



**UNIVERSITY OF NAIROBI**  
**COLLEGE OF EDUCATION AND EXTERNAL STUDIES**  
**SCHOOL OF CONTINUING AND DISTANCE EDUCATION**

**WORKSHOP TO REVIEW PERFORMANCE  
OF PROGRAMMES IN THE SCHOOL**

**WORKSHOP REPORT**

*10<sup>TH</sup> May 2013*

# ***PREFACE***

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## 1.0 INTRODUCTION

### 1.1 introduction

The workshop was held at the Kenya Wildlife service Training Institute in Naivasha from 12<sup>th</sup> to 15<sup>th</sup> March 2013. Having consistently maintained a position of leadership by being the torch bearer in the area of ODeL, the School organized this workshop to review the performance of programmes in the School and to formulate strategies for consolidating its leadership position by ensuring continued growth and development of student numbers and revenue and to reverse any decline that may have started in some of the programmes.

The workshop was opened by the Principal, CEES Prof. Henry Mutoro who in his remarks noted that the workshop had been called at the right time when competition from other universities had increased so much that it was among the key issues highlighted in the University's current Strategic Plan (2013 –2018) being finalized. Prof. Mutoro emphasized the need for expeditious examination processing and timely release of results as one of the strategies of improving customer service and ultimately competitiveness. He further reiterated the need to have the School / Departmental / staff websites to be updated continually to enable the profile and visibility of the University to go up noting that the University had adopted the open repository in the University Libraries and asked staff to provide abstracts of their research work to be put in the repository.

The School of Continuing and Distance Education (SCDE) has for the last 50 years been the leader in the area of Open and Distance Learning (ODeL) in Kenya. By offering its programmes using ODL methods, the School has accorded Kenyans of all walks of life flexible and affordable opportunities to further their education and training.

The School through its Department of Extra Mural Studies has a well established network of Extra Mural Centres spread throughout the country. Currently there are 12 Centres located in Mombasa, Lokichogio, Kisumu, Garissa, Kisii, Nakuru, Nairobi, Nyeri, Meru, Kapenguria, Kakamega and Thika. Each of these Centres has Sub-Centres and they offer courses at the regional levels and also provide learner support services to distance students in the School.

## **1.2 Programmes**

The School has three departments, namely the Department of Educational Studies, the Department of Extra-Mural Studies, and the Department of Distance Studies. Currently, the School has 9,637 students enrolled in the following 22 programmes:

1. PhD in Distance Education
2. PhD in Project Planning and Management
3. M. A. Project Planning and Management
4. Master in Distance Education
5. M.A. in Peace Education
6. Postgraduate Diploma in Education
7. Postgraduate Diploma in Project Planning and Management
8. Postgraduate Diploma in Human Resource Management
9. Postgraduate Diploma in Adult Education and Community Development
10. Bachelor of Education (Arts)
11. Bachelor of Education (Science)
13. B.A in Project Planning and Management
14. B.A. in Adult Education and Community Development
15. Diploma in Business Management
16. Diploma in Human Resource Management
17. Diploma in Purchasing and Supplies Management
18. Diploma in Public Relations
19. Diploma in Sales and Marketing

20. Diploma in Guidance and Counselling
21. Diploma in Project Planning and Management
22. Diploma in Adult Education and Community Development\
23. Diploma in Youth in development Work

### **1.3 Objectives of the Workshop**

The objectives of the workshop were to:

- (i) Identify and analyze the issues affecting the performance of programmes
- (ii) Prioritize the issues according to highest impact on performance (negative and positive)
- (iii) Formulate strategies to address each
- (iv) Develop activities to be taken in the short term (3–6 months), long term (within one year), and the very long term (1–3 years).

### **1.4 Expectations of the Workshop**

At the end of the workshop, it was expected that an operational plan with specific activities, responsibilities, timeframes and resources required would be developed and a monitoring and evaluation system put in place.

## 2.0 OVERVIEW OF PROGRAMMES IN THE SCHOOL

### 2.1 Department of Distance Studies

The Department of Distance Studies offers the following programs:

- (i) PhD in Distance Education
- (ii) Masters in Distance Education
- (iii) Postgraduate Diploma in Adult Education and Community Development
- (iv) Postgraduate Diploma in Distance Education
- (v) Bachelor of Adult Education and Community Development
- (vi) Diploma in Adult Education and Community Development
- (vii) Diploma in Youth in Development Work
- (viii) Certificate in Adult Education and Community Development
- (ix) Certificate in Youth in Development Work
- (x) Certificate in Open and Distance Learning

The certificate courses are important as they act as a bridge to the diploma courses in the department. The department has also used the certificate courses to market its programmes in various areas such as Mpeketoni, Kapenguria, Oloitokitok, Meru, Kisumu, Maua, Chuka, Kiruara, Magumu and Nanyuki. Distance learning materials have been developed for the Certificate in Adult Education and Community Development.

The numbers in Diploma in Adult Education and Community Development has continued to rise in every intake for the last two years due to offering of the Certificate in AECD throughout the country that serves as a bridge to the diploma course; recognizing work experience in Adult Education during admission to the diploma; recognition of the diploma by government (it is now recognized for employment and promotion). However, the programme has the challenge of inadequate teaching space in Kikuyu campus especially

when the on-campus students are in session; not all materials have been converted into distance learning format; curriculum is due for review to meet the current needs and emerging issues.

The Diploma in Youth in Development Work was a Commonwealth initiative to train youth workers and to develop programs for young people in East Africa. The Open University of Tanzania (OUT) became the Partner Institution (PI) whilst the University of Nairobi and Makerere University became Partner Supporting Institutions (PSI). The CYP is now a recognized UoN programme. The programme has 14 modules, all of which are available in CD ROM. Regrettably, the course has faced challenges of low enrollment. There is tripartite agreement among, the Commonwealth, the Government through the Ministry of Youth, gender and Sporting Affairs and the University of Nairobi each with specified responsibilities. Despite several consultative meetings, the Ministry has failed to meet the provisions of the tripartite agreement and has shown conflict of interest by wanting to run the course.

The two Postgraduate programmes in the Department (PGD in Adult Education and Community Development and PGD in Distance Education) have had very low enrolment making them not to be self-supporting. This is mainly due to availability of Masters Courses in Distance Education in DDS and Adult Education in the School of Education. The Department has developed a bachelor's degree that has just been approved. There is therefore need to develop some of the materials so as to begin the course later in the year.

The department's Master in Distance Education programme has attracted a significant number of students and currently there are 25 students in Year 1 and 2. This flagship program is offered through distance learning with limited face to face sessions in Kikuyu. But this will spread out once the materials are uploaded into e-learning



platform, Modules have been developed and are being converted to e-learning format, the curriculum has been reviewed at the department and forwarded to the school for approval. The programme had an earlier challenge of recognition by TSC but this has been resolved following extensive and inclusive discussions between the College and TSC. However, enrollment is still low and there is need to aggressively advertise the programme, and enhance its learner support services.

As of now, 3 candidates have applied for the PhD in Distance Education and have been asked to develop their concept papers. The Department is happy about this development but there is need to be modest on higher intakes.

In conclusion, even though programmes in the department have started to grow, there are challenges towards growth such as inadequate teaching space, not all materials have been developed, the tripartite agreement between the Commonwealth, the Government, and the University for the Commonwealth Diploma in Youth in Development Work. The Ministry of Youth seems determined to take over the programme and offer it. There is need to improve marketing strategies to attract more students in all the programmes. These strategies should include timely and exclusive advertisements for the certificate courses, participation in exhibitions and shows, marketing during field visits, developing and strengthening linkages with key stakeholders e.g. TSC, Directorate of Continuing and Adult Education, Ministry of Sports and Youth affairs, CBO and NGOs. Enrolment in the Postgraduate Diplomas courses is too low for sustainability mainly because of availability of Masters Courses in distance education in DDs and MA in AE in the School of Education. Maybe the dept should consider developing a Masters course in adult education to interface with the DAECD. Some of the names of the programmes are quite a mouthful and the dept should consider renaming/rebranding the programmes to make them easier to sell.

## 2.2 Department of Educational Studies

The Department of Educational Studies offers the following programmes:

- (i) Bachelor of Education (Arts)
- (ii) Bachelor of Education (Science)
- (iii) Postgraduate Diploma in Education
- (iv) M.A. in Peace Education
- (v) PhD in Distance Education

The B. Ed (Arts) student enrolment/admissions have started to decline whereas the B. Ed (Science) has internal problems (how the programme is managed by the two schools – SCDE and SPS) which has led to uncoordinated marketing, uncoordinated Teaching Practice, and so on. However, B. Ed (Science) students have been able to get their materials on time because the SPS has been allowed to outsource some of the study units.

The PGDE has started showing slight improvement mainly because many other universities have phased it out.

Some of the main issues of concern in the department include:

- (i) Need to review the stage at which the application fee of Ksh. 3,000 is charged on prospective students
- (ii) Use of JAB lists of unsuccessful applicants
- (iii) Decentralization of residential tuition sessions and assessment to selected regional Centres
- (iv) Hiring of academic and administrative staff to the Regional Centres where decentralized Residential Sessions are housed
- (v) Printing and issue of study units to students in time i.e. at the beginning of semester

- (vi) Equipping of Regional Centres with computers and Internet connectivity
- (vii) Uploading of all study materials on e-learning platform and training students on how to access
- (viii) Electronic library resources
- (ix) Electronic Instruction by use of e-learning multimedia platform
- (x) Facilitation of examination marking process and release of results
- (xi) Aggressive marketing at Regional Centres and Sub-Centres during study field visits
- (xii) Branding of Regional Centres to reflect the image of the University
- (xiii) Engaging paid agents to carry out recruitment of students in various regions
- (xiv) Charging competitive fees
- (xv) Quality customer service
- (xvi) Adequate communication

In conclusion, it is envisaged that when the measures discussed above are implemented, the B. Ed (Arts) programme and indeed all programmes in the Department will continue to be vibrant and attract more and more students from within and outside the country. This will make the B. Ed. (Arts) become one of the biggest programmes in the University since demand for teachers will continue to rise in sub-Saharan Africa for many years to come.

### **2.3 Department of Extra Mural Studies**

The Department of Extra Mural Studies has eleven substantive Extra Mural Centres and 31 sub-Centres; 19 fulltime academic staff

members, 326 part-time lecturers, 9 administrators, and 96 casual workers.

**The Department offers the following programmes:**

- (i) PhD in Project Planning and Management
- (ii) Master in project Planning and management
- (iii) Bachelor Degree in Project Planning and Management
- (iv) Post graduate Diploma in HRM
- (v) Post graduate Diploma in PPM
- (vi) Diploma in Business management'
- (vii) Diploma in Purchasing and Procurement Management
- (viii) Diploma in Business management
- (ix) Diploma in sales and marketing
- (x) Diploma HRM
- (xi) Diploma in PR
- (xii) Diploma in PPM
- (xiii) 6 certificate courses

The programmes are offered by face to face mode of delivery (certificates, diplomas, bachelor degree and PhD), online learning (MA in PPM), blended learning (MA in PPM), and mixed mode (MA in PPM).

Some of the achievements by the department include the following:

<i>Aspect</i>	<i>2005</i>	<i>2013</i>
EMCs	6	11 Centres & 31 Sub-Centres
Academic staff	6	19
PhDs	1	14
Programmes	7	18
Revenue generation	58m	396m (in 2012)
Student enrolment	1045	7,834

The main marketing strategies used by the Department are personal selling (staff and students), advertising (print only), promotion during the ASK shows and other forums and Brochures, distribution (new sub-Centres), competitive pricing, new product development, and the mode of instructional delivery.

The main challenges include branding, competition, customer care, declining enrollments in some programmes, operational efficiency (admission process, release of exams, course registration processes, payments to staff), Internet connectivity, facilities/equipment, staffing (number and cadre, individual staff performance), organizational culture, and structure.

In conclusion, the Department has great potential for growth. The EMCs provide access and equity concerns of Kenyans (Vision 2030). The Sales and Marketing programme is no longer viable mainly because its units are also taught (embedded) in the other diploma programmes.

To ensure relevance and enhance competitiveness of our programmes there is need for diversified mode of delivery to enable greater reach in Kenya, the E.A. region, and beyond (an issue which is cross cutting for all programmes in the School). The demography of our population has changed, and most of our prospective customers are mostly young, living on the fast lane and have great expectations e.g. studying as they carry out their other daily activities.

Finally, in determining the way forward, the School and its units need to decide whether to go for Expansion, Consolidation, Intensification, or Diversification.

## **3.0 GROUP WORK**

The following groups were formed and tasked with the responsibility of identifying the issues and challenges affecting programmes in the School and to suggest remedies / solutions:

### **3.1 DDS**

Prof. David Macharia (Chairman)

Dr. Naomi Gikonyo

Mr. Augustine Mwangi

Dr. Harriet Kidombo

### **3.2 DES**

Dr. Omondi Bowa (Chairman)

Dr. Joyce Mbvesa

Dr. Anne Aseey

Mr. Jeckoniah Odumbe

Mr. Peter Nzuki

### **3.3 DEMS**

Prof. Christopher Gakuu (Chairman)

Dr. Dorothy Kyalo

Mr. Joseph Mungai

Dr. Japheth Origa

Each of the Departments would then develop a competitiveness operational plan for activities to be taken in the short term (3-6 months), long term (within one year), and the very long term (1-3 years).

## 4.0 RECOMMENDATIONS

Participants of the workshop resolved that:

- (i) All the Departments would finalize their Competitiveness Operational Plans by Friday 22<sup>nd</sup> March 2013
- (ii) Each Department would ensure monitoring and evaluation was done by submitting monthly reports on the progress of implementation to the School Management
- (ii) The School Management would monitor progress through evaluation of the Departmental reports

## 5.0 COMPETITIVENESS OPERATIONAL PLANS MATRIX

The groups developed Competitiveness Operational Plans for the year 2012/2013. The plans focus on competitiveness in regard to Resources and Governance, Teaching and Learning, and Research Innovation and Technology.

### 5.1 Department of Distance Studies

#### 1. Resources and Governance

**Objective One:** To acquire the necessary resources and administrative support to enhance competitiveness

Strategy	Action/activity	Time frame	responsibility	Expected outcome of results	Resources required
Teaching and learning resources	-procure LCD projectors, screens, laptops, duplo, bulk CD burning machine	June 2013	Chairman, Procurement officer	-LCD projectors, screens, laptops, duplo, bulk CD burning machine procured	Funds to purchase
Teaching space and accommodation at CEES	-write to Dean SoE for possible allocation -write to Principal CEES for permanent space and computer laboratory	30/03/13	Chairman	Adequate teaching space and accommodation	Teaching and accommodation space
Enrolment	-place timely and exclusive advert for each programme -upload updated adverts onto the departmental website	May 2013	Chairman, UNES	-Each programme advertised in the media -uploaded advert on the website	Advertisement space exclusive for the department
Application fee	-incorporate application fee into the tuition fee	By June 2013	Principal, Dean and	Incorporated application fee	Policy change to allow



			Chairman		application fee to be incorporated to tuition fee
Programmes' awareness	-create linkages with key stakeholders by writing to inform them of the programmes -revisit CYP partnership with relevant ministry	-By 30/03/13  - by June 2013	Chairman and course coordinators	Increased product awareness	Funds to mount publicity activities
	-enhance visibility on the web by updating departmental website	By 22/03/13	Chairman, staff & ICT team	Enhanced visibility on the web	IT help to increase visibility
	-develop and distribute informative brochures and fliers for each programme (5000 each)	By 30/03/13	Chairman	Brochures and fliers developed for use in marketing forums	Fund to procure brochures
	-establish communication and linkages with alumni by writing to them	By 30/03/13	Chairman	-Linkages with alumni -Postings by alumni on the web	Funds to communicate, school support to establish alumni base
Scholarships	-revive the DVV scholarship -request for UoN scholarships for MDE students	June 2013	Chairman	-Resumption of DVV scholarship -UoN scholarships for MDE students	Funds revival from DVV and other sources
Membership to professional bodies e.g. ICDE	-apply for membership	April 2013	Dean, Chairman	SCDE (UoN) to be registered as a member	School to apply for registration in ICDE

## 2. Teaching and Learning

**Objective two:** To produce quality and holistic graduates by providing the necessary teaching and learning materials

Strategy	Action/activity	Time frame	responsibility	Expected outcome of results	Resources required
Uploading of MDE materials	Write to director CODL, e-learning team to initiate the process	April 2013	Chairman	Uploaded materials	CODL to budget
Material development	<ul style="list-style-type: none"> <li>-Develop CDs for all the DE materials</li> <li>-develop DE materials for DAE, certificate courses and BAECD once approved</li> </ul>	<ul style="list-style-type: none"> <li>-By April 2013</li> <li>-By April 2014</li> </ul>	Chairman, Director, CODL and ICT team	<ul style="list-style-type: none"> <li>-CDs available</li> <li>-DE materials for BAECD developed</li> </ul>	CODL to budget
Curriculum Development and Review	<ul style="list-style-type: none"> <li>-Present MDE reviewed curriculum to School Board, CAB, Deans' Committee and Senate for approval</li> <li>-Present BAECD curriculum to Senate for approval</li> <li>-review DAE and CYP curriculum</li> <li>-contact Commonwealth Secretariat on the review of CYP curriculum</li> </ul>	March-June 2013	Chairman, Director CODL Dean.	<ul style="list-style-type: none"> <li>-Approved BAECD curriculum</li> <li>-revised MDE, DAE and CYP curriculums</li> </ul>	CODL to budget
Service delivery	<ul style="list-style-type: none"> <li>-investigate completion rate and analyse the incomplete results</li> <li>-remind learners of de-registration rule</li> </ul>	-April 2013	Chairman, Exam officer, coordinators	-Increased completion rate	Time and support

	-Provide necessary learner support e.g. online tutoring				
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### 3. Research and Innovation

**Objective three:** To increase visibility and develop market driven courses informed by research

Strategy	Action/activity	Time frame	responsibility	Expected outcome of results	Resources required
Research and develop market driven courses	-upgrade PGDs to Masters -mount short courses for DE practitioners	By October 2013	Chairman	New market driven courses	Funding for a workshop
Reaching out to new areas	-needs analysis -liaise with local stakeholders e.g. DAEOs to establish market needs	By October 2013	Chairman	-reach new market to offer courses as demanded -expanded catchment	Funds to facilitate
Publications, consultancy and conferences in areas of DE, adult and youth education and community development	-submit at least three publications in indicated areas -participate in conferences on the relevant areas -Apply for consultancies in relevant areas -Launch JCODE	-By October 2013  By April 2013	Chairman, DDS staff  -Dean	-increased visibility  -JCODE launched	Funds and training on how to apply for consultancies and to publish

## 5.2 Department of Educational Studies

### OBJECTIVE ONE: Improve Teaching and learning

Strategy	Action/ Activities	Timeframe	Responsibility	Expected Outcome Of Results	Resources Required
Availing/provision of instructional materials to learner's promptly	<p>1. Produce printed materials (Modules) in good time</p> <p>2. Uploading all study materials on the E-Learning platform</p> <p>3. Enhancing /accelerating the procurement process for stationery for print material/s production. Change of practice or through follow up by the Dean.</p> <p>4. Having scheduled procurement committee meetings for processing printing stationery requirements</p>	<p>1. Before the beginning of the next semester</p> <p>2. Before the beginning of the next semester</p> <p>Before the beginning of the next semester</p> <p>30/03/2013</p>	<p>Chairman, DES</p> <p>E-Learning, CODL, DES</p> <p>Principal, Dean and procurement office</p> <p>Dean, Principal</p>	<p>Adequate Printed materials in the store</p> <p>-All audio materials uploaded for levels 1 and 11 on the website</p> <p>-Required materials procured on time</p> <p>Approved procurement requests</p>	<p>1.a. Stationery materials for printing</p> <p>b. Working machines</p> <p>2. Human resource</p> <p>b. ICT infrastructure</p> <p>-Availing and respecting scheduled time</p> <p>-Procurement requisitions to be ready</p> <p>Time and committed procurement committee members</p>
2. Improving the use of web based resources by	<p>1. Orientation for students and staff for online teaching and learning</p> <p>2. Providing digital infrastructure</p>	<p>Continuous</p> <p>6 months</p>	<p>Chairman, DES, ICT personnel</p> <p>Chairman,</p>	<p>60% staff and students using online services</p> <p>Working Digital</p>	<p>ICT infrastructure, staff</p> <p>ICT</p>

staff and students	for accessing the website 3.Use of the web based teaching learning being made a requirement among the students and staff	(30/9/2013)  After 6 months(30/9/2013)	DES, ICT personnel Dean, Chairman, DES	infrastructure in all centres Web based teaching and learning used in all learning centres	infrastructure and staff ICT infrastructure and staff
3.Reorganising Residential sessions	1.Reducing duration of residential sessions 2.Encourage use of online and offline (CD Roms, DVDs ) devices for tuition and adequate print materials	–End of September 2013  –April 2013	Dean, Chairman, DES Dean, Chairman, DES and staff	Each residential session lasting for two weeks  Available CD Roms AND DVDs	Human resource Human resource ,copiers, blank CDs
4.Improve examination processes and release of results	1.Adhering to set deadlines  2.Timely payment on completion of marking and submission of marks  3.Review of tutors payment package	Immediate  May 2013  September 2013	Dean, Principals office, Examination officers, Coordinators and tutors Marking Coordinator, MD,UNES	All exams marked and results submitted within one month  One month after the submission of marks  Reviewed tutors payment package	–Human Resource and supportive environment –Central marking coordinator –Time
5.Decentralising of services to Nairobi, Meru and Kisumu centres by August 2013	1.Identify suitable venues 2.Consult with the principal and DVC (A&F) on hiring of staff 3.Hire the core staff for administrative and tutoring services 4.Identify and recruit part-time tutors in those regions 5.Cost –benefit analysis	May2013 May2013 May2013 May2013 May2013 30/06/2013	Dean, Chairman, DES Principal, CEES DVC (A&F), Chairman DEMS & the resident lecturers	–Suitable venues identified –Approval to hire –2 lecturers, 2 Administrators and 2 clerks hired –List of recruited part-time tutors Cost analysis report	–Financial resources –Time and initiative –Finance –CVs, copies of certificates and letters of application

	6.Request for funds from UNES 7.Inform and invite the students and tutors through media			Funds received All students and tutors informed	-Human resource -ICT Resources
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## Objective Two: Resources and Governance

Strategy	Action/ Activities	Timeframe	Responsibility	Expected Outcome of Results	Resources Required
1.Revise Application fees and procedures	1.Application fee be integrated as part of the registration package 2.Application be done online 3.Application forms be available in many points for easy access	August 2013	Dean, Chairman, Principal, DVC (A&F) ICT personnel Assistant Registrar	Application fee integrated in the fee structure Application done online Application forms at several points	Time and human resource ICT Personnel Stationery and ICT personnel
2.Improve procurement process	1. Enhancing /accelerating the procurement process for stationery for print material/s production. Change of practice or through follow up by the Dean. 2.Having scheduled procurement committee meetings for processing printing stationery requirements	Immediate  Immediate	Principal, Dean, Chairman and Procurement Officer	Accelerated procurement process  Scheduled committee meetings	Committed procurement committee members Committed procurement committee members
3.Improve service delivery	1.Following statutory fee related to exams so that markers can be paid adequately 2.Fee increment of Khs.50,000 which was proposed to be followed by the Dean	April 2013  Immediate	Principal, Dean, Chairman and MD (UNES) MD (UNES) and DVC (A&F)	Available funds from statutory fee  Reviewed fee structure	Time and human resource.  Human resource

### Objective Three: Research Innovation and Technology

Strategy	Action/ Activities	Timeframe	Responsibility	Expected Outcome Of Results	Resources Required
1.Improve ICT infrastructure at the centres	1.Install ICT infrastructure at the centres	September 2013	ICT staff, Chairman, Dean, Principal and DVC (A&F)	Working ICT infrastructure in place	Human resource and finances ICT infrastructure in place and human resource
	2.Use of the web based teaching learning be made a requirement among the students and staff	September 2013		Web -based teaching/learning in use	

### OBJECTIVE Four: Raise enrolment levels

Strategy	Action/ Activities	Timeframe	Responsibility	Expected Outcome Of Results	Resources
1.Intensify marketing activities	1.Distribution of brochures and fliers to schools and colleges	April 2013	Chairman, Registrar, Centre coordinators and appointed agents Chairman, MD (UNES), Academic Registrar and PR Officer Web page Manager (ICT)	Created awareness	Human resource and finances Finances and human resource Finances and human resource Data and ICT personnel
	2. Using various advertisement media i.e. Radio, TV, newspapers, talk shows	April 2013		Advertisements in all the suggested media	
	3.Engaging agents to carry out recruitment in various regions i.e. individuals or companies	April 2013		Specific agents engaged	
	4. Updating the Departmental web page for more information	Immediate		Updated Departmental web page	

### 5.3 Department of Extra Mural Studies

**OBJECTIVE ONE: To provide resources and governance to enhance the competitiveness of the departmental programmes**

Strategy	Action/ Activities	Time frame	Responsibility	Expected Outcome of Results	Resources Required
To ensure timely issuance of certificates	Immediate request of certificates after completion	2 weeks	Resident Lecturer Chairman Dean Principal	Certificate issued to students two weeks after exam	Papers Graphic arts
Enhance marketing activities	*Regular use of local, national, social and print media, SMS, e-mail *Use of ASK shows, open days, road shows, community service	March July September	Resident Lecturer Chairman Dean Principal	enrolment will have increased enrolment by 10% in six months	
Increase publicity for BA in project planning and management	Increase awareness develop promotional materials Organize ODEL workshop	march July September By July 2013	Coordinator Chairman Dean Director Odel	to increase admission by 20%	
Organize for trimester intakes	Organize for adverts and recruitment based in trimester Organize for targeted recruitment Use the JAB list to admit those who did not get admission in the regular programmes Develop budget for the activities	January May September	Resident Lecturer Chairman Dean Principal	to increase admission by 20% coordinator chairman dean	funds for advertisements and travel and subsistence
to admit PhD class for 2013/2014	Develop materials for on-line platform	April 2013	Course Coordinators Chairman		



			Dean Director Odel		
Branding	Brand all Centres and sub-Centres and ensure there is a sign board for every Centre and sub- Centre	In 3 months time i.e. by June 2013	Resident Lecturer Chairman Dean Principal	sign boards erected in all Centres and sub-Centres	funds for carrying out the activities
to improve Customer service delivery	training staff on customer care and PR at Centre level	Immediately by end of June 2013	Resident Lecturer Chairman Dean Principal	improved customer care and decreased customer complaints	
to provide adequate library services	procure adequate space Hire library assistants in all Centres provide internet connectivity in the libraries	September, 2013	Resident Lecturer Chairman Dean Principal College Librarian	all Centres and sub-Centres to have library	Funds
Fast track the procurement procedure	resident lecturers to prepare timely lists conduct an audit of pending procurement requests	procurement officer to respond in 14 days	Resident Lecturer Chairman Dean Principal Procurement Officer	all pending request	Funding
Improve students admissions	develop electronic application and admission portal	One year	Resident Lecturer Chairman Dean	students apply and process their admission on line within two weeks	Funding

			Principal DVC(FA) ICT Director		
ensure Instant feedback on the fees from sponsors	enter cheques promptly		Resident Lecturer Chairman Dean Principal Procurement Officer		

**Objective Two: To Provide Adequate Teaching and Learning Facilities and resources to enhance the competitiveness of the departmental programmes**

Strategy	Action/ Activities	Time frame	Responsibility	Expected Outcome Of Results	Resources
Review the curriculum	to complete the review process	2 weeks	Resident Lecturer Chairman Dr. A. Mulwa A. Mwangi Dr. Nyonje Dr. Lillian	completed well reviewed curriculum	dedication
complete applauding of MA PPM Materials	completion of the 3 units	one month	Writers Chairman Coordinator Director, ODEL		
To diversify the mode of delivery to e-platform	convert DIP,MA &PhD materials in to e-materials				

Increase the completion rate of MA	standardize guidelines for supervision, training supervisors				
to train all staff and students on ICT use and application	organizing training sessions in all Centres	one month	Dr. Mulwa Chairman Dean	All staff and students to be trained	Funding

**OBJECTIVE THREE: To Integrate ICT and Other Technologies in Teaching and Learning to enhance the competitiveness of the departmental programmes**

Strategy	Action/ Activities	Timeframe	Responsibility	Expected Outcome Of Results	Resources
To improve ICT infrastructure in all Centres and sub-Centres	Purchasing and supply of computers connectivity in all Centres and sub-Centres Develop website and enrich the existing website	one month	Resident Lecturer Chairman Dean Principal Dr. A. Mulwa Procurement Officer College ICT Officer	supply at least 20 computers in all centres Purchase of additional laptops and projectors	Funding

**LIST OF PARTICIPANTS**

1. Prof. Henry W. Mutoro – Principal, CEES
2. Dr. Harriet Kidombo – Dean, SCDE
3. Prof. David Macharia – Chairman, Dept. of Distance Studies
4. Prof. Christopher Gakuu – Chairman, Dept. of Extra Mural Studies
5. Dr. Omondi Bowa – Chairman, Dept. of Educational Studies
6. Mr. Jeckoniah Odumbe – Director, CODL
7. Dr. Japheth Origa – Associate Dean, School of Education
8. Dr. Anne Ndiritu – School Senate Representative
9. Dr. Naomi Mwangi – Lecturer, Dept. of Distance Studies
10. Dr. Joyce Mbwesa – Lecturer, Dept. of Educational Studies
11. Dr. Anne Aseey – Lecturer, Dept. of Educational Studies
12. Mr. Peter Nzuki – Lecturer, Dept. of Educational Studies
13. Dr. Dorothy Kyalo – Lecturer, Dept. of Extra Mural Studies
14. Mr. John Bosco Kisimbii – Lecturer, Dept. of Extra Mural Studies
15. Mr. Joseph Mungai – Lecturer, Dept. of Extra Mural Studies
16. Mr. Christopher Mutunga – Assistant Registrar, SCDE
17. Ms. Floridah Keru – Secretary, Dean's Office, SCDE
18. Ms. Joyce Gathoni – ICT Officer, CEES
19. Mr. Waweru – Driver
20. Mr. Munoka – Driver