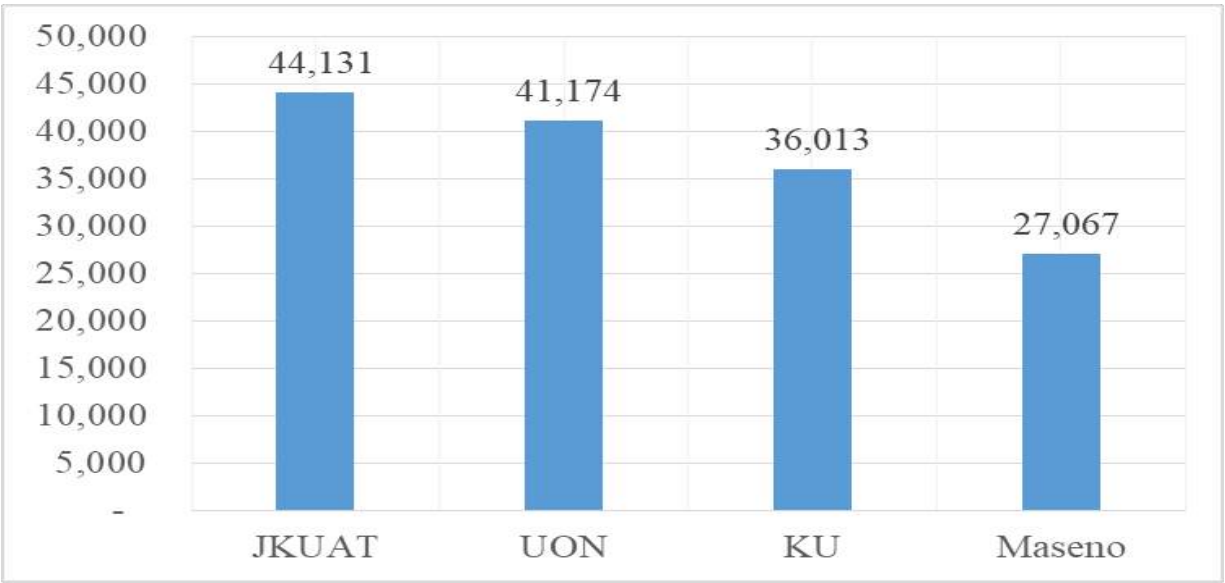


Figure 3. 1: Student Enrolment in Public Chartered Universities

Source: CUE UEMIS, 2024

3.2 Student Enrolment in Private Chartered Universities

Private Chartered Universities represent the second-largest segment of university enrolment in Kenya, accommodating 144,236 students—equivalent to 23% of the total university student population. Mount Kenya University leads this category with 30,448 students, accounting for approximately 5.0% of the national total. It is followed by the United States International University-Africa (USIU-A) with 16,771 students, representing 2.7%. Other prominent institutions include Kabarak University with 13,379 students (2.1%) and KCA University with 12,527 students (2.0%). These figures underscore the growing capacity and contribution of private universities in expanding access to higher education and easing enrolment pressure on public universities, as illustrated in Figure 3 below.

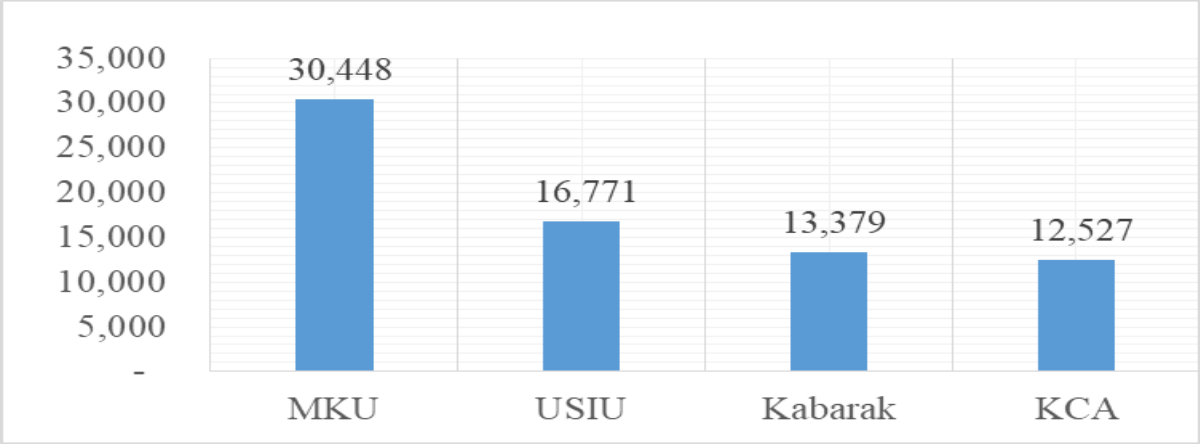


Figure 3. 2: Student enrolment in private chartered universities Source: CUE UEMIS

3.3 Student Enrolment in Public University Constituent Colleges

Public university constituent colleges enrolled a total of 10,748 students, accounting for approximately 1.7% of the national university student population. Bomet University College is the largest in this category, with 4,526 students—representing 43.7% of the segment. Koitaleel Samoei University College follows with 2,837 students, while Turkana University College and Mama Ngina University College have 1,875 and 1,113 students, respectively. Although enrolment numbers in this category are relatively modest, these institutions are vital in increasing access to higher education, particularly in remote and underserved areas of the country, as illustrated in Figure 3.3 below.

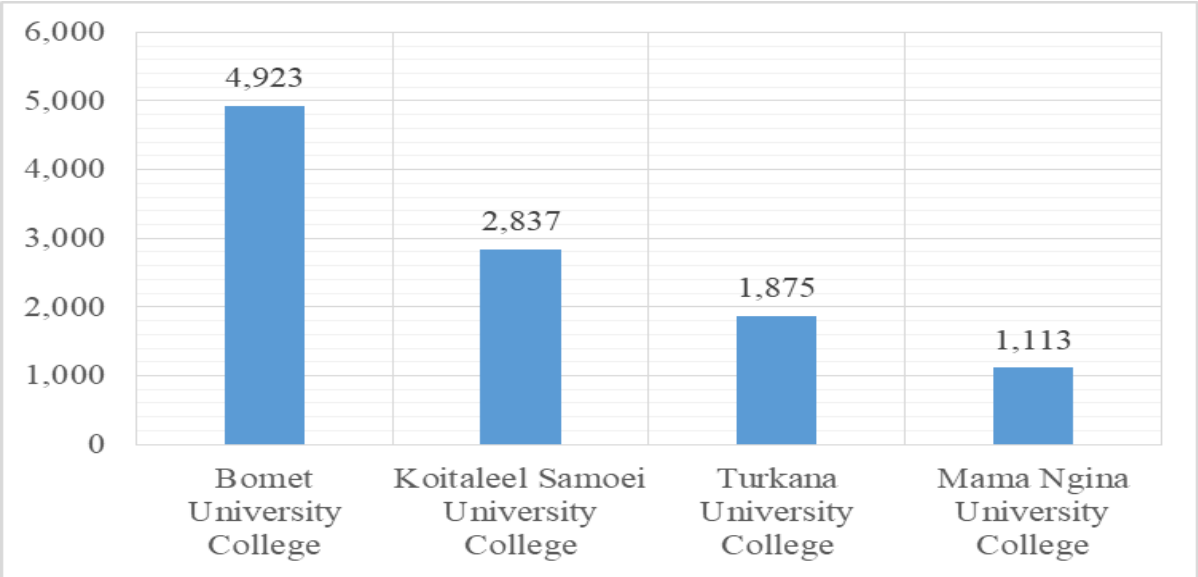


Figure 3. 3: Student enrolment in public university constituent colleges: Source: CUE UEMIS

3.4 Student enrolment in Private university constituent colleges

Private university constituent colleges collectively enrolled 1,884 students, amounting to a mere 0.3 percent of the overall population. Among these, Tangaza University stands out significantly, enrolling 1,337 students, which constitutes 71 percent of this category alone. Marist International University College follows with 382 students, and Hekima University College with 165 students. These institutions often offer specialized or religious studies and serve a targeted segment of students.

3.5 Student enrolment in universities operating with letter of Interim Authority

The largest among these is Amref International University, which alone has 1,703 students, making up 49.3 percent of this category. Gretsa University follows with 1,051 students, while the remaining institutions such as International Leadership University, Uzima University, and Pioneer International University have fewer than 400 students each. These figures suggest that while these institutions are still in their developmental stages, they are contributing to niche areas of education and training.

3.6 Student Enrolment by Academic Level and Gender

Bachelor's level accounted for the highest enrolment standing at 577,345 students with male students dominating with 320,439 while female counterparts remaining at 256,906 respectively. Masters level distantly followed registering only 40,959 students comprising 22,166 male students and 18,793 female students while doctorate level performed dismally attracting only 8,666 students, with male students remaining at 5,107 as female students were 3,559. Students amounting to 110 were not segregated interms of gender while 1,461 students were enrolled in postgraduate diploma and certificate levels as shown in Table 3.2.

Table 3. 2: Student enrolment by *L*evel and Gender

Level	**Male**	**Female**	**Total**
Bachelors	320,439	256,906	577,345
Masters	22,166	18,793	40,959
Doctorate	5,107	3,559	8,666
Postgraduate diploma	896	527	1,423
Certificate	21	17	38

Not segregated			110
Total	**348,629**	**279,802**	**628,541**

Source: CUE UEMIS

3.7: Student enrolment by year of study

During the year, students in the first year all the way to fourth registered significant enrolment as compared to students enrolled in fifth year up to seventh year. This is attributed to the fact that first to fourth year students are undergraduates while fifth year and above are postgraduates. The majority of the students 196,161were in the first year followed by fourth year students at 160,087. Second year students were 155,365 as third year students stood at 103,593. Fifth year students were 6,682, sixth 3,522 and seventh year registering 2,129. This is a clear indication that majority of the students do not pursue further education after completion of undergraduate level. Figure 6 illustrates the information.

Figure 3. 4: Student enrolment by year of study: Source: CUE UEMIS

3.8: Student enrolment by university

The universities with enrolment above 20,000 were seven with 223,736 students with Egerton University being on the lower side having 20,624 students and Jomo Kenyatta University of Agriculture and Technology on the upper side registering the highest number among all universities at 44,133 students. Another butch of thirteen universities with enrollment of between 10,000 and 20,000 accounted for 182,271 students with Rongo university at 11,079 and University of Eldoret standing at 17,805 respectively. A third group of fourty three universities with enrollment between 1,000 and below 10,000 saw 215,446 students with Gretsa enrolling 1,057 and Machakos university 9,931 students while the rest fourteen universities with below 1,000 students sharing 7,088 accordingly as illustrated in figure 7 below.

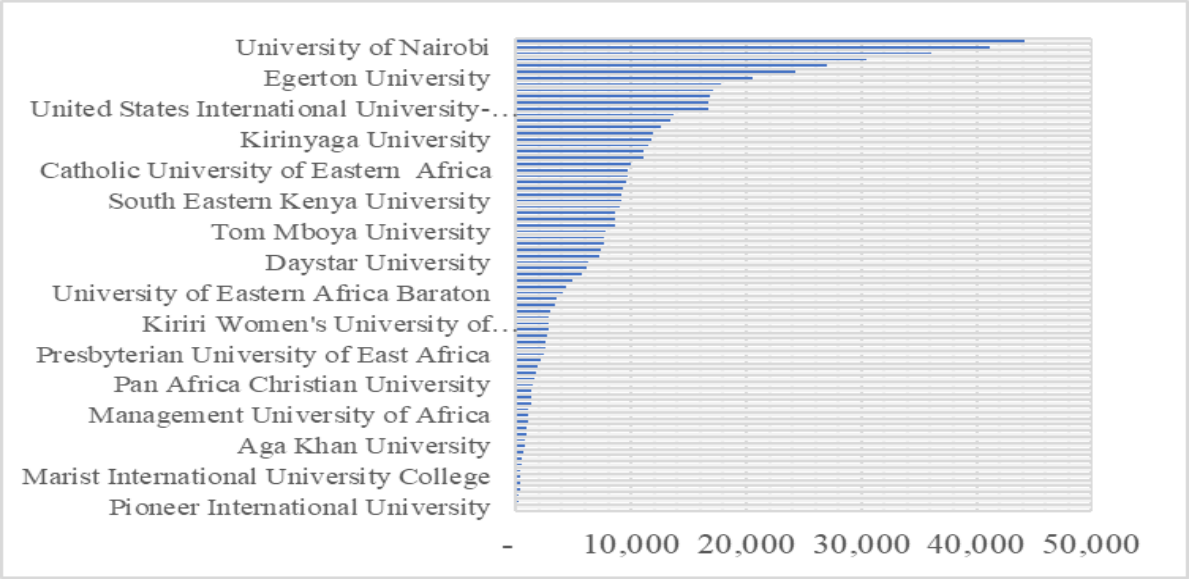


Figure 3. 5: Student enrolment by university: Source: CUE UEMIS

3.9: Student enrolment by domain

The domain with the highest representation is Education Arts, enrolling 104,747 students, with business studies having 94,491 while education science registering 53,797 students. Engineering, Social sciences, Arts, Information and Computer Technology, Humanities, Education and Mathematics and Statistics domains enrolled students between 20,827 and 29,727 respectively. Agriculture, Administration and Management Studies, Medical Studies, Computer Science, Mass Communication and Journalism, Nursing, Law and Physical and related Sciences had enrolment of between 10,084 and 19164 students while the rest of domains had enrollment of below 10,000 respectively as per Figure 8 below.

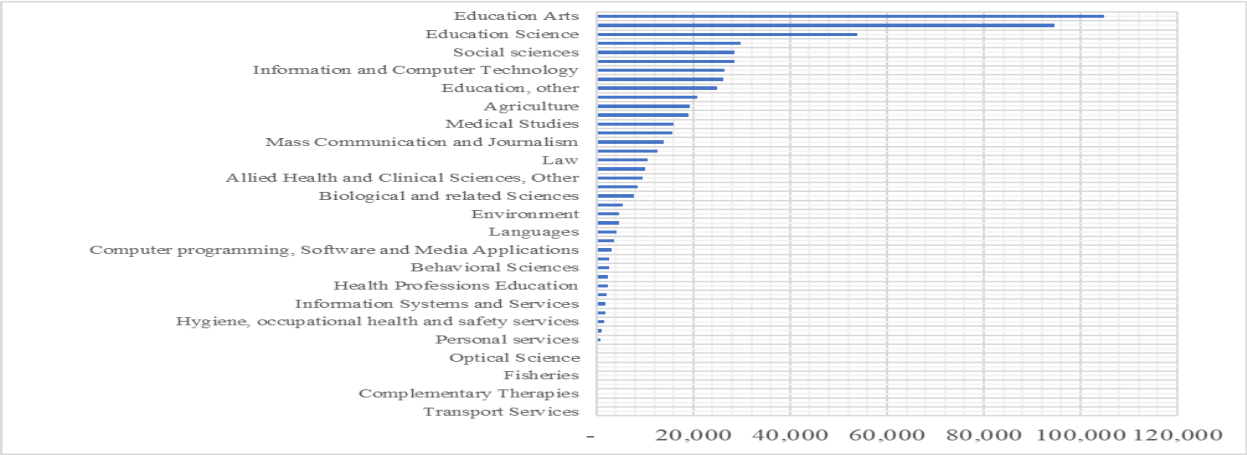


Figure 3. 6: Student enrolment by domain: Source: CUE UEMIS

3.10: Student enrollment by Nationality

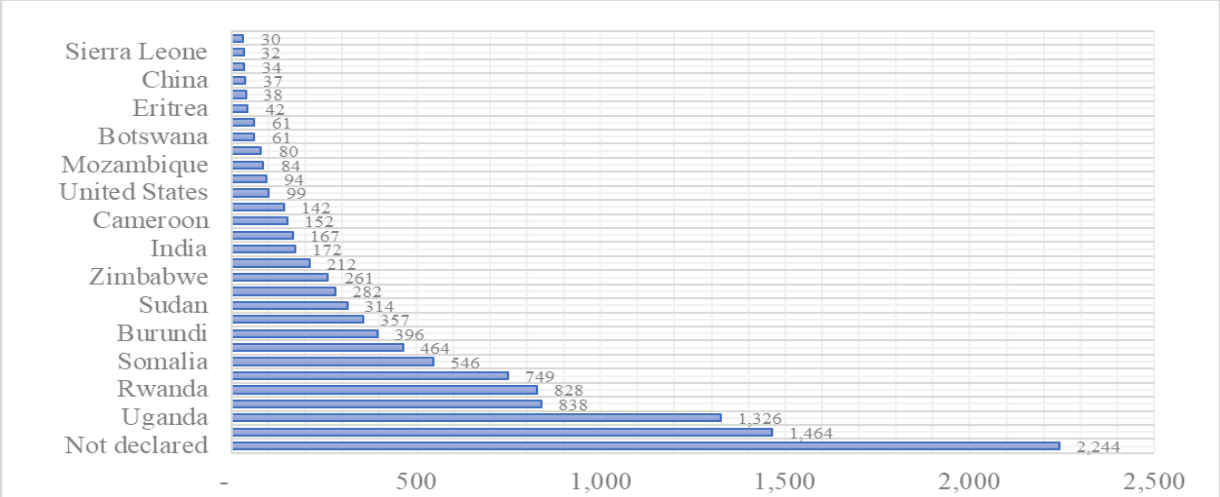


Figure 3. 7: Student enrollment by nationality: Source: CUE UEIMS

CHAPTER 4: STAFFING IN UNIVERSITIES

Staffing in universities across Africa is a critical issue that significantly influences the quality of higher education on the continent. While some universities have made strides in attracting and retaining qualified staff many public universities continue to struggle with shortages of PhD holders, aging faculty, and reliance on part-time or adjunct lecturers.

This chapter presents the distribution of teaching staff across different categories of universities and colleges. The data covers institutions operating with interim authority, private chartered universities, private constituent colleges, public chartered universities, and public university constituent colleges. Information on academic staff at public and private universities is provided in this chapter according to various aspects. The data provided detail of staff count across various academic and administrative positions.

4.1 Teaching (Academic) Staff

Teaching staff in universities form the backbone of higher education, playing a critical role in delivering instruction, mentoring students, conducting research, and supporting academic development. Kenyan universities employ teaching staff across various universities. Comparing 2023 and 2024, Kenyan universities experienced a modest overall increase in the number of teaching staff, rising from **14,349** to **15,383**, an increase of **7.2%**. However, the distribution and student-to-teacher ratios vary significantly across different types of institutions.

Table 4. 1: Teaching staff in universities by category

	2023		2024	
University Category	**No. Staff**	**%**	**No of Staff**	**%**
Public Chartered Universities	10,092	68.16%	10555	68.61
Private Chartered Universities	3,168	21.41%	4286	27.86
Public University Constituent Colleges	327	2.21%	175	1.14
Private Constituent Colleges	88	0.59%	66	0.43
Letter of Interim Authority Institutions	674	4.55%	301	1.96
Total	14,349	100%	15,383	100

(Source CUE UEMIS 2024 ©)

Universities in 2024, had a 1:39 teacher student ratio, implying that one Kenyan university staff member serves thirty-nine students. In public chartered universities, the **teacher-student ratio** increased from **40.77** in 2023 to **44.36** in 2024. Varied trends were witnessed in other categories over the same period. In private chartered universities, the **teacher-student ratio** dropped from **42.83** to **33.96**, indicating better staffing relative to student numbers and likely contributing to improved learning conditions. In LIAs, the **teacher-to-student ratio increased** only modestly, from **8.32** to **11.49**, suggesting either reduced enrolment or more efficient staffing. Public university constituent colleges had a rise in the **teacher-student ratio**, from **14.29** in 2023 to **61.32.**

Table 4. 2: Teaching staff Ratios in Universities by Category

	2023	2024
University Category	**Teacher/Student Ratio**	**Teacher/Student Ratio**
Public Chartered Universities	40.77	44.36
Private Chartered Universities	42.83	33.96
Public University Constituent Colleges	14.29	61.32
Private Constituent Colleges	25.92	8.29
Letter of Interim Authority Institutions	8.32	11.49

(Source CUE UEMIS 2024 ©)

A total of 15,383 teaching staff were employed across various categories of universities in 2024. Male teaching staff make up the majority, numbering 9,910, which accounts for 64.42% of the total workforce. **Female teaching staff** constitute **5,469**, representing **35.55%** of the academic staff.

In 2023, male academic staff accounted for **64.97%** (9,382 out of 14,440), while females comprised **35.03%** (5,058). In 2024, the number of male staff rose to **9,910**, making up **64.42%** of the total 15,383 staff, while female staff increased to **5,469**, representing **35.55%**.

Table 4. 3: Teaching staff in Universities by Gender

	2023		**2024**	
Gender	**Staff count**	**%**	**Staff count**	**%**
Male	9382	64.97	9910	64.42
Female	5058	35.03	5469	35.55
Other			4	0.03
Total	14,440	100	15,383	100

(Source CUE UEMIS 2024 ©)

4.1.1 Teaching staff in Public chartered universities

The largest proportion of teaching staff is employed in public chartered universities, **10,555** which represents **68.61%** of the national total. In **2023**, teaching staff in public universities accounted for **68.16%** of the national total, with **10,092** staff. This grew slightly in **2024** to **10,555**, representing a proportion of **68.61%**.

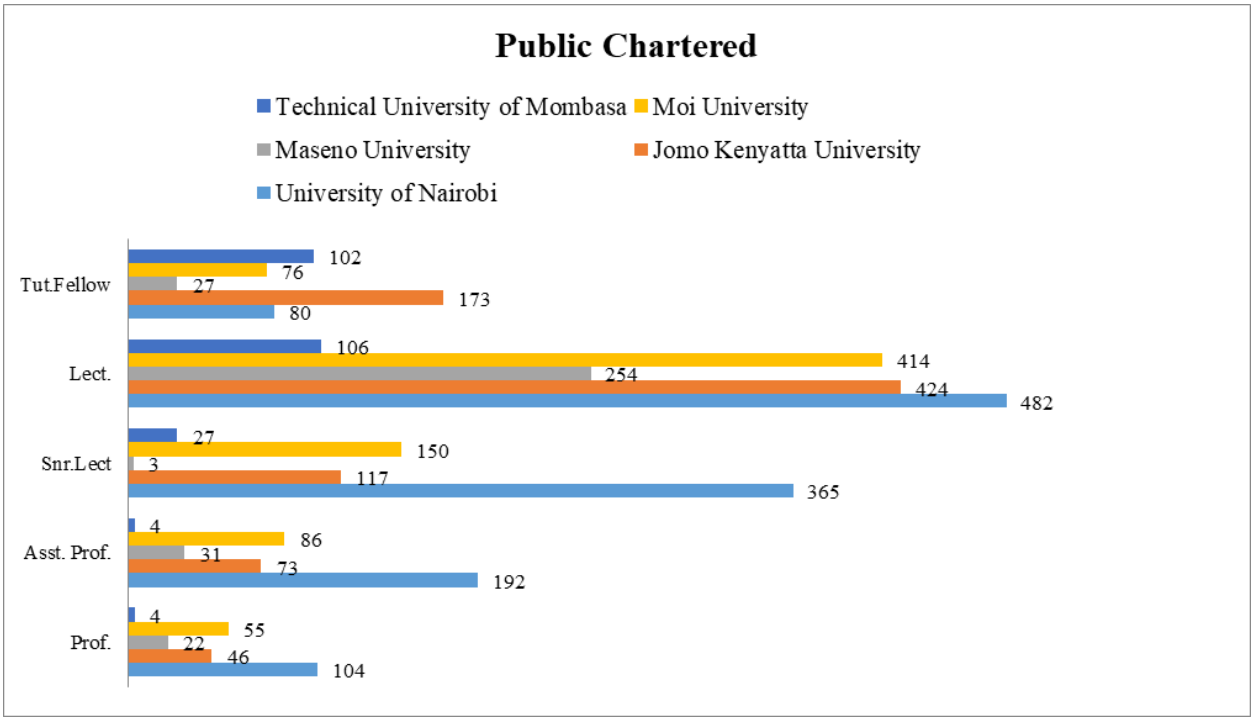


Figure 4.1: Distribution of Teaching staff in Public chartered universities

4.1.2 Teaching staff in Private chartered universities

Private Chartered Universities with 4,286 staff contribute 27.86% of the teaching workforce. The number of teaching staff rose from **3,168** in 2023 (21.41%) to **4,286** in 2024 (27.86%).

4.1.3 Teaching staff in universities operating with Letters of Interim Authority

LIAs had a decline in teaching staff, dropping from **674** in 2023 (4.55%) to **301** in 2024 (1.96%).

4.1.4 Teaching staff in public university constituent colleges

Public University Constituent Colleges had a relatively small academic staff complement of 175 lecturers, making up 1.14% of the total. There was a notable drop in staff numbers for these colleges, from **327** in 2023 (2.21%) to **175** in 2024 (1.14%).

4.1.5 Teaching staff in private university constituent colleges

Private Constituent Colleges had the smallest number of teaching staff, employing just 66 lecturers, which is 0.43% of the national total.

Overall, the data shows that over two-thirds of university teaching staff are employed in public chartered institutions, reinforcing their centrality in Kenya's university education landscape. The wide disparity in staffing reflects the maturity, size, and academic breadth of each institution. Long-established and multidisciplinary universities employ a significantly higher number of faculty compared to emerging or specialized institutions.

4.2 Teaching staff by rank

Teaching staff are organized across various academic ranks, from graduate assistants and tutorial fellows to professors, reflecting different levels of qualification, experience, and responsibility. These ranks typically include Professors, Associate Professors, Senior Lecturers, Lecturers, Assistant Lecturers, and Graduate Assistants. The distribution of staff by rank varies between institutions and is influenced by factors such as university category (public or private), institutional age, and research capacity.

Table 4. 4: Teaching Staff by Rank

	2023		2024	
Rank	**Count**	**% (Percentage)**	**Count**	**% (Percentage)**
Lecturer	6,052	41.90	6627	43.08
Tutorial Fellow	3,498	24.22	3119	20.28

Senior Lecturer	1,987	13.76	2144	13.94
Associate Professor	817	5.66	919	5.97
Adjunct Academic Staff	379	2.62	758	4.93
Graduate Assistant	815	5.64	604	3.93
Professor	475	3.29	551	3.58
Skilled Workers	64	0.44	254	1.65
Research Fellow	187	1.29	155	1.01
Management	97	0.67	131	0.85
Research Assistant	73	0.51	76	0.49
Other			45	0.29
Sum	**14,444**	100	**15,383**	100

Source: CUE UEMIS 2024

Kenyan universities saw a growth in overall academic staffing, rising from **14,444** to **15,383**, an increase of **939 staff members**, representing a **6.5% growth in 2024**.

The **Lecturer** remained the rank where most of the teaching staff are placed. It increased from **6,052 (41.9%)** in 2023 to **6,627 (43.08%)** in 2024. This indicates the continued reliance on mid-level academic staff. The number of **Senior Lecturers** also rose slightly from **1,987 (13.76%)** to **2,144 (13.94%)**, and **Professors** increased from **475 (3.29%)** to **551 (3.58%)**, showing some upward mobility in academic ranks.

The proportion of **Tutorial Fellows**—entry-level academic staff—declined from **3,498 (24.22%)** to **3,119 (20.28%)**, while **Graduate Assistants** dropped from **815 (5.64%)** to **604 (3.93%)**. This drop may raise concerns about the future academic talent pipeline and succession planning in universities.

There was a rise in **Adjunct Academic Staff**, which more than doubled from **379 (2.62%)** to **758 (4.93%)**, suggesting universities are increasingly relying on part-time or external teaching personnel. There was also a sharp rise in **Skilled Workers**, from **64 (0.44%)** to **254 (1.65%)**, perhaps reflecting investment in technical or laboratory support.

Overall, the data suggests that while universities are sufficiently staffed at mid-level academic ranks, there is a notable underrepresentation at the professoriate and research levels, which could impact mentorship and knowledge production capacity.

In conclusion, the structure is heavily weighted toward early-career and mid-level teaching staff, with Lecturers and Tutorial Fellows together constituting over 63% of all staff. Professors and Associate Professors make up a combined around 9.5%, reflecting the traditional academic pyramid where senior academic positions are fewer compared to junior teaching ranks. The presence of adjunct staff, research staff, and management underscores the diversity of roles needed to sustain both academic teaching and research functions in universities.

4.2.1Teaching staff rank by gender

The distribution of teaching staff in Kenyan universities by rank and gender offers important insights into the structure and equity of academic staffing. It highlights the composition of academic personnel across various levels.

Table 4. 5: Teaching Staff Rank and Gender

Rank	**Male**	**%**	**Female**	**%**	**Total**
Adjunct Academic Staff	458	4.63	299	5.49	757
Associate Professor	705	7.13	214	3.93	919
Graduate Assistant	357	3.61	246	4.52	603
Lecturer	4,223	42.71	2,404	44.13	6627
Management	81	0.82	50	0.92	131
Professor	458	4.63	93	1.71	551
Research Assistant	57	0.58	19	0.35	76
Research Fellow	98	0.99	57	1.05	155
Senior Lecturer	1,444	14.61	700	12.85	2144
Skilled Workers	142	1.44	112	2.06	254
Tutorial Fellow	1,864	18.85	1,253	23.00	3117
Other	Zero	Zero	Zero	Zero	49
Total	**9887**	100	**5447**	100	15383

(Source CUE UEMIS 2024 ©)

9,887 staff (approximately 64%) are male, while 5,447 (around 35%) are female. Lecturers are the majority, 6,627 in total—4,223 male and 2,404 female—accounting for 44% of all teaching staff. Tutorial Fellows are second, numbering 3,117 (1,864 male and 1,253 female), representing about 20% of the total. These two ranks comprise over 63% of all academic staff, highlighting the predominance of early and mid-career academics in Kenyan universities. At senior levels, gender disparities become more apparent. There are 919 Associate Professors, with 705 men (7.13% of all male staff) and 214 women (3.93% of all female staff). Professors number 551 in total—458 male and only 93 female—underscoring the low proportion of women at the highest academic ranks. Similarly, among Senior Lecturers, men constitute 1,444 while women number 700 out of the 2,144 total. In junior and support academic roles such as Graduate Assistant (815), Research

Assistant (76), and Research Fellow (155), women have a stronger presence compared to their representation in senior ranks. For example, women make up nearly 41% of Graduate Assistants.

4.2.2Teaching staff by domain

There are various domains in academia including Public Health and Security Services. How institutions staff were spread across these domains is indicated below.

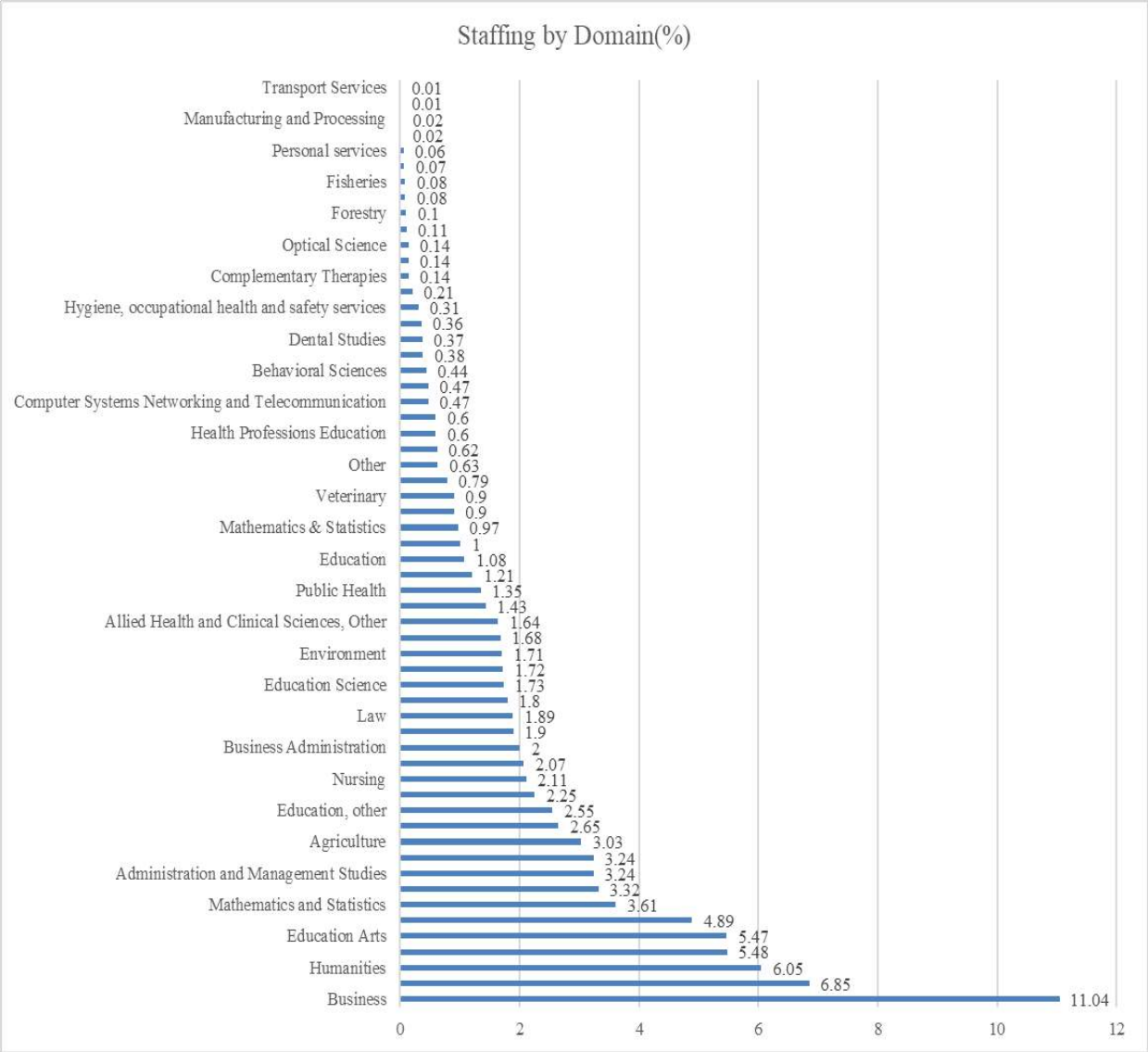


Figure 4.2: Teaching staff by domain (Source CUE UEMIS 2024

Kenyan universities employ 15,383 teaching staff across diverse academic domains. Business studies lead with 1,698 staff, accounting for 11.04% of the total. This is followed by Social Sciences with 1,053 staff (6.85%), and Humanities with 931 staff (6.05%). Core professional and science-based fields like Engineering and Education (Arts) also have significant representation, with 843 (5.48%) and 841 (5.47%) staff, respectively.

Medical and health-related fields, including Medical Studies (4.89%), Nursing (2.11%), and Public Health (1.35%), show moderate staffing. STEM fields like Mathematics and Statistics (3.61%), Physical Sciences (3.32%), and Computer Science (2.25%) are present but remain less staffed compared to humanities and business.

Lower representation is evident in specialized areas like Veterinary Medicine (0.90%), Pharmacy (0.79%), Manufacturing and Production (0.60%), and Information Technology subfields, most of which fall below 1% of the total. Niche and emerging disciplines such as Security Services, Transport, and Formal Law have minimal presence, each constituting less than 0.02% of the teaching staff.

4.2.3Teaching staff by nationality

Various nationalities are represented in academic staff in universities:15,100 academic staff are Kenyan, accounting for 98.16% of the workforce. Foreign nationals make up 1.84% of the total, with 283 individuals representing different countries. The highest representation among is from Uganda, with 40 individuals (0.26%), followed by Nigeria with 27 (0.18%), the United States with 26 (0.17%), India with 24 (0.16%), and Tanzania with 15 (0.10%). Other countries with relatively notable presence include Rwanda (12 staff), the Democratic Republic of the Congo (11), and Ethiopia (10).

4.3 Non-teaching staff

Non-teaching staff form the critical backbone of university operations, supporting academic activities through administrative, technical, and operational roles. Kenyan universities employed a total of 21,993 non-teaching staff across various types of institutions. The student to staff ratio is 28.58. The analysis below provides insights into how non-teaching personnel are spread across the five main categories of higher education institutions.

Table 4. 6: Non-Teaching Staff in Universities

	2023		**2024**	
University category	**Staffing**	**% (Percentage of total)**	**Staffing**	**% (Percentage of total)**
Public Chartered Universities	15582	74.60	16663	75.77
Private Chartered Universities	3889	18.62	4750	21.60
Public University Constituent Colleges	629	3.01	330	1.50
Private Constituent Colleges	122	0.58	47	0.21
Letter of Interim Authority Institutions	664	3.18	203	0.92

Total	20886	100	21993	100

(Source CUE UEMIS 2024 ©)

4.3.1 Non-teaching staff in public chartered universities

Public Chartered Universities account for 75.77% of the total staff, translating to 16,663 persons. When it comes to the student-to-staff ratio, Public Chartered Universities have a ratio of 28.10 students per staff member, indicating a relatively balanced staffing structure.

4.3.2 Non-teaching staff in private chartered universities

Private Chartered Universities employ 4,750 staff members, making up 21.60% of the workforce. In Private Chartered Universities, the ratio is slightly higher at 30.65, suggesting fewer staff per student, compared to public chartered universities.

4.3.3 Non-teaching staff in universities operating with Letters of Interim Authority

They contribute 0.92% of the total staff (203 individuals). When it comes to student –staff ratio, Letter of Interim Authority Institutions have the most favorable ratio, with 17.03 students per staff.

4.3.4 Non-teaching staff in public university Constituent Colleges

Public University Constituent Colleges employ 1.50% (330 staff). Regarding student to staff ratio, Public University Constituent Colleges have the highest ratio of 32.57, which indicates fewer staff for each student.

4.3.5 Non-teaching staff in Private university constituent colleges

Private Constituent Colleges have the smallest share at just 0.21%, or 47 staff members. Regarding student to staff ratio, Private university Constituent Colleges have the lowest ratio of 11.64, implying that they provide the most staff support per student.

Overall, the data for non-teaching staff in Kenyan universities reveals a clear dominance by Public Chartered Universities, which employ over three-quarters of the country's administrative and support personnel. Private Chartered Universities follow at a distant second, though some are rapidly growing and exhibiting substantial administrative capacity. The remaining categories, LIAs, constituent colleges (public and private)—feature smaller, leaner teams as they either grow or operate within tightly managed parameters.

CHAPTER 5: RESEARCH OUTPUT IN UNIVERSITIES

The broad objectives of university education include teaching, research and community service. Universities play a crucial role in generating new knowledge through research and innovation which prepare them to transform the livelihoods of the people around the world. The UN's Sustainable Development Goal (SDG) No. 9, advocates for increased investment in science, research and technology to generate innovative solutions for economic and environmental challenges. Similarly, the African Union's Agenda 2063 emphasizes promoting STI to empower young people and drive innovation-based entrepreneurship. This resonates well with the Kenya Vision 2030 blueprint that aims to transform Kenya into a newly industrialized, middle-income country providing a high quality of life to all its citizens in a clean and secure environment. Kenya, as a signatory to these global and regional initiatives, echoes this commitment. The national development blueprints, Vision 2030, and the Government's focus on the BETA Agenda, both identify Research Science Technology and Innovation (RSTI) as a critical enabler for socio-economic transformation.

5.1 Staff Publications in Universities

Section 5 of the Universities Act Cap 210 outlines one of the functions of the Commission as promoting quality research and innovation in Universities in Kenya. In addition, the Universities Standards and Guidelines 2014, (standard INST/STD/010) provides requirements by universities to have *a mechanism of providing incentives to members of staff who undertake research, attract research funds, innovate and/or patent*. The number of staff publications emanating from institutions of higher learning offers a measurable insight into their scholarly productivity, faculty development, and institutional capacity for knowledge generation. This report analyses staff publications across Kenyan universities by institutional category.

A total of **5,351 staff publications** were recorded across all universities in 2024. It was noted there was a drop in staff publications in 2024 compared to 2023. The breakdown by institutional category is detailed in Table 4.1.

Table 5. 1: Staff publications in universities

	2023		2024	
University Category	**Staff Publications**	**% of Total**	**Staff Publications**	**% of Total**
Public Chartered Universities	3,972	68.7 %	2735	51.11%
Private Chartered Universities	978	16.9%	2220	41.49%
Public University Constituent Colleges	217	3.7%	351	6.56%
Private Constituent Colleges	5	0.1%	14	0.26%
Universities with Letters of Interim Authority	611	10.6%	31	0.58%
TOTAL	**5,783**	**100.00%**	**5,351**	**100.00%**

5.2 Student Publications in Universities

The 2024 data on student publications across accredited universities in Kenya shows that a total of **2,791 publications** were produced. The findings show significant variation in publication output across these categories i.e. institutions operating under a letter of interim authority, private chartered universities, private constituent colleges, public chartered universities, and public university constituent colleges.

Table 5. 2: Student Publications in Universities

	2023		2024	
University Categories	Student Publications	% of Total	Student Publications	% of Total
Public Chartered Universities	1281	69.54%	1665	59.66%
Private Chartered Universities	496	27.04%	895	32.07%

Public University Constituent Colleges	17	0.92%	6	0.21%
Private Constituent Colleges	15	0.81%	17	0.61%
Universities with Letters of Interim Authority	33	1.79 %	208	7.45%
TOTAL	**1842**	**100.00%**	**2,791**	**100.00%**

5.3 Staff Innovation in Universities

During the call for data in 2024, universities were requested to submit the number of innovations they recorded in 2024. The staff innovation data for various universities is categorized into different types of institutions, with each category reflecting the level of innovation within the staff at the institutions.

Table 5. 3: Staff Innovation

	2023		2024	
University Category	Staff Innovations	% of Total	Staff Innovations	% of Total
Public Chartered University	133	89.26%	130	64.68%
Private Chartered University	5	3.36%	71	35.32%
Public University Constituent College	0	0.00%	0	0.00%
Private Constituent College	0	0.00%	0	0.00%
Universities with LIA	11	7.38%	0	0.00%
TOTAL	**149**	**100.00%**	**201**	**100.00%**

5.4 Student Innovation

Universities play a crucial role in equipping students and researchers with the tools needed to push the boundaries of knowledge, making them central to solving the complex issues facing society today. Innovation in universities is vital for driving progress and addressing global challenges. By fostering creativity and research, universities become hubs for groundbreaking ideas, technological advancements, and social solutions. Innovation not only enhances academic excellence but also strengthens the connection between education and real-world applications,

supporting economic development, improving healthcare, and addressing sustainability concerns.

The 2024 data from universities showed that there were 196 students innovations reported by several universities as shown in Table 5.4.

Table 5. 4: Student Innovation

	2023		2024	
University Category	Staff Innovations	% of Total	Student Innovations	% of Total
Public Chartered University	152	87.36%	135	68.88%
Private Chartered University	7	4.02%	61	31.12%
Public University Constituent College	0	0.00%	0	0.00%
Private Constituent College	0	0.00%	0	0.00%
Operating with Letter of Interim Authority	15	8.62%	0	0.00%
TOTAL	**174**	**100.00%**	**196**	**100.00%**

In conclusion, across all categories, a total of 196 student innovations were recorded. The **Public Chartered University** category led with 135 innovations, contributing significantly to the overall total (68.88%). The **Private Chartered University** category followed with 61 innovations (31.12%). Meanwhile, both the **Operating with Letter of Interim Authority** and **Private Constituent College** categories had no recorded student innovations, resulting in a 0.00% innovation rate for both.

5.5 Comparative Analysis of Publication and Innovation

Staff

The table below presents a comparative overview of staff research output and innovation across various categories of universities in Kenya, highlighting disparities in publication and innovation performance.

Table 5. 5: Staff Publications and Innovations by University Category

University Category	Staff Publications	Staff Innovation

Public Chartered Universities	2735	130
Private Chartered Universities	2220	71
Public University Constituent Colleges	351	0
Private Constituent Colleges	14	0
Universities with Letters of Interim Authority	31	0
TOTAL	**5,351**	**201**

Student

The table below provides a brief comparison of staff and student innovations across different university categories in Kenya.

Table 5. 6: Student Publications and Innovations by University Category

University Category	Student Publication	Student Innovations
Public Chartered University	1665	135
Private Chartered University	895	61
Public University Constituent College	6	0
Private Constituent College	17	0
Universities with LIA	208	0
TOTAL	**2,791**	**196**

CHAPTER 6: GRADUATION DATA

This chapter presents a comprehensive overview of graduation statistics for the year 2024, offering insights into trends across different institution types, gender distribution, and academic disciplines in Kenyan higher education. Drawing on data from the Commission for University Education's University Education Management Information System (CUE UEMIS), it highlights the scale and diversity of graduates produced by the country's universities and colleges.

6.1 Graduation Statistics by Category

Graduates increased from 99,829 in 2023 to 123,928 in 2024, with public chartered universities contributing the largest share.

Table 6.1: Graduates by Institution Category

Institution Category	2023	Percentage %	2024	Percentage (%)
Public Chartered University	70,091	70.21%	91,210	73.60%
Private Chartered University	24,316	24.36%	30,053	24.25%
Public University Constituent College	1,467	1.47%	973	0.79%
Private Constituent College	109	0.11%	163	0.13%
Operating with Letter of Interim Authority	3,846	3.85%	1,529	1.23%
Total	**99,829**	**100%**	**123,928**	**100%**

(Source CUE UEMIS©)

In 2024, most graduates over 91,000, or 73.6% came from Public Chartered Universities, underscoring the dominant role of public institutions in higher education. Private Chartered Universities contributed a significant share as well, accounting for just over 24% of all graduates. Meanwhile, institutions operating under Letters of Interim Authority and constituent colleges, both public and private, had relatively small graduation numbers, reflecting their more limited scale or specialized offerings.

6.2 Graduation Statistics by Gender

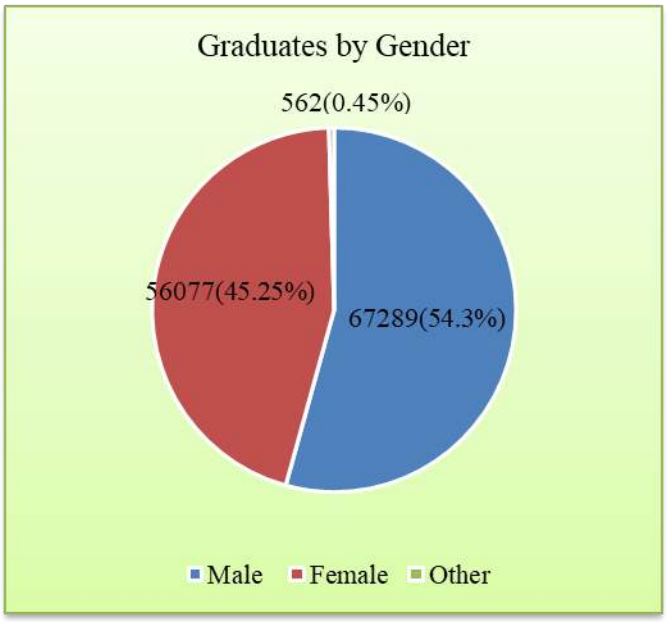
Table 6.2: Number of Graduates by Gender and Institution Category

Institution Category	Male	Female	Other	Total
Public Chartered University	50,710	39,945	555	91,210
Private Chartered University	15,320	14,731	2	30,053
Public University Constituent College	433	540	0	973
Private Constituent College	101	58	4	163

Operating with Letter of Interim Authority	725	803	1	1,529
Total	**67,289**	**56,077**	**562**	**123,928**

(Source CUE UEMIS©)

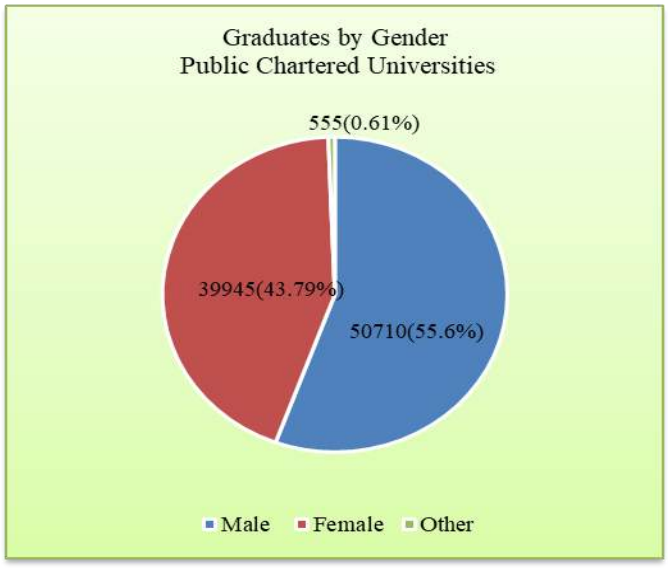
Figure 6.1: Distribution of Graduates by Gender



Source CUE UEMIS, 2024

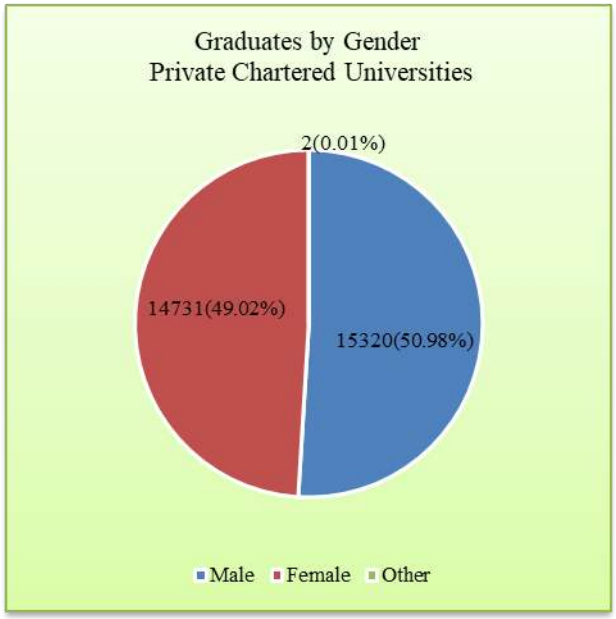
In 2024, male graduates made up the majority, accounting for 54.3% (67,289) of the total graduates. Female graduates followed closely at 45.25% (56,077), highlighting a relatively balanced gender representation in higher education.

Figure 6.2: Graduates by Gender in Public Chartered Universities



This pie chart displays the gender distribution of graduates from public chartered universities, showing that male graduates constitute the largest proportion at 55.6% (50,710), followed by female graduates at 43.79% (39,945).

Figure 6.3: Graduates by Gender in Private Chartered Universities



(Source CUE UEMIS©)

This pie chart illustrates the gender distribution of graduates from private chartered universities, indicating that male graduates comprise 50.98% (15,320) of the total, female graduates represent 49.02% (14,731).

6.3 Graduation Statistics by Field of Study

Table 6.3: Number of Graduates per ISCED Fields

Field	Count
Education	34,156
Arts and Humanities	9,068
Communication, Journalism, and Information Studies	3,816
Business, Administration and Management Studies	28,005
Natural Sciences, Mathematics and Statistics	11,019
Computing and Information Communication Technology	8,627
Engineering, Manufacturing, And Production	7,023
Agriculture, Forestry, Fisheries and Veterinary	2,937
Health and Welfare	8,886
Services	650
Social and Behavioural Sciences	6,759
Law	1,796
Other	1,186
Total	**123,928**

(Source CUE UEMIS©)

In 2024, the highest number of graduates came from the field of Education, with over 34,000 individuals completing their studies significantly ahead of all other disciplines. Business, Administration, and Management Studies also had a strong showing. On the other hand, fields such as Services and Agriculture recorded relatively lower graduation numbers, suggesting potential areas for future growth or targeted support.

Table 6.4: Number of Graduates by Academic Domain

Domain	Count	Domain	Count
Architecture and Built Environment	1581	**Hygiene, occupational health and safety services**	174
Administration and Management Studies	3395	**Information and Computer Technology**	5001
Agriculture	2542	**Information Science**	881
Allied Health and Clinical Sciences, Other	1277	**Information Systems and Services**	293
Arts	3871	**Languages**	764
Behavioral Sciences	515	**Law**	1796

Biological and related Sciences	1947	**Manufacturing and production**	290
Business	24610	**Mass Communication and Journalism**	2935
Complementary Therapies	28	**Mathematics and Statistics**	4822
Computer programming, Software and Media Applications	397	**Medical Studies**	2855
Computer Science	2730	**Nursing**	2465
Computer Systems Networking and Telecommunication	206	**Optical Science**	34
Dental Studies	1	**Personal services**	82
Education Arts	18446	**Pharmacy**	379
Education Science	9351	**Physical and related Sciences**	3522
Education, other	6359	**Public Health**	1002
Engineering	5152	**Rehabilitation Therapies**	244
Environment	728	**Security Services**	362
Fisheries	25	**Social sciences**	6244
Forestry	39	**Transport Services**	32
Health Professions Education	601	**Veterinary**	331
Humanities	4433	**Other**	1186
Total			**123,928**

(Source CUE UEMIS©)

In 2024, the domain of Business lead with over 24,000 graduates. Education-related programs, particularly Education Arts and Education Science, also recorded high graduation numbers, accounting for more than 27,000 graduates. In contrast, specialized fields such as Fisheries, Dental Studies, and Complementary Therapies saw notably fewer graduates, pointing to niche areas with limited enrolment or institutional capacity.

CHAPTER 7: STUDENT DISCIPLINE AND EMERGING CHALLENGES

The Commission for University Education (CUE), in its role as the national regulator of higher education quality in Kenya, continues to monitor not only academic standards but also the holistic development and conduct of students. Discipline among university students is a vital component in achieving the overall goal of delivering quality education. Indiscipline not only affects

individual academic progress but also disrupts institutional harmony and tarnishes the reputation of higher education institutions.

In 2024, a total of **3,841 student discipline cases** were reported by universities across the country. These cases were submitted as part of the University Education Management Information System (UEMIS) data collection exercise and cover a variety of offenses, from academic dishonesty to criminal behavior. The data presented in ***Figure 7.1*** provides critical insights into the behavioral patterns within institutions and underscores the urgent need for effective interventions.

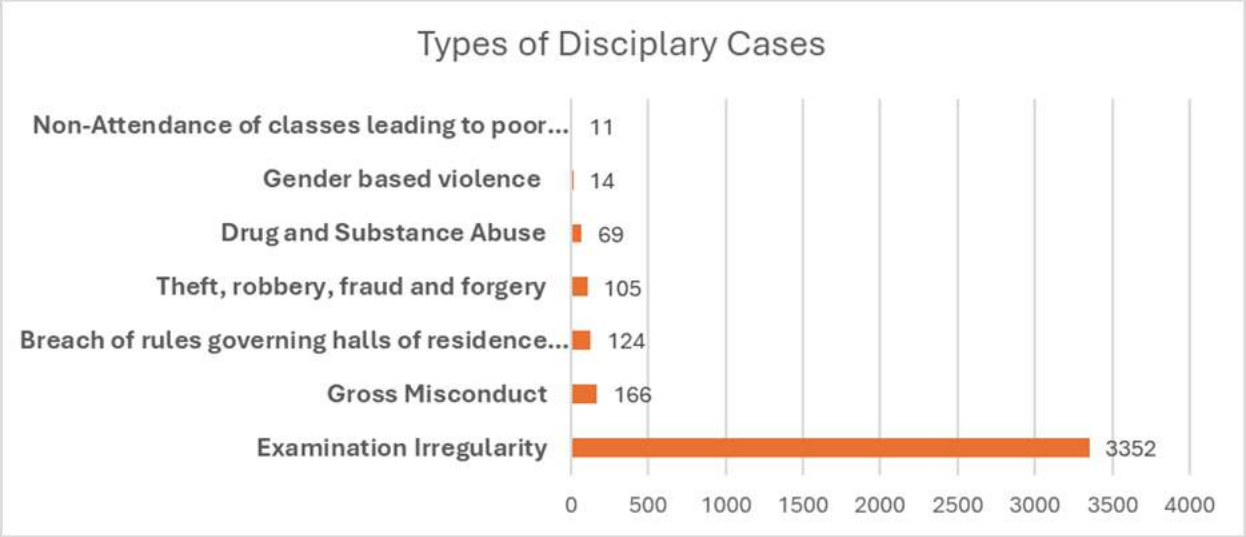


Figure 7.1 Types of Disciplinary Cases Reported

The disciplinary cases have been grouped into seven categories, which serve as sub-themes of this report.

7.1 Examination Irregularities

Examination malpractice emerged as the most prevalent disciplinary issue, accounting for **3,352 (87.3%)** of all reported cases. This includes cheating during examinations, possession of unauthorized materials, impersonation, and other forms of academic dishonesty. Others included: Cheating using unauthorized materials (e.g., mobile phones, written notes) and collusion among students. This trend reflects deeper issues related to academic pressure, inadequate preparation, and weak enforcement of examination policies. The reliance on high-stakes assessments contributes to increased temptation to cheat.

The high number of cases signals systemic issues in exam integrity and calls for strengthened invigilation practices, enhanced academic integrity policies, and student sensitization campaigns.

7.2 Gross Misconduct

Gross misconduct encompassed acts such as violent behavior, defiance of university authority, and disruption of learning activities. These incidents, though fewer in number **166 (4.3%)**, pose significant risks to institutional stability and the safety of campus communities. Universities must reinforce disciplinary frameworks and encourage respectful student engagement to mitigate such

occurrences. Gross misconduct contextualized to include behavior that seriously breaches the university code of conduct, such as: Violent altercations between students; threats or acts of aggression towards staff; vandalism and property destruction and disruption of university functions.

Such actions create unsafe learning environments and undermine institutional authority. The rise in confrontational behavior may be influenced by external social and political tensions that often spill into university spaces.

7.3 Breach of Rules Governing Halls of Residence and Student Elections

This category included violations such as unauthorized gatherings, misconduct in student elections, and infractions within student accommodation facilities. While not highly prevalent in Cases: **124 (3.2%)**, these infractions can disrupt student life and governance. Unauthorized gatherings in hostels, use of prohibited electrical appliances, violent or chaotic student union elections, violation of restrictions and visitor regulations. These breaches indicate a lack of awareness or disregard for institutional rules and often escalate when not promptly addressed.

7.4 Theft, Robbery, Fraud, and Forgery

These serious offenses, although representing a smaller portion - **105 (2.7%)** of the total, indicate concerning trends involving criminal behavior within campuses. These incidents often involve loss of property, financial deceit, and identity-related crimes. Other reported cases include theft of personal and university property, online fraud targeting fellow students and staff, and forgery of academic and financial documents. These incidents not only affect individuals but also erode the integrity of the university system. They are sometimes linked to financial stress or organized crime groups operating on campus. Universities should therefore collaborate closely with law enforcement agencies and improve internal security protocols.

7.5 Drug and Substance Abuse

Cases of drug and substance abuse remain a concern, with implications for both academic performance and campus safety. Although representing only 1.8% of the total, the impact of substance abuse on student well-being and discipline is significant. Drug and substance abuse remains a persistent concern in universities. Commonly reported substances include alcohol, marijuana, and over-the-counter drugs misused for recreational purposes. Consequences of drug abuse include academic failure, mental health deterioration, aggressive behavior, and absenteeism. There is a need for expanded counseling services and targeted prevention programs.

7.6 Gender-Based Violence (GBV)

While relatively few cases were reported **(0.4%)**, gender-based violence is a grave concern. Underreporting is likely due to stigma, fear of retaliation, and inadequate reporting mechanisms. It includes harassment, sexual assault, emotional and psychological abuse in relationships and other gender-related offenses. Even a single case is enough to cause alarm, and universities must ensure that strong reporting mechanisms, survivor support systems, and awareness programs are in place.

7.7 Non-Attendance of Classes Leading to Poor Academic Performance

Non-attendance of classes was reported as a disciplinary issue when it led to academic failure. Though the least reported **(0.3%)**, it reflects a lack of student engagement and could be symptomatic of deeper issues such as mental health challenges, lack of motivation, or socioeconomic barriers. This issue often signals disengagement, lack of motivation, or personal challenges. Students in this category often show declining performance, withdrawal from activities, and eventual dropouts. Universities should track attendance closely and intervene early to support affected students. The data collected from universities across Kenya for the 2024 academic year provides a comprehensive view of the disciplinary challenges affecting student populations. Examination irregularities, gross misconduct, and criminal behavior are among the key issues identified, underscoring the need for urgent and coordinated responses.

Maintaining a disciplined and safe university environment is critical to academic success and institutional development. Universities, in collaboration with the CUE, must continuously improve student support structures, uphold institutional integrity, and create an environment that promotes positive behavior and responsible citizenship. Through a combination of preventative and corrective measures, Kenyan universities can significantly enhance discipline and overall student experience.

CHAPTER 8: ACADEMIC RESOURCES IN UNIVERSITIES

Universities are built on a foundation of academic resources that support learning, teaching, and research. These resources play a critical role in shaping the academic experiences of students and faculty alike. The data provided offers a breakdown of the University Academic Resources across various categories of institutions.

Table 8.1: Distribution of resources in university categories

	2024	
University Category	Resources	% (Percentage)
Public Chartered Universities	6344	64.68
Private Chartered Universities	3210	32.73
Public University Constituent Colleges	67	0.68
Private Constituent Colleges	89	0.91
Letter of Interim Authority Institutions	98	1.00
Total	9808	100

(Source CUE UEMIS 2024 ©)

Kenyan universities had a total of 9,808 academic resources, which include teaching facilities, infrastructure, and learning tools available for students and faculty. These resources are distributed across various types of institutions, with Public Chartered Universities holding the largest share. Smaller institutions, such as Public University Constituent Colleges and those with Letter of Interim Authority, are considerably less equipped, which can hinder their ability to provide high-

quality education. The distribution of academic resources highlights the disparities between public and private institutions in Kenya, with public universities still grappling with resource constraints despite their larger scale.

Table 8.2: Types of R*esources in universities in Kenya*

Resource Type	Count	% (Percentage)
Equipment/Tools	3665	37.37
Lecture Halls	1778	18.13
Other	1480	15.09
Laboratory	743	7.58
IT Services/Helpdesk	298	3.04
Workshop/Studio	293	2.99
Computer Lab	277	2.82
Sports Facility	262	2.67
Software	254	2.59
Digital Resources	223	2.27
Library	194	1.98
Auditorium/Conference Hall	180	1.84
Study Room	84	0.86
Research Facility	77	0.79
Sum	**9,808**	100

Source CUE UEMIS 2024 ©)

The largest portion of resources is equipment and tools, which make up 37.37% of the total, with 3,665 resources. Lecture halls follow closely, comprising 18.13% of the resources, or 1,778 in total. A significant portion, 15.09% (or 1,480 resources), falls under an unspecified or blank category. Laboratories, which are crucial for science and technology programs, account for 7.58% of the resources, or 743 resources. Other key resources include IT services and helpdesk, making up 3.04% with 298 resources, and workshops and studios, which represent 2.99% of the total, with 293 resources. Computer labs contribute 2.82% of the resources, totaling 277, while sports facilities make up 2.67% with 262 resources.

Software resources account for 2.59%, totaling 254. Digital resources like e-books and online journals make up 2.27% with 223 resources listed. Libraries, despite being a critical resource for academic research, account for only 1.98%, or 194 resources. Auditoriums and conference halls make up 1.84%, totaling 180 resources, while study rooms represent 0.86%, with 84 resources. Finally, research facilities, which are vital for advanced academic work, make up the smallest portion, 0.79%, or 77 resources. Overall, most academic resources in Kenyan universities are focused on equipment/tools and lecture halls, which together account for more than half of the

total resources. Meanwhile, resources like research facilities and study rooms are more limited, making up a smaller percentage of the total academic infrastructure.

8.1 Academic Resources in Public Chartered Universities

Public Chartered Universities dominate, with **6,344 resources**, representing **64.68%** of the total. These institutions cater to the largest number of students in the country and have the highest proportion of academic resources. However, despite this, they still face challenges like overcrowded classrooms and aging infrastructure, which can impact the quality of education.

8.2 Academic resources in Private Chartered Universities

Private Chartered Universities, while smaller in size, account for **3,210 resources**, or **32.73%** of the total. These universities generally provide more modern and well-maintained facilities, often benefiting from smaller student-to-resource ratios. As a result, students in these institutions typically have better access to technology and academic support.

8.3 Academic resources in universities with letters of Interim Authority

Institutions with letters of interim authority hold just 98 resources, which is 1.00% of the total.

8.4 Academic resources in public universities constituent colleges

Public University Constituent Colleges have 67 resources (0.68%), which further underscores the disparity in resources between the larger public universities and their smaller counterparts.

8.5 Academic resources in Private universities constituent colleges

Private Constituent Colleges have 89 resources (0.91%), which further underscores the disparity in resources between the larger public universities and their smaller counterparts. Most of the university Academic Resources are concentrated in the Public Chartered University category, followed by Private Chartered Universities. The remaining categories, which operate with interim authority, private constituent colleges, and public university constituent colleges, contribute smaller portions to the overall total.

CHAPTER 9: CONCLUSION AND RECOMMENDATIONS

9.1 Conclusion

The data presented in this report captures a detailed picture of the status of university education in Kenya during the 2023/2024 reporting cycle. The findings reflect nine critical variables that form the core of the sector's performance: student enrolment, academic and non-academic staffing, graduation statistics, research outputs (staff and student publications), innovation activities, academic resources, and student discipline. These variables were analyzed across four broad university categories—public chartered universities, private chartered universities, private constituent colleges, and institutions operating under Letters of Interim Authority (LIA).

Several notable trends emerged. Public chartered universities continue to dominate in terms of student population, staffing, and research output, although private universities are showing increased dynamism in programme diversification and internationalization. The transition of institutions from interim to chartered status demonstrates a maturing system, with improved compliance to regulatory expectations.

Despite these advancements, systemic challenges remain. These include data gaps and inconsistencies, limited capacity for data submission among institutional staff, and difficulties in capturing disaggregated data on research and innovation outputs. Demographic data, including identifiers and student origin, were often incomplete, affecting the quality of institutional profiling and regional equity analysis. Nonetheless, the upgraded University Education Management Information System (UEMIS) and continued CUE technical support played a vital role in enhancing institutional data reporting capacity.

9.2 International Student Enrolment in Universities

Kenyan universities continue to attract international students, particularly within private chartered institutions. However, the overall proportion of international students remains modest, and is heavily concentrated in a few institutions such as United States International University (USIU), University of Nairobi, and Strathmore University.

Recommendation:

The Commission should work with universities to develop targeted internationalization strategies, including regulatory incentives, regional marketing campaigns, and bilateral agreements to expand the presence of international students. Enhanced visa facilitation, academic credit transfer frameworks, and quality assurance recognition of foreign credentials will also improve Kenya's appeal as a regional education hub.

9.3 Enrolment in Universities

University enrolment rose modestly in 2024, reflecting increased access to higher education. Public chartered universities account for the majority of enrolments, with growing participation in private universities. However, disparities in enrolment across regions, gender, and special needs populations persist.

Recommendation:

The Ministry of Education and CUE should strengthen affirmative action policies targeting underrepresented groups and regions. Additionally, universities should expand flexible learning options, such as online and blended learning, to increase access. National policies should also promote STEM programme enrolment, especially for female students, to align with national development goals.

9.4 Academic Staff and Qualifications

While Kenya's universities continue to grow in faculty numbers, the proportion of academic staff with doctoral qualifications remains sub-optimal. Most academic staff are full-time, but there are

notable disparities in qualifications across institutions. This has implications for quality assurance, particularly in postgraduate programme delivery and supervision.

Recommendation:
Universities should develop faculty development plans, including structured PhD training pipelines, mentorship programmes, and joint academic appointments. The government, through the National Research Fund (NRF), should consider increasing funding for staff development. CUE should also enforce minimum staffing qualification thresholds for programme accreditation and renewal.

9.5 Graduation Statistics

Graduation data shows encouraging trends in throughput, with rising completion rates across most institutions. However, some universities struggle with low graduation numbers, especially at postgraduate and doctoral levels. The underproduction of PhD graduates is a major concern given the national target of 2,400 PhD graduates annually.

Recommendation:
Universities should be incentivized to strengthen postgraduate supervision capacity and streamline research and examination processes to improve completion rates. CUE should also develop guidelines for postgraduate programme monitoring, including supervisor-to-student ratios, research timelines, and funding adequacy. Enhanced accountability mechanisms, including annual audits of doctoral output, should be institutionalized.

9.6 Research Output

Kenyan universities reported 5,680 research publications in 2024, down from 5,783 in 2023, reflecting slight variation in productivity. Public chartered universities contributed the largest share of publications, followed by private chartered universities. However, many universities experienced challenges in submitting verifiable data—especially missing staff IDs, DOIs, or publication years. Moreover, the number of patents and innovation disclosures remains very low, signaling gaps in commercialization ecosystems.

Recommendation:
CUE should institute a research audit framework that mandates standardized metadata submissions, including author identifiers and digital object identifiers (DOIs). Incentives should be introduced to encourage innovation, such as competitive research grants linked to intellectual property registration. Collaboration between universities and industry should also be scaled up to convert research into tangible solutions.

9.7 Academic Resources

The baseline audit of academic resources revealed significant disparities across institutions. Public chartered universities accounted for 64.7% of all recorded resources. However, critical infrastructure such as libraries, laboratories, study rooms, and research facilities remain underrepresented nationally—particularly among institutions with Letters of Interim Authority

(LIA) and constituent colleges. Equipment/tools formed the majority of resources, while digital infrastructure and innovation labs were limited.

Recommendation:
The Ministry of Education, in partnership with Treasury and donors, should prioritize investment in academic infrastructure, with a special focus on digital learning environments, science laboratories, and libraries. Institutions should also be encouraged to adopt shared-resource models, especially for high-cost items such as research labs and computing clusters. Additionally, CUE should integrate infrastructure adequacy standards into programme accreditation criteria to promote balanced growth.

9.8 Overall Recommendation for Data Management

While notable progress was achieved in data submission through UEMIS, persistent issues were observed, including incomplete demographic fields, inconsistent identifiers, and weak verification of research outputs.

Recommendation:
CUE should establish minimum data standards and require institutions to embed data governance units with trained personnel. Regular training sessions, automated data validation tools within UEMIS, and integration with national identity and examination databases (e.g., KUCCPS, KNEC, and NRB) should be prioritized. Additionally, penalties for non-compliance and incentives for high data integrity should be instituted.

Appendices

Appendix 1: Enrolment by Institution

University	Male	Female	Total
Adventist University of Africa	474	65	**539**
Africa International University	751	627	**1378**
Africa Nazarene University	1650	1396	**3046**
Aga Khan University	288	501	**789**
Alupe University	1480	1139	**2619**
Amref International University	656	1047	**1703**
Bomet University College	2214	2694	**4908**
Catholic University of Eastern Africa	4099	5670	**9769**
Chuka University	9227	7548	**16775**
Daystar University	2342	3965	**6307**
Dedan Kimathi University of Technology	6785	2469	**9254**
Egerton University	12065	8555	**20620**
Garissa University	1630	1135	**2765**
Great Lakes University of Kisumu	1085	1071	**2156**
Gretsa University	545	512	**1057**
Hekima University College	128	37	**165**
International Leadership University	146	94	**240**
Islamic University of Kenya	329	174	**503**
Jaramogi Oginga Odinga Univ of Sci and Tec	7094	4429	**11523**
Jomo Kenyatta University of Agric and Tech	26697	17415	**44112**
Kabarak university	7275	6104	**13379**
KAG East University	190	179	**369**
Kaimosi Friends University	2450	3302	**5752**
Karatina University	6387	5515	**11902**
KCA University	6789	5738	**12527**

Kenya Highlands Evangelical University	554	833	**1387**
Kenya Methodist University	3936	3683	**7619**
Kenyatta University	18976	17037	**36013**
Kibabii University	4885	3664	**8549**
Kirinyaga University	8113	3617	**11730**
Kiriri Women's University of Scienceand Tech	0	2831	**2831**
Kisii University	9672	7233	**16905**
Koitaleel Samoei University College	1078	1759	**2837**
Laikipia University	3969	3683	**7652**
Lukenya University	1606	1241	**2847**
Maasai Mara University	4720	4369	**9089**
Machakos University	5673	4258	**9931**
Mama Ngina University College	629	482	**1111**
Management University of Africa	482	579	**1061**
Marist International University College	225	157	**382**
Maseno University	14494	12531	**27025**
Masinde Muliro Univ of Sci & Tech	13394	10883	**24277**
Meru University of Science and Technology	6136	3385	**9521**
Moi University	8836	8231	**17067**
Mount Kenya University	16391	14057	**30448**
Multimedia University of Kenya	5931	3265	**9196**
Murang'a University of Technology	6113	3600	**9713**
National Defence University - Kenya	702	104	**806**
Open University of Kenya	737	129	**866**
Pan Africa Christian University	740	762	**1502**
Pioneer International University	43	49	**92**
Presbyterian University of East Africa	1173	1221	**2394**
Pwani University	4043	3140	**7183**
Riara University	812	739	**1551**
Rongo University	5778	5300	**11078**
Scott Christian University	208	197	**405**
South Eastern Kenya University	5662	3526	**9188**
St. Paul's University	2790	3343	**6133**
Strathmore University	4509	4076	**8585**
Taita Taveta University	1560	1065	**2625**
Tangaza University	737	600	**1337**
Technical University of Kenya	9661	4009	**13670**
Technical University of Mombasa	6085	2479	**8564**

Tharaka University	4312	3122	**7434**
The Co-operative University of Kenya	1650	1787	**3437**
The East African University	347	246	**593**
Tom Mboya University	4478	3243	**7721**
Turkana University College	1001	874	**1875**
UMMA university	517	451	**968**
United States International University-Africa	7981	8790	**16771**
University of Eastern Africa Baraton	2165	1856	**4021**
University of Eldoret	9528	8277	**17805**
University of Embu	1870	1590	**3460**
University Of Kabianga	5708	5428	**11136**
University of Nairobi	22597	18577	**41174**
Uzima University	208	158	**366**
Zetech University	2431	1905	**4343**
Not Defined			**110**
	348,629	279,802	**628,541**

Appendix 2: Student enrollment by Domain and Gender

DOMAIN	Male	Female	Total
Education Arts	47,561	57,186	**104,747**
Business	52,253	42,238	**94,491**
Education Science	32,870	20,927	**53,797**
Engineering	23,611	6,116	**29,727**
Social sciences	13,922	14,653	**28,575**
Arts	13,982	14,420	**28,402**
Information and Computer Technology	19,158	7,386	**26,544**
Humanities	12,121	14,160	**26,281**
Education, other	11,151	13,794	**24,945**
Mathematics and Statistics	13,978	6,849	**20,827**
Agriculture	11,782	7,382	**19,164**
Administration and Management Studies	8,809	10,219	**19,028**
Medical Studies	8,959	6,980	**15,939**
Computer Science	11,839	3,738	**15,577**

Mass Communication and Journalism	6,585	7,427	**14,012**
Nursing	5,740	6,841	**12,581**
Law	4,854	5,812	**10,666**
Physical and related Sciences	7,175	2,909	**10,084**
Allied Health and Clinical Sciences, Other	5,068	4,368	**9,436**
Architecture and Built Environment	6,250	2,394	**8,644**
Biological and related Sciences	4,793	3,065	**7,858**
Public Health	2,814	2,660	**5,474**
Environment	2,735	1,938	**4,673**
Information Science	2,432	2,220	**4,652**
Languages	1,644	2,470	**4,114**
Pharmacy	1,765	1,869	**3,634**
Computer programming, Software and Media Applications	2,192	881	**3,073**
Computer Systems Networking and Telecommunication	1,838	761	**2,599**
Behavioral Sciences	835	1,690	**2525**
Security Services	1,789	689	**2,478**
Health Professions Education	1,148	1,119	**2,267**
Veterinary	1,552	686	**2,238**
Information Systems and Services	1,197	696	**1,893**
Manufacturing and production	1,378	419	**1,797**
Hygiene, occupational health and safety services	789	695	**1484**
Rehabilitation Therapies	521	682	**1203**
Personal services	331	588	**919**
Other	242	161	**403**
Optical Science	248	153	**401**
Public Law	191	170	**361**
Fisheries	194	111	**305**
Dental Studies	146	110	**256**
Complementary Therapies	95	93	**188**
Forestry	91	77	**168**

Not segregated			**110**
Total	**348,628**	**279,802**	**628,541**

Appendix 3: Academic Staffing by Domain

Domain description	Staff Count	% Percentage of total
Business	1698	11.04
Social sciences	1053	6.85
Humanities	931	6.05
Engineering	843	5.48
Education Arts	841	5.47
Medical Studies	752	4.89
Mathematics and Statistics	556	3.61
Physical and related Sciences	511	3.32
Administration and Management Studies	499	3.24
Biological and related Sciences	498	3.24
Agriculture	466	3.03
Arts	407	2.65
Education, other	393	2.55
Computer Science	346	2.25
Nursing	325	2.11
Languages	319	2.07
Business Administration	307	2.00
Mass Communication and Journalism	293	1.90
Law	290	1.89
Information and Computer Technology	277	1.80
Education Science	266	1.73
Architecture and Built Environment	264	1.72
Environment	263	1.71
Health and Welfare	258	1.68
Allied Health and Clinical Sciences, Other	252	1.64
Life Science and Physical Science	220	1.43
Public Health	208	1.35
Arts and humanities	186	1.21
Education	166	1.08
Agriculture, forestry and Fisheries	154	1.00
Mathematics & Statistics	149	0.97
Information Science	138	0.90

Veterinary	138	0.90
Pharmacy	122	0.79
Other	97	0.63
Computing and ICT	96	0.62
Health Professions Education	93	0.60
Manufacturing and production	92	0.60
Computer Systems Networking and Telecommunication	73	0.47
Computer programming, Software and Media Applications	72	0.47
Behavioral Sciences	67	0.44
Information Systems and Services	59	0.38
Dental Studies	57	0.37
Public Law	56	0.36
Hygiene, occupational health and safety services	48	0.31
Services	33	0.21
Complementary Therapies	22	0.14
Rehabilitation Therapies	22	0.14
Optical Science	21	0.14
Journalism and Information	17	0.11
Forestry	15	0.10
Architecture and Construction	13	0.08
Fisheries	12	0.08
Perspectives on Law	10	0.07
Personal services	9	0.06
Formal Law	3	0.02
Manufacturing and Processing	3	0.02
Security Services	2	0.01
Transport Services	2	0.01
Total	15,383	100

Appendix 4: Staff Publication per University

University Category	University	Staff Publication	Number of Staff	Publications per Staff Member
Operating with Letter of Interim Authority	Gretsa University	24	54	0.44
	Pioneer International University	1	3	0.33
	Amref International University	0	23	0.00

	International Leadership University	6	98	0.06
	Uzima University	0	123	0.00
		31.00	**301.00**	**0.10**
Private Chartered University	United States International University-Africa	116	143	0.81
	Strathmore University	148	661	0.22
	St. Paul's University	35	307	0.11
	Scott Christian University	4	92	0.04
	Africa Nazarene University	0	60	0.00
	Kenya Methodist University	154	177	0.87
	Kabarak University	49	203	0.24
	Daystar University	208	163	1.28
	Catholic University of Eastern Africa	132	229	0.58
	University of Eastern Africa Baraton	13	120	0.11
	Aga Khan University	662	251	2.64
	Zetech University	83	249	0.33
	Great Lakes University of Kisumu	0	108	0.00
	Kenya Highlands Evangelical University	1	31	0.03
	KAG East University	3	70	0.04
	Kiriri Women's University of Scienceand Tech	24	150	0.16
	The East African University	129	39	3.31
	Presbyterian University of East Africa	43	74	0.58
	Management University of Africa	18	64	0.28
	Adventist University of Africa	15	48	0.31
	KCA University	52	220	0.24

	Lukenya University	116	54	2.15
	Mount Kenya University	34	413	0.08
	Islamic University of Kenya	56	27	2.07
	Riara University	21	93	0.23
	Pan Africa Christian University	24	42	0.57
	Umma University	27	45	0.60
	Africa International University	21	57	0.37
	Tangaza University	53	96	0.55
		2,241.00	**4,286.00**	**0.52**
Private Constituent College	Marist International University College	0	40	0.00
	Hekima University College	14	26	0.54
		67.00	**162.00**	**0.41**
Public Chartered University	University of Eldoret	83	309	0.27
	University of Nairobi	36	1249	0.03
	University of Embu	11	142	0.08
	Moi University	123	815	0.15
	Maseno University	270	398	0.68
	Kenyatta University	38	1188	0.03
	Jomo Kenyatta University of Agric and Tech	449	887	0.51
	Egerton University	146	483	0.30
	Kaimosi Friends University	79	62	1.27
	Karatina University	57	214	0.27
	Kibabii University	80	325	0.25
	Kirinyaga University	21	123	0.17
	Kisii University	63	293	0.22
	Laikipia University	201	90	2.23
	Maasai Mara University	55	187	0.29
	Machakos University	38	137	0.28
	Meru University of Science and Technology	73	187	0.39

	Masinde Muliro Univ of Sci & Tech	87	375	0.23
	Multimedia University of Kenya	12	125	0.10
	Chuka University	99	314	0.32
	Dedan Kimathi University of Technology	132	204	0.65
	Garissa University	23	52	0.44
	Jaramogi Oginga Odinga Univ of Sci and Tec	25	190	0.13
	Murang'a University of Technology	34	115	0.30
	Pwani University	4	201	0.02
	Rongo University	27	98	0.28
	South Eastern Kenya University	40	161	0.25
	Taita Taveta University	19	75	0.25
	Technical University of Mombasa	56	332	0.17
	Technical University of Kenya	81	687	0.12
	Tharaka University	16	82	0.20
	Tom Mboya University	14	92	0.15
	The Co-operative University of Kenya	37	72	0.51
	Alupe University	16	46	0.35
	University of Kabianga	73	205	0.36
	National Defence University - Kenya	12	15	0.80
	National Intelligence and Research University	0	0	0.00
	Open University of Kenya	84	25	3.36
		2,714.00	**10,555.00**	**0.26**
Public University Constituent College	Turkana University College	24	33	0.73
	Bomet University College	297	58	5.12

	Koitaleel Samoei University College	10	63	0.16
	Mama Ngina University College	20	21	0.95
	Kenya Advanced Institute of Science and Tech Univ	0	0	0.00
		351.00	**175.00**	**2.01**
Total	_	**5,351.00**	**15,383.00**	**0.35**

Appendix 5: Student Publication per University

Institution Category	Institution Name	Students Publications	Students	Per Capita
Operating with Letter of Interim Authority	Gretsa University	207	1057	0.1958
	Pioneer International University	1	92	0.0109
	Amref International University	0	1703	0.0000
	International Leadership University	0	240	0.0000
	Uzima University	0	366	0.0000
		208.00	**3,458.00**	**0.0602**
Private Chartered University	United States International University-Africa	4	16771	0.0002
	Strathmore University	0	8585	0.0000
	St. Paul's University	38	6133	0.0062
	Scott Christian University	1	405	0.0025
	Africa Nazarene University	0	3046	0.0000
	Kenya Methodist University	129	7619	0.0169
	Kabarak University	44	13379	0.0033
	Daystar University	15	6307	0.0024
	Catholic University of Eastern Africa	120	9769	0.0123
	University of Eastern Africa Baraton	18	4021	0.0045
	Aga Khan University	311	789	0.3942
	Zetech University	13	4342	0.0030
	Great Lakes University of Kisumu	12	2157	0.0056
	Kenya Highlands Evangelical University	0	1387	0.0000
	KAG East University	1	369	0.0027
	Kiriri Women's University of Scienceand Tech	0	2838	0.0000
	The East African University	0	593	0.0000

	Presbyterian University of East Africa	0	2394	0.0000
	Management University of Africa	26	1061	0.0245
	Adventist University of Africa	43	539	0.0798
	KCA University	19	12527	0.0015
	Lukenya University	0	2847	0.0000
	Mount Kenya University	47	30448	0.0015
	Islamic University of Kenya	0	503	0.0000
	Riara University	0	1551	0.0000
	Pan Africa Christian University	0	1506	0.0000
	Umma University	0	972	0.0000
	Africa International University	50	1378	0.0363
	Tangaza University	4	1337	0.0030
		895.00	**145,573.00**	**0.0061**
Private Constituent College	Marist International University College	17	382	0.0445
	Hekima University College	0	165	0.0000
		17.00	**547.00**	**0.0311**
Public Chartered University	University of Eldoret	55	17805	0.0031
	University of Nairobi	497	41174	0.0121
	University of Embu	31	3460	0.0090
	Moi University	68	17067	0.0040
	Maseno University	0	27067	0.0000
	Kenyatta University	40	36013	0.0011
	Jomo Kenyatta University of Agric and Tech	210	44133	0.0048
	Egerton University	137	20624	0.0066
	Kaimosi Friends University	29	5752	0.0050
	Karatina University	12	11902	0.0010
	Kibabii University	76	8549	0.0089
	Kirinyaga University	0	11732	0.0000
	Kisii University	9	16905	0.0005
	Laikipia University	132	7652	0.0173
	Maasai Mara University	24	9089	0.0026
	Machakos University	37	9931	0.0037
	Meru University of Science and Technology	31	9521	0.0033
	Masinde Muliro Univ of Sci & Tech	0	24277	0.0000
	Multimedia University of Kenya	44	9196	0.0048
	Chuka University	0	16775	0.0000

	Dedan Kimathi University of Technology	86	9254	0.0093
	Garissa University	6	2765	0.0022
	Jaramogi Oginga Odinga Univ of Sci and Tec	30	11523	0.0026
	Murang'a University of Technology	10	9720	0.0010
	Pwani University	0	7183	0.0000
	Rongo University	4	11079	0.0004
	South Eastern Kenya University	17	9188	0.0019
	Taita Taveta University	16	2625	0.0061
	Technical University of Mombasa	16	8564	0.0019
	Technical University of Kenya	48	13670	0.0035
	Tharaka University	0	7434	0.0000
	Tom Mboya University	0	7721	0.0000
	The Co-operative University of Kenya	0	3437	0.0000
	Alupe University	0	2619	0.0000
	University of Kabianga	0	11136	0.0000
	National Defence University - Kenya	0	806	0.0000
	National Intelligence and Research University	0	0	0.0000
	Open University of Kenya	0	867	0.0000
		1,665.00	**468,215.00**	**0.0036**
Public University Constituent College	Turkana University College	5	1875	0.0027
	Bomet University College	1	4923	0.0002
	Koitaleel Samoei University College	0	2837	0.0000
	Mama Ngina University College	0	1113	0.0000
	Kenya Advanced Institute of Science and Tech Univ	0	0	0.0000
		6.00	**10,748.00**	**0.0006**
Total	-	**2,791.00**	**628,541.00**	**0.0044**

INTERNATIONAL STUDENTS

University	No. of Inter. students
Adventist University of Africa	**899**
Africa International University	332
Africa Nazarene University	416
Aga Khan University	128
Amref International University	169

Catholic University of Eastern Africa	**870**
Daystar University	638
Egerton University	379
Great Lakes University of Kisumu	56
Hekima University College	161
International Leadership University	58
Islamic University of Kenya	36
Jaramogi Oginga Odinga Univ of Sci and Tec	6
Jomo Kenyatta University of Agric and Tech	202
Kabarak university	133
KAG East University	2
KCA University	152
Kenya Methodist University	430
Kenyatta University	**674**
Kibabii University	10
Lukenya University	2
Machakos University	13
Management University of Africa	2
Marist International University College	203
Maseno University	6
Masinde Muliro Univ of Sci & Tech	47
Moi University	26
Mount Kenya University	**736**
National Defense University - Kenya	102
Pan Africa Christian University	187
Presbyterian University of East Africa	36
Riara University	31
Rongo University	2
South Eastern Kenya University	8
St. Paul's University	189
Strathmore University	**1,198**
Taita Taveta University	4
Tangaza University	264
Tangaza University College	277
Technical University of Kenya	73
The Co-operative University of Kenya	2
The East African University	4
UMMA university	66
United States International University-Africa	**4,145**
University of Eastern Africa Baraton	254

University of Eldoret	26
University of Nairobi	**1,223**
Uzima University	2
Zetech University	8
	14,887