



**MAMA NGINA UNIVERSITY COLLEGE**

**REVISED SITUATIONAL ANALYSIS OF THE MNUC**

**2022-2027 STRATEGIC PLAN**

**VERSION 2.0**

## 2.3 SITUATIONAL ANALYSIS

In line with ISO 9001:2015 Clauses 4.1 and 4.2, Mama Ngina University College (MNUC) continually evaluates both internal and external issues that may affect the achievement of its strategic objectives and the effectiveness of its Quality Management System (QMS). In accordance with the IAF–ISO Joint Communiqué on Climate Change Considerations (2024), the University College has incorporated climate change as a relevant external issue within its situational analysis. Climate change presents both risks and opportunities that may influence institutional sustainability, infrastructure development, resource utilization, service delivery, research, innovation, and community engagement. Consequently, MNUC has integrated climate change considerations into its SWOT, PESTEL, stakeholder, and risk analyses to strengthen institutional resilience, sustainability, and continual improvement while supporting compliance with statutory, regulatory, and ISO 9001:2015 requirements.

### 2.3.1 STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS (SWOT ANALYSIS)

The following is a comprehensive review of the external and internal factors facing MNUC using the Strengths, Weaknesses, Opportunities, and Threats as presented in a SWOT analysis approach. This analysis broadens the spectrum of alternatives available to address challenges and leverage on opportunities. It provides a framework for anchoring the key priority areas of the strategic plan. The successful implementation of the strategic plan will depend on the analysis of its internal and external environment as follows:

#### Internal Environment

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>● Robust research and innovation ecosystem</li> <li>● Conducive and secure environment for teaching, nurturing critical minds, creativity, and engagement for social transformation and development</li> <li>● Competitive and highly attractive and market-driven academic programs</li> <li>● Competent and supportive Council</li> <li>● An established, dynamic and responsive management structure that adapts to current best practices.</li> <li>● Opportunity to develop purpose-built infrastructure to support University College mandate.</li> <li>● High-speed internet connectivity to allow for teaching, learning, research and linkages with partners.</li> <li>● A highly competent, qualified and resourceful management and staff</li> </ul>	<ul style="list-style-type: none"> <li>● Inadequate land size for expansion of the University College which may become a challenge to getting a Charter from the Commission for University Education (CUE)</li> <li>● High reliance on KUCCPS students and government capitation</li> <li>● Inadequate Physical facilities and equipment to support teaching, learning and research.</li> <li>● Inadequate infrastructure for administration and health care systems.</li> <li>● Inadequate social and recreational facilities for staff and students.</li> <li>● Lack of accommodation facilities.</li> <li>● Inadequate number of academic staff and high reliance on part-time lecturers.</li> <li>● Inadequate Information and Communication Technology (ICT) infrastructure and integrated ICT systems.</li> </ul>

<ul style="list-style-type: none"> <li>● Commitment and goodwill from the government.</li> <li>● Support from Kenyatta University as the mother University.</li> <li>● Strong county and national presence.</li> </ul>	<ul style="list-style-type: none"> <li>● Inadequate institutional policies and operational frameworks to support administration and student organization.</li> <li>● Insufficient marketing and networking strategies</li> <li>● Lack of collaborative structures and mechanisms to support inter-university activities including South-South collaborations</li> <li>● Inadequate funds to support market driven academic programmes (niche for MNUC) that are capital intensive.</li> <li>● Limited climate resilient infrastructure and disaster preparedness systems.</li> <li>● Increasing operational costs due to climate related environmental changes.</li> <li>● Inadequate institutional framework for environmental sustainability and climate adaptation.</li> </ul>
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### The External Environment

<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>● Strategic geographical position that could enhance the opportunities for partnership with other institutions of higher learning and professionals within Kenya and the world.</li> <li>● The proximity to Nairobi and availability of facilities for commercialization of research.</li> <li>● Potential partnerships, linkages and collaborations with all stakeholders.</li> <li>● Networking with key stakeholders in government and the surrounding counties.</li> <li>● Devolution and interest by the County Government for partnership.</li> <li>● External funding for competitive programmes, research projects and innovative technological advancements.</li> <li>● Goodwill of the local community to cede land for expansion.</li> <li>● Philanthropic distinguished entrepreneurs who can provide support.</li> <li>● Sourcing of climate change research grants and green financing opportunities.</li> <li>● Establishment of sustainability and climate related academic programmes and or courses.</li> <li>● Possibility of partnerships with environmental agencies and sustainability organizations.</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>● Inadequate budgetary allocation by the Government.</li> <li>● Unfriendly fiscal policies and regulations by the government.</li> <li>● Student transfers.</li> <li>● Competition from well-established local and international, public and private universities.</li> <li>● Drug and substance abuse.</li> <li>● Insecurity.</li> <li>● Cybercrime.</li> <li>● Misinformation about the University College.</li> <li>● Climate change effects such as drought, flooding, and unpredictable weather patterns.</li> <li>● Water scarcity and increased pressure on utility resources.</li> <li>● Climate related disruptions to teaching, learning activities and infrastructure.</li> <li>● Increased energy and maintenance costs due to environmental changes.</li> <li>● Increased prevalence and spread of climate-sensitive diseases resulting from changing weather patterns.</li> </ul>
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| <ul style="list-style-type: none"><li>● Implementation green campus initiatives such as renewable energy, waste management, and water harvesting systems.</li></ul> |  |
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**Table 1: SWOT Analysis: Internal Environment – Strength**

ISSUES	STRATEGIC IMPLICATION	STRATEGIC RESPONSE	STRATEGIC OBJECTIVES
STRENGTH			
Robust research and innovation ecosystem	<ul style="list-style-type: none"> <li>● Solution to societal challenges/ problems</li> <li>● Attracts grants</li> <li>● Increased demand for academic research, innovation programmes and strong technological progress</li> <li>● Excellent research and innovation</li> <li>● Generation of new knowledge, research output, innovation and contribution to scholarly world</li> <li>● Increased local regional and international visibility</li> <li>● High publication output</li> <li>● Competitive global University web-rankings</li> </ul>	<ul style="list-style-type: none"> <li>● Attract and retain high caliber research oriented faculty</li> <li>● Engage development partners for research funding/ grants and collaboration</li> <li>● Adequate research budgetary allocation and create research fund</li> <li>● Provision of state of the art research facility.</li> <li>● Develop and implement research policy</li> <li>● Develop a platform for research preservation, access, visibility and discoverability</li> <li>● Avail more resources and incentives to the researchers</li> <li>● Training capacity programs for researchers</li> <li>● Collaborate and network with internationally acclaimed researchers</li> <li>● Establish linkages, partnerships and collaborations</li> </ul>	<p>3.5.2 3.6.2.2 3.6.1.2 3.7.3</p>
Conducive and secure environment for teaching, nurturing critical minds, creativity, and engagement for social transformation and development	<ul style="list-style-type: none"> <li>● Creation of a distinctive, experiential and holistic experience which enrich student campus life</li> <li>● Well trained and marketable graduates with increased employability</li> <li>● A good culture of study and learning</li> <li>● Increased student enrollment</li> </ul>	<ul style="list-style-type: none"> <li>● Induction and training of staff to inculcate the right values for desired outcome</li> <li>● Provide facilities that promote holistic development</li> <li>● Recruit qualified and competent personnel</li> <li>● Provide a safe and secure environment.</li> <li>● Provide state of the art library</li> <li>● Regular capacity building for staff</li> </ul>	<p>3.4.3 3.6.2.2 3.6.1.2 3.6.4.7 (iii)</p>
Competitive, highly attractive and market-driven academic programs	<ul style="list-style-type: none"> <li>● Production of market oriented graduates</li> <li>● Increased uptake of MNUC programmes</li> <li>● High student retention and completion of studies</li> </ul>	<ul style="list-style-type: none"> <li>● Involvement of major stakeholders in program development</li> <li>● Recruitment and retention of qualified and competent faculty staff</li> </ul>	<p>3.4.3 3.6.1.2 3.7.3</p>

ISSUES	STRATEGIC IMPLICATION	STRATEGIC RESPONSE	STRATEGIC OBJECTIVES
STRENGTH			
	<ul style="list-style-type: none"> <li>Well positioning of MNUC in the local and global markets</li> <li>Attraction of more funding</li> </ul>		
Competent and supportive Council	<ul style="list-style-type: none"> <li>A strong governance structure enables smooth running of the University College</li> <li>Availability of Informative and knowledgeable advice based on experience and expertise</li> <li>Increased political good will.</li> <li>Robust resource mobilization which ensures more funding</li> <li>Growth of infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>Channel Council members' skills and competencies into various respective council's sub-committees</li> <li>Regular capacity building in governance for Council members</li> <li>Ensure prompt implementation of Council decisions</li> </ul>	3.6.4.1 (iii)
An established, dynamic and responsive management structure that adapts to current best practices	<ul style="list-style-type: none"> <li>Strong good will from the University Council</li> <li>Good governance</li> <li>Enhanced performance and service delivery</li> <li>Compliance with statutory regulations</li> <li>Achievement of the University College strategic objectives</li> <li>Timely implementation of Council's decisions</li> </ul>	<ul style="list-style-type: none"> <li>Implement policies, procedures and best practices for enhanced service delivery and improved customer satisfaction</li> <li>Training of staff on QMS &amp; PC</li> <li>Being proactive in risk Mitigation</li> <li>Regular benchmarks with Institutions with best practices</li> <li>Acquisition of relevant ISO certifications</li> <li>Acquisition and use of tailor-made quality management system</li> </ul>	3.6.4.1 (iii)
Opportunity to develop purpose-built infrastructure to support University College mandate	<ul style="list-style-type: none"> <li>Ability to meet the CUE requirement standard for infrastructure set-up</li> <li>Ability to develop infrastructure that is user-focused and meets specific needs of the University College</li> </ul>	<ul style="list-style-type: none"> <li>A master plan in place to guide in development of the physical infrastructure</li> <li>Adhere to the CUE standards</li> <li>Ensure facilities are modern state-of-art and eco and user friendly</li> </ul>	3.6.2.2 3.4.3
High-speed internet connectivity to allow for teaching, learning, research and linkages with partners	<ul style="list-style-type: none"> <li>Excellent internet users' experience</li> <li>Enhanced attraction and access to e-resources</li> </ul>	<ul style="list-style-type: none"> <li>Engage the appropriate internet service provider</li> <li>Increase internet bandwidth on demand</li> <li>Use efficient internet infrastructure that supports robustness</li> </ul>	3.6.3.2

ISSUES	STRATEGIC IMPLICATION	STRATEGIC RESPONSE	STRATEGIC OBJECTIVES
STRENGTH			
	<ul style="list-style-type: none"> <li>● Enriched leverage on connectivity for virtual training and meetings</li> <li>● High staff morale leading to improved performance and efficiency</li> </ul>	<ul style="list-style-type: none"> <li>● Implementation of ICT policy as per the strategic plan</li> </ul>	
A highly competent, qualified and resourceful management and staff	<ul style="list-style-type: none"> <li>● Ease in implementation of the MNUC's objectives</li> <li>● Increased productivity and performance</li> <li>● Optimal and prudent utilization of resources</li> <li>● Minimum redundancy</li> </ul>	<ul style="list-style-type: none"> <li>● Establish a fair and competitive compensation system to recruit and retain a highly qualified and diverse workforce</li> <li>● Create a reward system</li> <li>● Provide a conducive working environment</li> <li>● Promote staff development</li> </ul>	3.6.1.2
Commitment and goodwill from the government	<ul style="list-style-type: none"> <li>● Increased funding from the National treasury</li> <li>● Support from all Government agencies.</li> <li>● Enhanced community outreach and collaborations resulting to positive social impact</li> </ul>	<ul style="list-style-type: none"> <li>● Developing sound financial proposals</li> <li>● Prudent use of available resources</li> <li>● Ensuring constant engagement with relevant Government agencies</li> <li>● Engage government agencies to partner in community engagement as resource partners</li> </ul>	3.5.2 3.7.3 3.6.4.5 3.6.4.6
Support from Kenyatta University as the mother University	<ul style="list-style-type: none"> <li>● Ensures relevant and approved programmes</li> <li>● Support of quality teaching and learning from qualified faculty</li> <li>● Realistic guide in development of future programmes</li> <li>● Assured logistical support</li> <li>● Reliable benchmarking opportunities</li> <li>● Commitment to MNUC vision and mission</li> </ul>	<ul style="list-style-type: none"> <li>● Maintain a strong relationship with Kenyatta University</li> <li>● Make use of the available benchmarking opportunities</li> <li>● Put in place competitive terms of engagement for the faculty</li> </ul>	3.5.2 3.4.3 3.6.2.3
Strong county and national presence	<ul style="list-style-type: none"> <li>● Positive goodwill from members of the public</li> <li>● Ease in marketing the Institution</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure vibrant marketing</li> <li>● Continuous engagement in CSRs</li> <li>● Offer societal responsive solutions through research</li> </ul>	3.6.4.5(iii) 3.6.4.6 (iii) 3.5.2

**Table 2: SWOT Analysis: Internal Environment – Weakness**

ISSUES	STRATEGIC IMPLICATION	STRATEGIC RESPONSE	STRATEGIC OBJECTIVES
<b>WEAKNESS</b>			
Inadequate land size for expansion	This is a requirement by the Commission for University Education (CUE) for attainment of University Charter	MNUC needs to meet the minimum land requirements acreage as set out by CUE by acquiring more land in the neighbourhood through the National Land Commission	3.6.1.2
High reliance on KUCCPS students and government capitation	<ul style="list-style-type: none"> <li>Limited resources for operation and development</li> <li>Underutilization of the existing resources</li> </ul>	<ul style="list-style-type: none"> <li>Initiate other Income Generating Activities (IGAs)</li> <li>Engage development partners for funding assistance</li> <li>Lobbying for increased funding by the GoK.</li> <li>Mounting of market-driven academic programmes</li> <li>Vibrant marketing for SSP and tailor made short courses</li> </ul>	3.7.3 3.6.4.5 (iii) 3.4.3
Inadequate Physical facilities and equipment to support teaching, learning and research	<ul style="list-style-type: none"> <li>Limited facilities for various academic programmes, teaching and learning, research and support enterprise</li> <li>Inadequate opportunities for students and staff space for innovation and creativity</li> </ul>	<ul style="list-style-type: none"> <li>Provide and expand various facilities on need basis to support research, teaching and learning</li> <li>Promote ICT in resource management and infrastructure to support teaching, learning and research</li> <li>Provide academic support services to the students</li> <li>Provide more funding for development</li> </ul>	3.6.1.2 3.6.3.2 3.4.3 3.7.3
Inadequate infrastructure for administration and health care systems	<ul style="list-style-type: none"> <li>Inefficiency in departmental coordination due to lack of an ERP System</li> <li>Limited health care services</li> </ul>	<ul style="list-style-type: none"> <li>Acquisition of an ERP System</li> <li>Provide infrastructure to support high quality health services to MNUC community</li> </ul>	3.6.3.2 3.6.1.2

ISSUES	STRATEGIC IMPLICATION	STRATEGIC RESPONSE	STRATEGIC OBJECTIVES
WEAKNESS			
Inadequate social and recreational facilities for staff and students	<ul style="list-style-type: none"> <li>Limited opportunities for physical and social development</li> <li>Lack of adequate sporting and recreational space</li> </ul>	<ul style="list-style-type: none"> <li>Construct indoor games facilities</li> <li>Allocate funds for physical and social amenities development</li> <li>Develop temporary recreational facilities</li> <li>Encourage investors to establish recreational facilities</li> <li>Level and landscape outdoor sports fields</li> </ul>	3.6.1.2 3.7.3 3.6.4.2(ii)
Lack of accommodation facilities	<ul style="list-style-type: none"> <li>Inability of MNUC to provide safety and security outside its premises</li> <li>MNUC unable to attract students from far and wide including international ones</li> <li>Possibility of student living in substandard /unsafe accommodation</li> </ul>	<ul style="list-style-type: none"> <li>Provide on campus accommodation</li> <li>Liaise with external providers for safe off-campus accommodation</li> <li>Identify standard and safe private hostels.</li> <li>Engage private sector through PPP initiatives</li> </ul>	3.6.1.2 3.7.3 3.6.4.2(ii)
Inadequate number of academic staff	<ul style="list-style-type: none"> <li>High reliance on part-time lecturers</li> <li>Slow development of new academic programs</li> <li>Minimal research output</li> <li>Inadequate student-lecturer consultation time</li> <li>Inadequate staff involved in mentorship program</li> </ul>	<ul style="list-style-type: none"> <li>Recruit permanent members of the faculty</li> <li>Recruitment of high caliber research-oriented staff</li> <li>Solicit for more funding to include recruitment budget for more teaching staff</li> <li>Vibrant mentorship program</li> </ul>	3.7.3 3.5.2 3.6.2.3 3.6.4.2(ii)
Inadequate Information and Communication Technology (ICT) infrastructure and integrated ICT systems	<ul style="list-style-type: none"> <li>Inadequate academic support system for teaching, learning and research</li> <li>Limited library electronic devices for access to online information resources</li> <li>Lack of essential departmental Systems for MNUC operations</li> </ul>	<ul style="list-style-type: none"> <li>Promote ICT in teaching, learning and research.</li> <li>Provide necessary ICT services and infrastructure to support MNUC operations</li> <li>Integrate ICT system.</li> <li>Adequate budget allocation</li> <li>Acquisition of departmental Systems</li> </ul>	3.6.3.2 3.7.3 3.6.2.3
Inadequate institutional policies and operational frameworks to support administration and student organization	<ul style="list-style-type: none"> <li>Formulation and implementation of new policies and procedures take time</li> <li>Inefficient and ineffective delivery of service</li> </ul>	<ul style="list-style-type: none"> <li>Prioritize development of frameworks and implementation of policies and procedures</li> <li>Acquisition of relevant ISO certification.</li> </ul>	3.6.4.1 (iii)

ISSUES	STRATEGIC IMPLICATION	STRATEGIC RESPONSE	STRATEGIC OBJECTIVES
WEAKNESS			
		<ul style="list-style-type: none"> <li>● Effective and efficient governing the University College using the principles of Corporate Governance</li> </ul>	
Insufficient marketing and networking strategies	<ul style="list-style-type: none"> <li>● Poor visibility of the University College programmes</li> <li>● Limited collaborative partners.</li> <li>● Attraction of low numbers of students</li> </ul>	<ul style="list-style-type: none"> <li>● Establish an efficient and fully functional PR office</li> <li>● Engage aggressive online and physical marketing strategies</li> <li>● Develop MoUs that govern relationships</li> <li>● Promote sustainable programmes for networking</li> </ul>	3.6.4.5 (iii) 3.7.3 3.5.2
Lack of collaborative structures and mechanisms to support inter-university activities including South-South collaborations	<ul style="list-style-type: none"> <li>● Limited research ventures with partners</li> <li>● Limited linkages, partnerships and collaborations</li> <li>● Inability to start beneficial programs and networks</li> <li>● Limited external funding and exchange opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● Develop sustainable collaborative structures to link the Institution with the regional and external partners</li> <li>● Develop industrial linkages and exchange programmes</li> <li>● Join regional and international consortiums</li> </ul>	3.5.2
Inadequate funds to support market-driven academic programmes (niche for MNUC) that are capital intensive	<ul style="list-style-type: none"> <li>● Inability to mount high capital-intensive quality strategic programmes</li> <li>● Inability to start high level investment market driven courses/programs such as primary health care</li> <li>● Duplication of low investment programs with high student uptake such as business, arts and education courses/programs</li> </ul>	<ul style="list-style-type: none"> <li>● Initiate aggressive resource mobilization to support high level investment programs that can support the MNUC niche</li> <li>● Start the programs with low investment but have high student uptake. The programs will form the economic lifeline of the niche area/programs</li> <li>● Engage philanthropists, collaborators, local and national government to support the high-level investment programs</li> </ul>	3.4.3 3.7.3

**Table 3: SWOT Analysis: External Environment – Opportunities**

ISSUES	STRATEGIC IMPLICATION	STRATEGIC RESPONSE	STRATEGIC OBJECTIVES
OPPORTUNITIES			
Strategic geographical position that could enhance the opportunities for partnership with other Institutions of higher learning and professionals within Kenya and the world	Opportunity to attract local, regional and international stakeholders	Establish local, regional and international networks	3.5.2
The proximity to Nairobi and availability of facilities for commercialization of research	<ul style="list-style-type: none"> <li>● Fertile catchment ground for potential students, staff and suppliers</li> <li>● Opportunity to build strong networks and collaborations</li> <li>● Opportunity to attract SSP</li> <li>● Availability of internship opportunities due to the presence of many industry players</li> <li>● Opportunity for consultancies by many organizations</li> </ul>	<ul style="list-style-type: none"> <li>● Promote, train and support staff for local and international consultancies</li> <li>● Develop policies and frameworks for consultancies</li> <li>● Promote SSP through mounting of short courses, certificates, diplomas, degrees and postgraduate courses</li> <li>● Start a business enterprise incubation centre as an income generating activity</li> </ul>	3.5.2 3.4.3 3.7.3
Potential partnerships, linkages and collaborations with all stakeholders	<ul style="list-style-type: none"> <li>● Attract research and business opportunities and sponsorship</li> <li>● Opportunity for development through PPPs</li> <li>● Establishment of strong and viable exchange programs</li> <li>● Enhance MNUC visibility</li> <li>● Enhance student connections with potential employers and partners to create employment</li> <li>● Local and international exposure of MNUC students and staff</li> <li>● Promote sustainable communities</li> </ul>	<ul style="list-style-type: none"> <li>● Establish a directorate of linkages, partnerships and collaborations</li> <li>● Engage the private sector through PPPs initiatives</li> <li>● Leverage on the partnerships to build a strong brand, research and income generating activities</li> <li>● Encourage departmental exhibitions in areas of their strength in conferences</li> <li>● Develop MoUs to guide partnerships</li> <li>● Work placement</li> <li>● Promote student participation and engagement with partners</li> </ul>	3.5.2 3.6.4.5(iii) 3.6.4.6(iii)

ISSUES	STRATEGIC IMPLICATION	STRATEGIC RESPONSE	STRATEGIC OBJECTIVES
OPPORTUNITIES			
Networking with key stakeholders in government and the surrounding counties	<ul style="list-style-type: none"> <li>● Establishment of mutually beneficial linkages with county governments</li> <li>● Goodwill from the government and surrounding counties</li> <li>● Establishment of MoUs</li> <li>● Enhanced social transformation</li> </ul>	<ul style="list-style-type: none"> <li>● Promote community engagement in partnership with government and county governments</li> <li>● Establishment of Directorate of research and outreach to forge mutually beneficial linkages, partnerships and collaborations</li> </ul>	3.5.2 3.6.4.6(ii)
Devolution and interest by the County Government for partnership	<ul style="list-style-type: none"> <li>● The likelihood of the County Government to partner with the University College through industrial internships and attachments, sponsorships, MoUs and linkages</li> <li>● The goodwill of the County Government to support the Institution's projects</li> <li>● Opportunity for provision of service - training, research etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Initiate sustainable and beneficial partnerships and MoUs</li> <li>● Cultivate and nurture the goodwill</li> <li>● Sustain and expand linkages and relationships</li> </ul>	3.5.2
External funding for competitive programmes, research projects and innovative technological advancements	<ul style="list-style-type: none"> <li>● Establishment of a strong financial base</li> <li>● International exposure and recognition</li> <li>● Improved Institution web metrics</li> </ul>	<ul style="list-style-type: none"> <li>● Initiate international programs, collaborations and networks</li> <li>● Application and acquisition of ISO certification</li> <li>● Engage development partners</li> </ul>	3.5.2 3.6.4.1(iii) 3.7.3
Goodwill of the local community to cede land for expansion	<ul style="list-style-type: none"> <li>● More land for expansion</li> <li>● Ability of the Institution to meet CUE requirements on minimum acreage</li> </ul>	<ul style="list-style-type: none"> <li>● Pay-out by the government to those who have surrendered their land</li> <li>● Offer training and business opportunities as part of the MNUC corporate social responsibility</li> <li>● Ensure CUE requirements are strictly adhered to</li> </ul>	3.6.4.6(iii)
Philanthropic distinguished entrepreneurs who can provide support	<ul style="list-style-type: none"> <li>● Building of a strong financial base for MNUC</li> <li>● Establishment of strong networks and linkages</li> <li>● Respect and recognition from peer universities</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize the philanthropists through naming some of the strategic Institution installations and programs after them</li> <li>● Establish a wall plaque in recognition of various philanthropists e.g. platinum, gold, silver and bronze</li> <li>● Initiate programs linked to the expected philanthropists and interest them in the need to donate/sponsor for the programs associated with them</li> </ul>	3.5.2 (i) 3.6.4.6 (iii) 3.7.3

**Table 4: SWOT Analysis: External Environment – Threats**

ISSUES	STRATEGIC IMPLICATION	STRATEGIC RESPONSE	STRATEGIC OBJECTIVES
THREATS			
Inadequate budgetary allocation by the Government	<ul style="list-style-type: none"> <li>● Inability to initiate and implement projects as planned</li> <li>● Low research and outreach activities</li> <li>● Ineffective and inefficient service delivery</li> </ul>	<ul style="list-style-type: none"> <li>● Diversify sources of revenue</li> <li>● Manage and utilize resources prudently</li> <li>● Lobby for increased government funding</li> <li>● Efficient and effective procurement of goods and services</li> </ul>	3.7.3
Unfriendly fiscal policies and regulations by the government	<ul style="list-style-type: none"> <li>● Disruption in service delivery and planning</li> <li>● Inefficient management of MNUC resources</li> <li>● Limited funding</li> </ul>	<ul style="list-style-type: none"> <li>● Institutionalize change management</li> <li>● Acquisition of best financial management systems</li> <li>● Instill financial discipline in all operations</li> <li>● Adapt ERP technology</li> <li>● Establish close collaboration with government oversight authority</li> <li>● Acquire new sources of funding and IGAs</li> </ul>	3.7.3 3.6.4.1 (iii)
Student transfers	<ul style="list-style-type: none"> <li>● Reduced income</li> <li>● Reduce faith in the University College</li> <li>● Tarnished image of the Institution and mistrust in the services offered</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure quality and market driven programmes</li> <li>● Ensure student focused Institution</li> <li>● Offer conducive and exceptional learning environment and quality academic support services</li> <li>● Ensure safety and security of the University College</li> </ul>	3.6.4.2 (ii) 3.6.4.7 (iii)
Competition from well-established local and international, public and private universities	<ul style="list-style-type: none"> <li>● Reduction in student enrolment</li> <li>● Student transfers</li> </ul>	<ul style="list-style-type: none"> <li>● Develop market-oriented programmes</li> <li>● Enhance marketing strategies</li> <li>● Improve on MNUC image and brand</li> <li>● Create a sustainable competitive edge to attract students</li> </ul>	3.6.4.5 (iii) 3.4.3
Drug and substance abuse	<ul style="list-style-type: none"> <li>● Low completion rates</li> <li>● Increased cases of indiscipline and crime</li> <li>● Increased mental health problems</li> <li>● Low productivity</li> </ul>	<ul style="list-style-type: none"> <li>● Develop, communicate and implement the alcohol and substance abuse policy</li> <li>● Conduct sensitization programmes on drug and alcohol abuse</li> <li>● Enhance mentorship and counselling programmes for staff and students</li> </ul>	3.6.4.2 (ii)

ISSUES	STRATEGIC IMPLICATION	STRATEGIC RESPONSE	STRATEGIC OBJECTIVES
THREATS			
		<ul style="list-style-type: none"> <li>Promote holistic wellness of both student and staff</li> </ul>	
Insecurity	<ul style="list-style-type: none"> <li>Student unrests</li> <li>Low student uptake</li> <li>Threat to staff, students and property safety</li> <li>Reputational damage</li> <li>Increased transfer rate</li> </ul>	<ul style="list-style-type: none"> <li>Identify and mitigate security and safety risks</li> <li>Establish and continuously update and review the Emergency Response Plan and Emergency Notification System</li> <li>Develop and implement Security policy</li> </ul>	3.6.4.7 (iii)
Cybercrime	<ul style="list-style-type: none"> <li>Loss of critical data</li> <li>Manipulation of online data</li> <li>Unauthorized access to data</li> </ul>	<ul style="list-style-type: none"> <li>Acquisition of Firewall and backup system</li> <li>Organize Cybercrime awareness training for all staff</li> </ul>	3.6.3.2 3.7.3
Misinformation about the University College	<ul style="list-style-type: none"> <li>Public propaganda</li> <li>Unresolved public and private conflicts</li> <li>Negative reputation</li> <li>Poor student enrolment</li> </ul>	<ul style="list-style-type: none"> <li>Update approved content to the website, blogs and social media platforms</li> <li>Ensure proper public relations policies and strategies are in place</li> <li>Ensure amicable conflict resolution</li> <li>Create community outreach that gives opportunities to correct misinformation</li> </ul>	3.6.4.5 (iii) 3.6.4.6(iii)

### **2.3.2 POLITICAL, ECONOMIC, SOCIAL, TECHNOLOGICAL, ENVIRONMENTAL AND LEGAL (PESTEL) ANALYSIS**

The findings of the PESTEL analysis undertaken by MNUC are as follows:

#### **POLITICAL**

The key political factors favoring the establishment and development of MNUC include the following;

- i) The Government policy on Competency Based Curriculum (CBC) that promote 100% transition to the University.
- ii) High population in Kiambu County that needs University Education.
- iii) The gazettement of the University College in the Kenya Gazette Notice
- iv) The government's policy papers such as the sessional paper 1 of 2012, on Education, Training and Research, the vision 2030, SDGs, Medium term plans IV and the 2017 Big four Agenda.
- v) The emphasis on devolution and rights to education and training enshrined in the new constitution.
- vi) Provision of support to needy students through CDF, HELB and other Scholarships
- vii) Political goodwill from the politicians, stakeholders and the county administration.

However, there are a few political hindrances to the growth of the University such as:

- i) Retrogressive politics from persons of bad intent towards the University College.
- ii) Misinformation about the University College.
- iii) Reorganization of the government due to elections and reshuffles.
- iv) The global geo-political upheavals that raise the cost of living and therefore, affect the university financially.
- v) Proposed restructuring of public Universities.

#### **ECONOMIC FACTORS.**

The economic factors favoring the growth and development of MNUC are:

- i) MNUC is a public University College which receives funding from the government.
- ii) MNUC receives GoK sponsored students through KUCCPS placement.
- iii) MNUC has a great potential of admitting SSP students.
- iv) Revitalization of the agricultural sector through government incentives and subsidies has favored the growth of the agricultural sector and food sustainability. MNUC is a beneficiary of this revitalization since it is located in a rural setup where the majority of the neighbors are farmers.

The following economic factors may hinder the growth and the development of university education as indicated below:

- i) Shift of government policy and focus on TVET programs has affected growth of university education and funding.
- ii) Government policies, budgeting and planning do not favor higher education.
- iii) The private sector rarely invests in higher education.
- iv) Low and inadequate funding to research and innovation in Kenya.
- v) The government rarely captures the contribution of university education in Kenya.
- vi) Slow growth of the Kenyan economy.
- vii) High levels of unemployed graduates demotivate students from aspiring for higher education.

## **SOCIAL FACTORS**

The Social cultural factors favoring the growth and development of MNUC are:

- i) The big potential of the young population graduating from secondary schools.
- ii) The 2010 constitution caters for equity among all people and gender.
- iii) Community goodwill and participation.

There are several socio-cultural factors negatively influencing the growth of education at MNUC. These factors are:

- i) The COVID 19 Pandemic shattered many young people and families to a life of hopelessness.
- ii) The high rate of unemployment among the educated people is a big drawback to the growth of university education.
- iii) Drug and substance abuse.
- iv) Social vices such as gambling, outlawed groupings and practices etc.

## **TECHNOLOGICAL**

The technological factors favoring the growth and development of MNUC are:

- i) Presence of fiber cable within the locality
- ii) The advancement in digital technology and innovation that promote growth of online and distance learning and research in the country.
- iii) Education in Kenya is highly technological driven.
- iv) The government's commitment to expand education opportunities through greater expansion of ICT connectivity.
- v) Explosion of social media.

The negative technological factors include:

- i) Lack of connectivity to the fiber infrastructure in the area occasioning low internet connectivity to the University College.
- ii) The high cost of ICT infrastructure, hardware and software as well as internet is a major hindrance to provision of university education in Kenya. ICT is a major driver to university education.
- iii) Increased cybercrime.
- iv) Abuse of social media.
- v) Unpredictable change in technology results in obsolescence in ICT infrastructure.

## **ENVIRONMENTAL FACTORS**

Mama Ngina University College (MNUC) is located in a serene rural environment with a warm and temperate climate that supports teaching, learning, research, and community engagement. The institution benefits from access to water through Gatundu Water and a borehole, good transport and connectivity that supports partnerships and economic activities.

In line with ISO 9001:2015 and the IAF–ISO 2024 Climate Change Communiqué, MNUC has identified climate change as a relevant external issue affecting the effectiveness of its Quality Management System (QMS). Climate-related risks such as drought, flooding, rising temperatures, and environmental degradation may affect water supply, infrastructure, ICT systems, energy consumption and continuity of operations. These risks may also increase operational costs and disrupt service delivery.

However, climate change also presents opportunities for green campus initiatives, renewable energy, environmental conservation, climate-related research, sustainable waste management, and partnerships with environmental organizations. The University College will therefore integrate climate change considerations into risk management, infrastructure planning, operational controls, and sustainability programmes to enhance institutional resilience and continual improvement.

## **LEGAL**

Mama Ngina University College was established as a constituent college of Kenyatta University vide Legal Notice No. 193 in the Kenya Gazette Supplement No. 177. The University College has a functional Council that was gazette on 3<sup>rd</sup> December 2021. The university Act, Education Act, and the Commission for University Education standards and guidelines protect the University College with sound legal framework. However, contradictions in legal interpretation may sometimes affect the growth and development.

**Table 5: PESTEL Analysis – Political Factors**

<b>FACTOR</b>	<b>STRATEGIC IMPLICATION</b>	<b>STRATEGIC RESPONSE</b>	<b>STRATEGIC OBJECTIVES</b>
<b>POLITICAL</b>			
<b>Key political factors favoring the establishment and development of MNUC</b>			
The Government policy on Competency-Based Curriculum (CBC) that promote 100% transition to the University	<ul style="list-style-type: none"> <li>● Potential for increased student enrolment</li> <li>● Potential for establishment of new programs</li> </ul>	<ul style="list-style-type: none"> <li>● Expand learning and teaching facilities</li> <li>● Develop and initiate market-driven programmes</li> </ul>	3.4.3
High population in Kiambu County that needs University Education	<ul style="list-style-type: none"> <li>● Increased student enrolment thus enhancing economic stability of the University College</li> <li>● A good catchment area</li> </ul>	<ul style="list-style-type: none"> <li>● Marketing strategies and policies in place</li> <li>● Increase community outreach programs</li> <li>● Offer market-driven academic programmes</li> <li>● Carry out market/feasibility survey to establish the local needs of the society</li> </ul>	3.4.3 3.6.4.5 3.6.4.6(iii)
The gazettelement of the University College in the Kenya Gazette Notice	<ul style="list-style-type: none"> <li>● Identification as a legal entity that can source for funds</li> <li>● Surety of future existence</li> </ul>	<ul style="list-style-type: none"> <li>● Pursue declaration of the University College as a Government entity</li> </ul>	3.6.4.1(iii)
The government’s policy papers such as the sessional paper 1 of 2012, on Education, Training and Research, the vision 2030, SDGs, Medium term plans IV and the 2017 Big four Agenda	<ul style="list-style-type: none"> <li>● Attract grants from the NGOs and Government agencies</li> <li>● Relevance in the local and global academic arena</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure that the academic programmes are in line with the policy papers</li> <li>● Establish beneficial linkages and collaborations</li> </ul>	3.4.3 3.5.2
The emphasis on devolution and rights to education and training enshrined in the new constitution	Opportunity to collaborate with county government	<ul style="list-style-type: none"> <li>● Establish tailor-made short courses for devolved units</li> <li>● Mutually beneficial linkages and partnership</li> </ul>	3.4.3 3.5.2
Provision of support to needy students through CDF, HELB and other Scholarships	Enhanced flow of learning without call-off by students	Establish beneficial linkages and collaborations	3.4.3 3.5.2
Political goodwill from the politicians, stakeholders and the county administration	<ul style="list-style-type: none"> <li>● More funding/grants</li> <li>● Support infrastructural growth</li> <li>● Enhanced MNUC image</li> </ul>	<ul style="list-style-type: none"> <li>● Increase number of CSR activities</li> <li>● Involve the County Administration in the University activities and functions</li> </ul>	3.6.4.6 (iii) 3.5.2

FACTOR	STRATEGIC IMPLICATION	STRATEGIC RESPONSE	STRATEGIC OBJECTIVES
<b>POLITICAL</b>			
<b>Political hindrances to the growth of the University</b>			
Retrogressive politics from persons of bad intent towards the University College	<ul style="list-style-type: none"> <li>● Poor corporate image</li> <li>● Poor students' enrolment</li> <li>● Massive students Transfer</li> <li>● Student unrests</li> </ul>	<ul style="list-style-type: none"> <li>● Constant and consistent public relations engagement</li> <li>● Corporate branding</li> <li>● Putting in place good public relation policies and strategies</li> </ul>	3.6.4.5 (iii)
Misinformation about the University College	<ul style="list-style-type: none"> <li>● Reputation damage resulting in a distorted public image</li> <li>● Poor students' enrolment</li> <li>● Student Transfers</li> </ul>	<ul style="list-style-type: none"> <li>● Increased publicity and marketing.</li> <li>● Corporate branding</li> <li>● Putting in place good public relations policies and strategies</li> </ul>	3.6.4.5 (iii)
Reorganization of the government due to elections and reshuffles	<ul style="list-style-type: none"> <li>● Discontinued inflow of funding and grants</li> <li>● Abrupt halt of collaborations</li> </ul>	<ul style="list-style-type: none"> <li>● Seek to ensure progressive MoUs' even after elections</li> <li>● Establish structures and systems that ensures funding continuity, especially from the government</li> </ul>	3.7.3 3.5.2
The global geo-political upheavals that raise the cost of living and therefore, affect the University College financially	<ul style="list-style-type: none"> <li>● Financial and economic constraints</li> <li>● Failure to attract and retain competent staff</li> <li>● Poor sustainability of systems and programmes</li> <li>● Increased students drop off rate</li> </ul>	<ul style="list-style-type: none"> <li>● Initiate homegrown financial base</li> <li>● Establish strong regional networks and collaborations</li> <li>● Prudent utilization of MNUC resources</li> <li>● Live within the stipulated budget lines</li> </ul>	3.7.3 3.5.2
Proposed restructuring of public Universities	<ul style="list-style-type: none"> <li>● Insecurity of stakeholders thus leading to withdrawal of their support and services</li> <li>● Lack of confidence in associating with the University College</li> <li>● Low student enrolment rate</li> </ul>	<ul style="list-style-type: none"> <li>● Initiate strong SSP programs supported by the private sector</li> <li>● Formation of schools, departments and directorates/institutes should be properly rationalized by a scientifically conducted feasibility study</li> </ul>	3.4.3

**Table 6: PESTEL Analysis – Economic Factors**

<b>FACTOR</b>	<b>STRATEGIC IMPLICATION</b>	<b>STRATEGIC RESPONSE</b>	<b>STRATEGIC OBJECTIVES</b>
<b>ECONOMIC</b>			
<b>Economic factors favoring the growth and development of MNUC</b>			
MNUC is a public university college that receives funding from the government	Consistent funding from GoK	Ensure efficient management of resources	3.7.3
MNUC receives GoK sponsored students through KUCCPS placement	Assured allocation of students by GoK	Establish market-oriented programmes that attract students	3.4.3
MNUC has a great potential of admitting SSP students	<ul style="list-style-type: none"> <li>● Opportunity to grow student numbers</li> <li>● Opportunity to develop infrastructure and facilities</li> </ul>	<ul style="list-style-type: none"> <li>● Develop capacity to market MNUC brand as an Institution of choice</li> <li>● Improve infrastructure development on need basis</li> </ul>	3.6.4.5 (iii) 3.6.1.2
Revitalization of the agricultural sector through government incentives and subsidies has favored the growth of the agricultural sector and food sustainability. MNUC is a beneficiary of this revitalization since it is located in a rural setup where the majority of the neighbors are farmers	<ul style="list-style-type: none"> <li>● Development of a strong financial base within the vicinity of the university and the region</li> <li>● There is a need for value addition for the local farm produce. The university can support the infrastructure for value addition</li> </ul>	<ul style="list-style-type: none"> <li>● Initiate self-sustaining short courses that address the economic needs of the community</li> <li>● Initiate a university enterprise fund that can tap into the revitalized agricultural economic sector</li> <li>● Conduct studies geared towards establishing the existing farm and daily produce value addition and marketing gaps</li> <li>● Establish infrastructure and mechanism to bridge the gap between the farmer and value addition for the produce.</li> </ul>	3.4.3 3.6.1.2 3.5.2 3.7.3
<b>Economic factors hindering the growth and the development of MNUC</b>			
Shift of government policy and focus on TVET programs has affected growth of university education and funding	Reduction of student population and resources	Introduction of short courses tailor-made to meet the demand of the local community	3.4.3
Government policies, budgeting and planning do not favor higher education	<ul style="list-style-type: none"> <li>● Limited resource allocation</li> <li>● Slow infrastructure development</li> </ul>	<ul style="list-style-type: none"> <li>● Lobby for increased funding by the GoK</li> <li>● Source for alternative funding</li> </ul>	3.7.3

FACTOR	STRATEGIC IMPLICATION	STRATEGIC RESPONSE	STRATEGIC OBJECTIVES
<b>ECONOMIC</b>			
<b>Economic factors hindering the growth and the development of MNUC</b>			
The private sector rarely invests in higher education	<ul style="list-style-type: none"> <li>Minimal investment collaborations through the PPPs</li> </ul>	<ul style="list-style-type: none"> <li>Engage the private sector through PPP initiatives</li> </ul>	3.7.3
Low and inadequate funding to research and innovation in Kenya	<ul style="list-style-type: none"> <li>Slows research activities</li> <li>Poor ranking in the University web-metrics</li> </ul>	<ul style="list-style-type: none"> <li>Enhance research capacity of MNUC</li> <li>Enhance research funding</li> </ul>	3.5.2 3.7.3
The government rarely captures the contribution of university education in Kenya	<ul style="list-style-type: none"> <li>Low uptake of the research and knowledge generated by the universities</li> <li>Demoralization of researchers</li> </ul>	<ul style="list-style-type: none"> <li>Establish strong knowledge dissemination channels to the local people, county government and the national government</li> <li>Encourage and motivate researchers</li> </ul>	3.5.2
Slow growth of the Kenyan economy	<ul style="list-style-type: none"> <li>Inadequate capital to sustain the growth of the university</li> </ul>	<ul style="list-style-type: none"> <li>Initiate Institution enterprise programs that can give the university a strong financial base.</li> <li>Develop alternative sources of funding</li> </ul>	3.7.3 3.5.2
High levels of unemployed graduates demotivate students from aspiring for higher education	<ul style="list-style-type: none"> <li>Indifference towards university education</li> <li>Low motivation among students and community towards university education and the preference for TVET programs at the expense of university education</li> </ul>	<ul style="list-style-type: none"> <li>Develop market driven courses</li> <li>Develop courses with high potential for employability, job creation and entrepreneurship</li> <li>Conduct tracer studies</li> </ul>	3.4.3

**Table 7: PESTEL Analysis – Social Factors**

FACTOR	STRATEGIC IMPLICATION	STRATEGIC RESPONSE	STRATEGIC OBJECTIVES
<b>SOCIAL</b>			
<b>Social-cultural factors favoring the growth and development of MNUC</b>			
The big potential of the young population graduating from secondary schools	<ul style="list-style-type: none"> <li>High likelihood to attract a large population of students</li> </ul>	<ul style="list-style-type: none"> <li>Develop suitable infrastructure</li> <li>Have extensive marketing of the available programs</li> </ul>	3.6.1.2 3.4.3

FACTOR	STRATEGIC IMPLICATION	STRATEGIC RESPONSE	STRATEGIC OBJECTIVES
<b>SOCIAL</b>			
<b>Social-cultural factors favoring the growth and development of MNUC</b>			
	<ul style="list-style-type: none"> <li>Inadequate resources to cater for the large numbers of students.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on talent harvesting particularly gifted students in academic and co-curricular activities</li> </ul>	3.6.4.5(iii)
The 2010 constitution caters for equity among all people and gender	Ensure affirmative representation and equity in staff engagement	Implement the HR policies and procedures on equity	3.6.2.3
Community goodwill and participation	<ul style="list-style-type: none"> <li>Sense of ownership of the University College</li> <li>Willingness to enroll their children in the university College</li> </ul>	<ul style="list-style-type: none"> <li>Involve the community in some of the University College activities.</li> <li>Enhance/promote university social corporate responsibility towards the community</li> <li>Initiate short courses intended to help the community</li> </ul>	3.6.4.6 (iii) 3.4.3
<b>Socio-cultural factors negatively influencing the growth of education at MNUC</b>			
The COVID 19 Pandemic shattered many young people and families to a life of hopelessness	<ul style="list-style-type: none"> <li>Poverty levels increased</li> <li>Registered many dropouts from schools and universities</li> </ul>	Initiate programs for the young people geared towards assisting them to re-engineer, re-innovate, re-create and re-imagine	3.6.4.6 (iii)
The high rate of unemployment among the educated people is a big drawback to the growth of university education	Demoralization and demotivation as well as indifference towards university education	<ul style="list-style-type: none"> <li>Develop a university career and innovation incubation center</li> <li>Establish career information networks meant to support the young educated youth to scout for job opportunities</li> </ul>	3.5.2 3.6.4.1(iii)
Drug and substance abuse Social vices such as gambling, outlawed groupings and practices etc.	<ul style="list-style-type: none"> <li>Low productivity</li> <li>Increased indiscipline and crime rate</li> <li>High dropout rate</li> <li>Low student retention rate</li> <li>Students may take a longer time to graduate</li> </ul>	<ul style="list-style-type: none"> <li>Establish professional counselling services</li> <li>Initiating mentorship programs</li> <li>Facilitating extra curriculum activities</li> <li>Facilitating workshops with ideal role models and motivational speakers</li> </ul>	3.6.4.2 (ii)

**Table 8: PESTEL Analysis– Technological Factors**

<b>FACTOR</b>	<b>STRATEGIC IMPLICATION</b>	<b>STRATEGIC RESPONSE</b>	<b>STRATEGIC OBJECTIVES</b>
<b>TECHNOLOGICAL</b>			
<b>Technological factors favoring the growth and development of MNUC</b>			
Presence of fiber cable within the locality	Potential to connect to a fast internet	Apply for connection to fiber infrastructure	3.6.3.2
The advancement in digital technology and innovation that promote growth of online and distance learning and research in the country	Provides the opportunity to offer online courses and classes	Integration of ICT in teaching, learning and research	3.6.3.2 3.5.2 3.4.3
Education in Kenya is highly technological driven.	<ul style="list-style-type: none"> <li>● Students choose IT related courses</li> <li>● ICT offers platform for research and innovation</li> </ul>	<ul style="list-style-type: none"> <li>● Integrate ICT in every course</li> <li>● Offer new technological based courses</li> </ul>	3.6.3.2 3.4.3
The government's commitment to expand education opportunities through expansion of ICT connectivity	<ul style="list-style-type: none"> <li>● Availability of network infrastructure for easy connectivity</li> <li>● Students may opt for online classes</li> <li>● Increased need for online studies</li> </ul>	<ul style="list-style-type: none"> <li>● Apply for fiber connectivity</li> <li>● Explore possibilities of online classes</li> </ul>	3.6.3.2 3.4.3
Explosion of social media	Offers a good platform for publicity	Use social media for marketing, branding, communication, etc.	3.6.4.5(iii)
<b>Negative technological factors include</b>			
Lack of connectivity to the fiber infrastructure in the area occasioning low internet connectivity to the University College	<ul style="list-style-type: none"> <li>● Slow internet speed</li> <li>● Internet affected by environmental factors</li> </ul>	Connect to the fiber infrastructure	3.6.3.2 3.7.3
The high cost of ICT infrastructure, hardware and software as well as internet is a major hindrance to provision of university education in Kenya. ICT is a major driver to university education	<ul style="list-style-type: none"> <li>● Insufficient funds for the purchase of ICT infrastructure</li> <li>● Fewer donors for the equipment</li> <li>● Offer inadequate ICT access to staff and students</li> </ul>	<ul style="list-style-type: none"> <li>● Purchase of ICT equipment in phases according to priority</li> <li>● Identify other sources for funding ICT</li> <li>● Engagement of competent and reliable service providers at competitive prices</li> </ul>	3.6.3.2 3.7.3
Increased cybercrime	<ul style="list-style-type: none"> <li>● Loss of data</li> <li>● Manipulation of online data</li> <li>● Unauthorized access to data</li> <li>● Money loss through hacking</li> </ul>	Deploy security measures including installation of firewall, cybercrime awareness trainings, intrusion detection system integration and enforcing ICT security policies	3.6.3.2 3.7.3

FACTOR	STRATEGIC IMPLICATION	STRATEGIC RESPONSE	STRATEGIC OBJECTIVES
<b>TECHNOLOGICAL</b>			
<b>Negative technological factors include</b>			
Abuse of social media	Result in Cyberbullying, introduction to cults and exposure and addiction to pornography and betting	<ul style="list-style-type: none"> <li>● Blocking of pornography and betting sites through firewalls</li> <li>● Creating social media vice awareness</li> </ul>	3.6.3.2
Unpredictable change in technology results in obsolescence in ICT infrastructure	Loss of capital investments in the ICT equipment purchased	Purchase current ICT equipment	3.6.3.2 3.7.3
Increased vulnerability of ICT infrastructure and internet connectivity due to climate related disruptions such as storms, heat waves, and power instability.	Potential interruption of online learning, virtual meetings, examinations, and administrative operations.	Establish climate resilient ICT infrastructure and backup power systems.	3.6.3.2 3.7.3

**Table 9: PESTEL Analysis– Environmental Factors**

FACTOR	STRATEGIC IMPLICATION	STRATEGIC RESPONSE	STRATEGIC OBJECTIVES
<b>ENVIRONMENTAL</b>			
MNUC is located in a serene rural setting with a warm and temperate climate	Conducive learning environment	Ensure environmental conservation	3.6.4.7(iii) 3.6.1.2
The University College is connected to Gatundu Water and has a bore hole	Water supply sustainability at MNUC	Settle Gatundu Water bills on time and service the borehole regularly	3.7.3
Plans are underway to connect the University College to Gatundu Water and Sewage line	Proper and environmentally sound way of waste disposal	Engage Gatundu Water and Sewerage Company	3.7.3
The University College is located on a major highway, the Kenyatta Road and both private and public transport is very much available. There is high population density and a high number of middle class estates within the locality	<ul style="list-style-type: none"> <li>● The highway can be a basis for starting up a strong economic base for the university through Public Private Partnerships (PPP)</li> <li>● Efficient means of communication</li> </ul>	<ul style="list-style-type: none"> <li>● Initiate a self-sustaining economic lifeline along the highway</li> <li>● Initiate a university/community support program geared towards benefiting the university and the community through support from the national and local government</li> </ul>	3.7.3 3.6.4.6 (iii)

FACTOR	STRATEGIC IMPLICATION	STRATEGIC RESPONSE	STRATEGIC OBJECTIVES
<b>ENVIRONMENTAL</b>			
The University College is located on good arable land that is suitable for many agricultural-related economic activities	<ul style="list-style-type: none"> <li>● Opportunity to initiate self-sustaining economic activities to support the community and the university</li> <li>● Partner with regional agricultural organizations, for instance, CRF, KARLO among many others and international organizations such as ILRI</li> </ul>	Initiate self-sustaining agricultural activities in conjunction with local and international agricultural organizations	3.6.4.6
Climate Change and Environmental Sustainability	<ul style="list-style-type: none"> <li>● Potential disruption of academic programmes and operations due to extreme weather conditions.</li> <li>● Increased operational costs related to water, energy, and infrastructure maintenance.</li> <li>● Need for climate resilient infrastructure</li> <li>● Opportunity for climate related research, innovation, and partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>● Develop and implement an Environmental Sustainability Policy.</li> <li>● Integrate climate risks into institutional risk management and business continuity planning.</li> <li>● Promote renewable energy, water conservation, waste management, and green building initiatives.</li> <li>● Establish climate related research and community outreach programmes.</li> <li>● Enhance awareness and capacity building on climate change adaptation and mitigation.</li> </ul>	3.5.2 3.6.1.2 3.6.4.6 (iii) 3.7.3

**Table 10: PESTEL Analysis– Legal Factors**

FACTOR	STRATEGIC IMPLICATION	STRATEGIC RESPONSE	STRATEGIC OBJECTIVES
<b>LEGAL</b>			
Mama Ngina University College was established as a constituent college of Kenyatta University vide Legal Notice No. 193 in the Kenya Gazette Supplement No. 177	<ul style="list-style-type: none"> <li>● High confidence levels from stakeholders</li> <li>● The Institution is a legal entity within the Republic of Kenya</li> </ul>	<ul style="list-style-type: none"> <li>● Partner with development partners to support programmes and projects</li> <li>● Mainstream the University College within all other educational support agencies within the republic, such support agencies include KUCCPS, HELB, KICD, among many others</li> </ul>	3.5.2 3.6.4.1(iii)

		<ul style="list-style-type: none"> <li>● Establish local and international MoUs, networks and collaborations within the laws the of the republic of Kenya</li> </ul>	
The University College has a functional Council that was gazette on 3 <sup>rd</sup> December 2021	<ul style="list-style-type: none"> <li>● The existence of a binding governance structure enables the University College to run smoothly</li> <li>● MNUC is a public University and therefore can benefit from government subsidies and support</li> </ul>	<ul style="list-style-type: none"> <li>● Initiate all projects and processes which are supposed to be within the scope of the Council</li> <li>● Initiate aggressive resource mobilization from the national government</li> <li>● Put up all the governance structures expected within any public university such as statutes and various policies and committees</li> </ul>	3.6.4.1 (iii)
The university Act, Education Act, and the Commission for University Education standards and guidelines protect the university with sound legal framework	Being a public University, the Institution is guided by the established standards and regulations	The University College must abide with the set down rules, regulations and standards from the university act, CUE, and university statute	3.6.4.1 (iii)
<b>Negative legal factors</b>			
Contradictions in legal interpretation may sometimes affect the growth and development	This may promote confusion, misunderstanding and procrastination	<ul style="list-style-type: none"> <li>● Engage legal services to avoid misunderstanding and confusion</li> <li>● Benchmark with universities that have adopted best practices</li> </ul>	3.6.4.1 (iii)

### **2.3.3 STAKEHOLDER ANALYSIS**

The strategic plan relied heavily on information gathered from key stakeholders. The identified stakeholders are influencers with direct implications and goodwill towards the University College. They comprised both internal and external stakeholders. The internal stakeholders comprised students and staff while the external stakeholders included the local community, suppliers, neighbors, government officials such as administrators and development partners.

There was extensive literature review from government documents as well as conducting interviews from people with relevant experience, exposure and knowledge on university governance and management. The data was collected through application of purposive sampling technique to select influential and knowledgeable people who would appropriately inform on policy matters and the direction the Institution should take. The data was gathered using pre-developed assessment templates, interview guidelines and checklists. The data collected from the various sources was compiled and analyzed manually using content analysis techniques. The information was then triangulated according to the strategic objectives of the strategic plan. The information gathered through the checklist was managed quantitatively.

**Table 11: Stakeholders Analysis**

STAKEHOLDER	STAKEHOLDER EXPECTATIONS FROM MNUC	MNUC EXPECTATIONS FROM THE STAKEHOLDER	STRATEGIC INTERVENTION	STRATEGIC OBJECTIVE
Students	<ul style="list-style-type: none"> <li>• Quality and market driven academic programmes</li> <li>• Excellent teaching and learning facilities</li> <li>• Experiential learning through linkages, partnership and collaboration</li> <li>• Adequate research facilities</li> <li>• Conducive environment for student governance</li> <li>• Availability and accessibility to timely provision of services as per MNUC norms and policies</li> <li>• Automation of services</li> <li>• Fairness and justice in all services</li> <li>• Timely completion of studies</li> <li>• Secure and safe environment</li> <li>• Environmentally sustainable and climate resilient learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation and respect of MNUC established code of conduct and national laws</li> <li>• Pay all the fees</li> <li>• Academic Excellence</li> <li>• Adherence to MNUC rules and regulations</li> <li>• High level discipline</li> <li>• Punctuality and adherence to deadlines</li> <li>• Prudent use of available resources.</li> <li>• Timely expression of grievances through the established channels</li> <li>• Good /brand MNUC Ambassadors</li> <li>• Creativity and innovativeness</li> <li>• Graduate within the stipulated timelines</li> </ul>	<ul style="list-style-type: none"> <li>• Development and Approval of Quality and market driven and strategic program</li> <li>• Formulation of policies and procedures</li> <li>• Adherence to the policies and procedures</li> <li>• Timely invoicing</li> <li>• Recruitment of the right professionals</li> <li>• Establishment of linkages, partnerships and collaborations</li> <li>• Provision of conducive environment and facilities</li> <li>• Establishment of disciplinary committee</li> <li>• Automation and ICT integrated systems</li> <li>• Adherence to service delivery charter</li> <li>• Establishment of MNUC Electoral commission</li> </ul>	<p>3.4.3, 3.5.2, 3.6.1.2, 3.6.2.2, 3.6.3.2, 3.6.4.1(iii), 3.6.4.2(ii) 3.6.4.5(iii), 3.6.4.6(iii) 3.6.4.7(iii) 3.7.3</p>
Parents/ guardians/Academic sponsors	<ul style="list-style-type: none"> <li>• Secure and safe environment</li> <li>• Timely communication of issues related to student activities</li> <li>• Quality education to the students</li> <li>• Graduate within the stipulated time</li> <li>• Exposure to different opportunities in diverse fields</li> <li>• Provision of Mentorship to students</li> </ul>	<ul style="list-style-type: none"> <li>• Timely payment of fees.</li> <li>• Provide support and resources</li> <li>• Guidance and co-operation</li> <li>• Follow up progress</li> <li>• Mentorship</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/ open day/ Marketing and Showcase MNUC</li> <li>• Mentorship program</li> </ul>	<p>3.6.4.2(ii- 3.6.4.5(iii)g) 3.6.4.7(iii) 3.7.3</p>

STAKEHOLDER	STAKEHOLDERS EXPECTATIONS FROM MNUC	MNUC EXPECTATIONS FROM THE STAKEHOLDER	STRATEGIC INTERVENTION	STRATEGIC OBJECTIVE
The Government of Kenya (GoK)	<ul style="list-style-type: none"> <li>• Compliance with statutory requirements</li> <li>• Adherence to the ministry policies and guidelines</li> <li>• Excellent and timely communication</li> <li>• Respect for the various support agencies</li> <li>• Develop competent human resource for the country</li> <li>• Community outreach programmes</li> <li>• Compliance with environmental sustainability and climate change policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate and timely capitation from Exchequer</li> <li>• Expand funding opportunity</li> <li>• Goodwill</li> <li>• Infrastructure development</li> <li>• Support for MNUC initiatives</li> <li>• Fair laws and policies</li> <li>• Placement of GoK sponsored students</li> <li>• Timely disbursement of HELB loans</li> </ul>	<ul style="list-style-type: none"> <li>• Adherence to the policies, standards and guidelines set</li> <li>• Expand funding opportunity/ increase financial base by GoK</li> <li>• Timely communication and reporting</li> <li>• Create enabling environment for the graduates job placement/ creation</li> </ul>	3.4.3 3.7.3 3.6.4.6(iii) 3.5.2 (i) 3.6.4.2 (ii)
Council	<ul style="list-style-type: none"> <li>• Unique Institution strategic programs, physical infrastructure and facilities</li> <li>• Adherence to the core values by MNUC</li> <li>• Implement Corporate Governance practices and leadership structures/systems</li> <li>• Ensure organizational development</li> <li>• Implement the approved policies and procedures</li> <li>• Prudent management of resources</li> </ul>	<ul style="list-style-type: none"> <li>• Resource mobilization</li> <li>• General oversight and support</li> <li>• Timely approval of policies, procedures and MNUC statutes</li> <li>• Unique leadership</li> <li>• Goodwill</li> </ul>	Implementation of the Strategic Plan	3.7.3 4.5 3.6.4.1(iii) 3.6.4.2(ii) 3.6.4.4(iii)
Staff	<ul style="list-style-type: none"> <li>• Job security</li> <li>• Secure, safe and conducive work environment</li> <li>• Adherence to the HR policy</li> <li>• Career progression</li> <li>• Fairness</li> <li>• Competitive terms and conditions of service</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation and Adherence to all MNUC policies</li> <li>• Timely execution of duties</li> <li>• Prudent utilization and management of resources</li> <li>• Embody the core values</li> <li>• Avoid conflict of interest with Procurement Act</li> <li>• Professionalism</li> </ul>	Development, approval implementation of MNUC policies procedures	3.6.4.1(iii), 3.6.4.3(iii) 3.6.2.2, 3.7.3 1.0

Kenyatta University	<ul style="list-style-type: none"> <li>Mount the Senate approved programs</li> <li>Commitment to MNUC vision and mission</li> </ul>	<ul style="list-style-type: none"> <li>Timely approval of the requested programs</li> <li>Support from KU faculty to mount the programs</li> </ul>	Identification of approved KU programs for mounting By MNUC	3.4.3 1.0
<b>STAKEHOLDER</b>	<b>STAKEHOLDERS EXPECTATIONS FROM MNUC</b>	<b>MNUC EXPECTATIONS FROM THE STAKEHOLDER</b>	<b>STRATEGIC INTERVENTION</b>	<b>STRATEGIC OBJECTIVE</b>
Related Institutions	<ul style="list-style-type: none"> <li>Collaboration in research and development</li> <li>Joint Grant Writing Proposals</li> <li>Development and implementation of MoUs</li> <li>Exchange opportunities and programs</li> <li>Sharing of research facilities and information</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration in research and development</li> <li>Joint Grant Writing proposals</li> <li>Development and implementation of MoUs</li> <li>Exchange programs</li> <li>Sharing of research facilities and information</li> </ul>	Development and implementation of t Research and Linkages, Collaboration and Partnership Policies	3.5.2
Development Partners	<ul style="list-style-type: none"> <li>Development impact of the funds donated</li> <li>Prudent utilization of Resources</li> <li>Accountability and</li> <li>Transparency</li> <li>Implementation of sustainable and environmentally responsible projects.</li> </ul>	<ul style="list-style-type: none"> <li>Fundraising</li> <li>Collaborations in projects</li> <li>Adherence to the MoUs</li> </ul>	<ul style="list-style-type: none"> <li>Establishment/ Formulation and implementation of contracts, grants and</li> <li>partnership</li> </ul>	3.7.3
Suppliers	<ul style="list-style-type: none"> <li>Compliance with the procurement and Asset Disposal Act 2015 and relevant regulations and government circulars.</li> <li>Prompt payment</li> <li>Proper communication channel and timely feedback</li> <li>Fairness in tendering</li> </ul>	<ul style="list-style-type: none"> <li>Compliance with the procurement and Asset Disposal Act 2015 and relevant regulations and government circulars.</li> <li>Prompt supply of quality Goods and services as per specifications</li> </ul>	<ul style="list-style-type: none"> <li>Compliance with the procurement and Asset Disposal Act 2015 and relevant regulations and government circulars.</li> <li>Adherence to the procurement rules and procedures</li> </ul>	3.7.3
Community	Engagement opportunities	<ul style="list-style-type: none"> <li>Goodwill</li> <li>Harmonious co-existence</li> </ul>	Community outreach policies and CSR	3.5.2(i) 3.6.4.2 (ii) 3.6.4.6(iii)

