



**INTERNATIONAL  
UNIVERSITY  
OF EAST AFRICA**  
*'Learning to Succeed'*

# **Annual Report 2019 - 2020**



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## **MESSAGE FROM THE CHAIRPERSON, BOARD OF DIRECTORS**

The Board of Directors founded IUEA with the vision of improving the quality of higher education and output of competent and innovative graduates in the sciences, arts and humanities. Every year we are pleased to see the growth of our institution in terms of numbers of innovators, academics, engineers, scientists and entrepreneurs.

The Board of Trustees commends the work that the staff and students of IUEA are doing to contribute towards a quality higher education in Uganda and the region, despite the significant challenges posed by the pandemic. The Board of Directors recognizes the efforts of all stakeholders in the institution through this difficult period and is stalwart in our dedication and support for the continuity of the University to offer quality higher education.

Hon. Owiny-Dollo, Chairperson, Board of Directors

## **MESSAGE FROM THE CHAIRPERSON, UNIVERSITY COUNCIL**

The University Council recognises both the threat to traditional learning as well as the vitality of the University due to the global pandemic. No institution nor organisation has shown to be immune globally, to the impact and affects the pandemic has had on the world.

That said, the Council is pleased with the response that University management has taken to adapt and adopt its programming to ensure our learners are not affected. This has included the successful accreditation to offer online and distance programmes which we encourage to continue with.

Over and above the issues caused by the pandemic, the Council is pleased to report on the ongoing continuity of the University in our resolve for a Charter and offering of a quality higher education.

Amb. Moses Kiwa Sebunya, Chairperson, University Council

## **INTRODUCTION FROM THE VICE CHANCELLOR**

The Annual Report is a key document for the University to publish and publicise the status of various University activities and indicators covered over the year. Taken together, the report provides an important 'snapshot' of the institution and can be used in helping guide institutional planning and decision making in meeting the University's periodic strategic objectives as well as contributing to a wider internal and external self-assessment activities.

This report is the product of a range of statistical and audit activities conducted through-out the 12 month period from August 2019 to August 2020 and reviews various University activities impacting the different aspects of our strategic planning and quality assurance during this period of time, including responding to how the pandemic has impacted on the insitution.

On behalf of management, I am pleased to report on the various successful initiatives and activities of the University over this previous year.

Dr. Emeka Akaezuwa, Vice Chancellor, IUEA

## **EXECUTIVE SUMMARY**

The following presents the University's Annual Report for the period Academic Year 2019 – 2020. The report reviews a number of different aspects of the University's development aligned to the Strategic Plan.

The academic year 2019 – 2020 shall forever be marked by the impact of the global pandemic, Covid-19. The global and national impact that the pandemic has had across the education sector, not just higher education, is obvious with the closure of schools and institutions from March 2020 through to the date of publishing. It has also shown the importance of reliance on technology in education as well as adoption and adaptation of learning to Online, Distance and E-Learning (ODEL) which led to the successful accreditation for ODeL offerings in August 2020 and significant investments in time and resources to maintain a high level of quality education.

In spite of the pandemic, the University has continued to forge ahead with its plans namely in improving access to a quality STEM programming, improving research output and attaining Charter status while aiming to boost student enrolment for these reasons.



## **LIST OF ABBREVIATIONS**

IUEA – International University of East Africa

NCHE – National Council of Higher Education (Uganda)

MoES – Ministry of Education and Sports

IUCEA – Inter University Council of East Africa

QA – Quality Assurance

NTSA – Non Teaching Staff Association

ASA – Academic Staff Association

HEIs – Higher Education Institutions

ODEL – Open, Distance and E-Learning

## **1.0 INTRODUCTION**

The Annual Report is a key document for the University to publish and publicise the status of various University activities and indicators covered over the year. Taken together, the report provides an important 'snapshot' of the institution and can be used in helping guide institutional planning and decision making in meeting the University's periodic strategic objectives as well as contributing to a wider internal and external self-assessment activities.

Usually, this report is the product of a range of statistical and audit activities conducted through-out the 12 month period from August or the beginning of the academic year. However, due to Covid-19, statistical tools and data have only been able to capture semester one from August 2019 – December 2020.

The report is divided into three sections covering various aspects of the University's operations. Where applicable, the report follows best practices for quality assurance in higher education but also considers the unique opportunities and challenges facing IUEA as a young institution.

*NOTE: Data correct as of 31<sup>st</sup> August 2020*

### **1.1 Progress in the application for a Charter**

IUEA continues to interact with the NCHE with regards to its application made in January 2019 for a Charter. After a number of submissions to meet the NCHE's requirements, IUEA was invited to give a presentation of our submission in January 2020, one year after the application had been made. While it was expected that an inspection of the University would have been made before the end of the academic year, due to Covid-19, this does not appear to be realistic. Regardless, IUEA continues to interact with the NCHE in this process.

### **1.2 ODeL Accreditation**

With the closure of education institutions in March 2020 and the realisation that the pandemic would be a prolonged event, various government agencies including the MoES and NCHE as well as existing HEIs prepared for delivering learning online. In June 2020, the NCHE issued guidelines and accreditation procedures for HEIs to offer Open, Distance and E-Learning programming to assist institutions continue to operate during the closure and lockdown. IUEA made their submission in August 2020 and within one month was accredited by the NCHE to offer ODeL to its students. IUEA has invested heavily in a bespoke and integrated learning management system to ensure a high quality of delivery shall be offered to its current and new students, not just in the face of the pandemic, but also as a strategy moving forward. The University's investment in ODeL has included substantial investment in staff development to upskill and equip our Faculty with the skills needed to deliver online programmes and courses as well as technical development from the ICT team.

### **1.3 Ongoing development of our Information Systems and Operating practices**

Building on from initiatives started in the previous academic year, IUEA continues to work towards improving its information systems and management as well as operating practices to ensure that it operates at a high level. IUEA sees this as critical in the successful Charter application as well as to claim international and world class status as a HEI in the region.

#### 1.4 Overall performance

Various statistics and self-assessment activities indicate that IUEA is moving in the right direction and that gradual improvements are establishing IUEA as a real force towards quality higher education. Some areas of improvement that have been identified include improved financial management for key university activities, especially with regards to research, as well as improved academic staff recruitment and retention planning. For the period between May – August 2019, the University began a restructuring strategy to improve the quality of its academic staff so that the University could achieved quality teaching while encouraging quality research efforts among our Academic Staff and improved relevance of our programming and engagement with our communities.



## 2.0 QUALITY ASSURANCE INDICATORS

The following sections present comprehensive data sets and analysis collected through various data collection activities over the past 12 months period. The data sets are based on a number of different prescribe QA indicators from NCHE and IUCEA.

### 2.1 Governance

#### 2.1.1 University Council

IUEA has an active University Council made up of members from diverse yet influential backgrounds as well as representatives from the University. Each member continues to contribute and guide the University on all aspects of its operations and strategic planning. In 2019/2020, the University has 12 members on its Council.

#### 2.1.2 University Administration

University administration is necessary to ensure the effective and efficient day to day management and operations of all aspects of the University. This has implications for QA because the level of functioning of administration affects all aspects of academic affairs as well as for the institution in achieving its strategic objectives. The following presents some key indicators that define the quality of IUEA administrative capacity.

Table 1: Status of key management positions

<b>Key management positions</b>	<b>Status</b>	<b>Tenure*</b>
Vice-Chancellor	Appointed	18 months
Deputy Vice Chancellor (Academic Affairs)	Vacant	14 months
Academic Registrar	Appointed	14 months
University Secretary	Appointed	36 months
University Bursar	Appointed	36 months
Human Resource	Appointed	24 months
ICT Manager	Appointed	36 months
Marketing Manager	Appointed	14 month
Quality Assurance	Appointed	36 months
University Librarian	Appointed	44 months
Dean of Students	Vacant	2 months
Dean of Faculty – Business and Management	Appointed	12 months
Dean of Faculty – Science & Technology	Appointed	24 months
Dean of Faculty – Engineering	Appointed	50+ months
Dean of Faculty – Law	Vacant	4 months

Head of Foundation Studies	Appointed	6 months
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The 2019/2020 year saw the continuation of some of the key appointments made in 2018/2019. Currently out of 15 key positions, three positions remain vacant of which one is occupied in an acting capacity. A positive trend indicating stability is that more than 50% of key positions have been substantively appointed in their positions for more than 12 months.

### 2.1.3 Academic Staff Association

The Academic Staff Association (ASA) is of critical importance for IUEA academic staff as a venue and forum to discuss issues related to academic staff at IUEA. While draft policies and informal meetings among academic staff have been in place, they have not been formalised. The ASA is currently reconstituting itself so that it becomes an active and relevant body representing academic staff affairs for the University and on different organs of the University and while a recent sitting of the ASA established leadership, formalisation of the association is ongoing.

### 2.1.4 Non Academic Staff Association

The Non-Teaching Staff Association (NTSA) has identified a leadership team to push forward with its activities beyond 2020.

### 2.1.5 Student Council

The student council is active in IUEA, meets frequently, is involved in many University activities, and is represented on both the University Council and the University Senate. Due to the pandemic, student elections were not held as planned in April 2020 but a presumptive council is in place and has oversight for student affairs.

## 2.2 Staffing

Staffing for both academic and operational activities is the most important aspect of the University's operations. Despite the challenges presented by the Pandemic in the latter half of the academic year, IUEA remains committed to securing the future of our Faculty and administrative staff who continue to drive the University forward. Over

and above these challenges, the indicators show a marked improvement from the previous year as evidenced by the various indicators below.

### 2.2.1 Staffing numbers

Table 2: Academic Staff numbers by Faculty and Type

Academic Year	FOE		FST		FBM		FOL	
	FT	PT	FT	PT	FT	PT	FT	PT
2016/2017	12	75	7	6	23	6	5	3
2017/2018	16	24	9	11	20	0	5	0
2018/2019	17	55	8	16	19	22	4	8
2019/2020	22	39	13	6	28	8	3	6

2019/2020 shows a marked improvement in the increase in the number of full time staff per Faculty at the University showing the University's commitment to quality standards in line with NCHE.

Table 3: Ratio of Full time staff as proportion of total staff

Faculty of Engineering		Faculty of Science & Technology		Faculty of Business		Faculty of Law	
2019	2020	2019	2020	2019	2020	2019	2020
23%	36%	38%	66%	46%	77%	31%	33%

The tables above outline the number of staff by faculty and type for the past four years for comparison and the ratio of full time to part time staff. The data shows a significant change from 34% to 55% of full time in the past year and is indicative of the University's recruiting and retaining strategy. This is very positive for IUEA.

### 2.2.2 Staff to student ratios

Table 4: Academic Staff to student ratios by Faculty

Academic Year	FOE	FST	FBM	FOL	Total
2015/2016	1:7	1:12	1:16	1:5	1:10
2016/2017	1:5	1:24	1:13	1:3	1:9
2017/2018	1:5	1:9	1:22	1:2	1:10
2018/2019	1:7	1:10	1:10	1:3	1:8
2019/2020	1:4	1:10	1:11	1:3	1:7

Ratios are important indicators of quality because they indicate the attention that a single lecturer can give to any number of students. Low ratios are desirable. The table above shows the ratios across Faculty or the past five years. It is the calculation of the

total number of students in Faculty divided by the total number of staff per Faculty. The data shows and overall improved ratio and a much improved shift in the Faculty of Engineering with consistent ratios in the remaining Faculty. For courses with more focus on practical learning, IUEA must ensure that staff ratios are kept below a 1:25 ratio and 1:15 ratio in Science subjects.

### 2.2.3 Staff Distribution by qualification

At the University level, higher qualifications are sought after for academic staff to provide a high degree of expertise and experience in academic teaching.

Table 5: Academic Staff by Qualifications

Faculty of Engineering		Faculty of Science & Technology		Faculty of Business		Faculty of Law	
PhD	Master	PhD	Master	PhD	Master	PhD	Master
7	54	4	14	4	31	0	9

IUEA continues to have a low ratio of PhD academic staff to Masters. This is a perennial problem that has been identified at the highest level of the University organization. IUEA continues to implement its operational plan to build capacity of PhD holders of academic staff in addition to current strategic recruitment activities to address this particular issue. This plan includes improving existing staff access to study leave as well as study support to complete or 'upgrade' their qualifications to the highest level.

### 2.2.4 Staff distribution by gender

As a part of the University's policy for Gender mainstreaming, IUEA is aware of the need to increase the number of females in STEM related programmes. Currently the ratio of female to male Faculty staff is 1:4.

Table 6: Academic Staff distribution by Gender

Faculty of Engineering		Faculty of Science & Technology		Faculty of Business		Faculty of Law	
Male	Female	Male	Female	Male	Female	Male	Female
50	11	16	3	28	8	4	5



Table 7: Academic staff by gender

Male	Female
98 (78%)	27 (22%)

### 2.2.5 Administrative staff

Administrative staff provide critical services and functions to the University. As of the beginning of the academic year 2019/2020 there were 57 administrative staff in various capacities and departments. The following provides statistics on these.

Table 8: Administrative staff by gender

Male	Female
36 (63%)	21 (37%)

Table 9: Administrative staff by qualification

PhD		Masters		Bachelor		Diploma		Certificate	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2	0	2	1	29	18	1	2	2	0

## 2.3 Curriculum and Delivery

The University continues to push forward with relevant programming and qualifications based on market needs and changing market conditions. Feedback on curriculum and delivery is contained in various external and internal feedback mechanisms which are presented below.

### 2.3.1 Accreditation Status of curriculum

Programme review and accreditation and re-accreditation activities are important institutional activities. On the one hand, it is important that Faculty review programmes to ensure they are up to date and offer the most relevant curriculum design and content. On the other hand, it is important that all curricular that is taught meet minimum standards according to industry and academic standards. The following presents the current programmes and their current accreditation status according to our records.

Table 10: Accreditation status of IUEA programmes

Course	Accreditation Status	Re-accreditation due date
<b>Faculty of Business and Management</b>		
Bachelor of Business Administration	Current	2023
Bachelor of Human Resource Management	Current	2023
Bachelor of Procurement and Logistics Management	Current	2023
Bachelor of Public Administration	Current	2024
Bachelor of Tourism Operations Management	Current	2023
Diploma of Business Administration	Current	2023
Diploma of Public Administration	Current	2023
Certificate of Business Administration (UBTEB)	Current	-
<b>Faculty of Science and Technology</b>		
Bachelor of Information Technology	Current	2021
Bachelor of Science in Computer Science	Current	2024
Bachelor of Science in Software Engineering	Current	2024
Bachelor of Science in Environmental Science Management	Submitted awaiting NCHE feedback	-
Diploma of Computer Science	Current	2020
Certificate of Information Technology (UBTEB)	Current	-
<b>Faculty of Engineering</b>		
Bachelor of Science in Civil Engineering	Current	2021
Bachelor of Science in Electrical Engineering	Current	2021
Bachelor of Science in Petroleum Engineering	Current	2021
Bachelor of Science in Mobile and Satellite Engineering	Submitted awaiting NCHE feedback	NA
Diploma in Civil Engineering	Current	2021
Diploma in Electrical Engineering	Current	2021
Diploma of Architecture	Current	2023
<b>Faculty of Law</b>		
Bachelor of Law	Current	2022
<b>Foundation</b>		
Higher Education Certificate	Current	2024
<b>Graduate Studies</b>		
Master of Business Administration	Current	2021
Master of Information Technology	Current	2021

### 2.3.2 Course evaluation feedback

Course evaluations are given to students at the end of each semester. Course evaluations serve to assess a range of quality variables including teaching and delivery, in-class support and engagement, facilities management, and overall satisfaction. The

evaluation design allows for both the quantitative and qualitative analysis of data. Only one course evaluation activity was undertaken in the 2019/2020 academic year due to the disruption caused by the pandemic. The details of this activity are covered below.

Table 11: Course Evaluation Data (%)

Question	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
Course outlines are given	59	31	6	2	2
Lectures started & finished on time	58	33	5	3	2
Online learning resources were used	34	29	21	10	6
Appropriate reading materials were recommended	50	36	6	5	2
Feedback was given in class and on assignments	56	33	5	3	2
The course was engaging & interesting	52	35	6	4	4
The course improved my understanding of the topic	52	36	6	3	3
I was encouraged to participate	50	39	7	3	1
The course was well structured & organised	51	37	7	4	2
The course improved my knowledge & skills	52	37	6	3	2
The course was valuable to me	51	38	6	2	2
The classroom was clean, ventilated & well lit	38	41	11	6	4
The class equipment worked well	29	36	12	13	9
Overall I was satisfied with the course	46	40	6	4	4
<b>TOTAL</b>	<b>48%</b>	<b>36%</b>	<b>8%</b>	<b>5%</b>	<b>3%</b>

The data from the course evaluations presents overwhelmingly positive responses which is consistent with previous years. This indicates that students at IUEA continue to be satisfied with the current aspects of learning and teaching at IUEA. The Quality Assurance directorate therefore shall continue to strive for improvement in all aspects of its delivery and services to students to see continual improvements in evaluation statistics. The total number of qualitative feedback responses was N=1161 which, given that this number is for only one semester, is a very good sample size.

#### 2.4 Student Admissions Data

Enrolment data is important because it paints a picture of the University's overall strengths in terms of market perception and penetration and relevance, towards its programming on an annual basis. The following section presents information on this.

## 2.4.1 Student Admissions by Programme

The following presents the statistics of student admissions for the period 2019/2020. Included in the analysis are statistics on gender, nationality, age and entry type. The information is accurate for the August semester 2019.

Table 12: Programme admissions data 2019 - 2020

Course	Total intake		
	F	M	Total
<b>Faculty of Business and Management</b>	<b>F</b>	<b>M</b>	<b>Total</b>
Bachelor of Business Administration	11	54	65
Bachelor of Human Resource Management	3	16	19
Bachelor of Procurement and Logistics Management	10	19	29
Bachelor of Public Administration	4	17	21
Bachelor of Tourism Operations Management	1	5	6
Diploma of Business Administration	6	13	19
Diploma of Public Administration	0	5	5
Master of Business Administration	2	22	24
<b>SUB-TOTAL</b>	<b>37</b>	<b>151</b>	<b>188</b>
<b>Faculty of Science and Technology</b>	<b>F</b>	<b>M</b>	<b>Total</b>
Bachelor of Information Technology	8	53	61
Bachelor of Science in Computer Science	1	35	36
Bachelor of Science in Software Engineering	5	0	5
Bachelor of Science in Environmental Science Management	1	7	8
Diploma of Computer Science	0	12	12
Master of Information Technology	1	6	7
<b>SUB-TOTAL</b>	<b>16</b>	<b>113</b>	<b>129</b>
<b>Faculty of Engineering</b>	<b>F</b>	<b>M</b>	<b>Total</b>
Bachelor of Architecture	5	35	40
Bachelor of Science in Civil Engineering	9	34	43
Bachelor of Science in Electrical Engineering	0	30	30
Bachelor of Science in Petroleum Engineering	3	19	22
Bachelor of Science in Mobile and Satellite Engineering	2	4	6
Diploma in Civil Engineering	1	18	19
Diploma in Electrical Engineering	2	18	20
Diploma of Architecture	4	22	26
<b>SUB-TOTAL</b>	<b>26</b>	<b>180</b>	<b>206</b>
<b>Faculty of Law</b>	<b>F</b>	<b>M</b>	<b>Total</b>
Bachelor of Law	11	21	32
<b>SUB-TOTAL</b>	<b>11</b>	<b>21</b>	<b>32</b>
<b>Foundation</b>	<b>F</b>	<b>M</b>	<b>Total</b>
Foundation Programme	16	166	182
<b>SUB-TOTAL</b>	<b>16</b>	<b>166</b>	<b>182</b>
<b>TOTAL</b>	<b>106</b>	<b>631</b>	<b>737</b>

An analysis of the data shows that the best performing Faculty in terms of student admissions is Faculty of Business and Management, Faculty of Science and Technology and Faculty of Engineering respectively. The Foundation programme also attracts a large number of students relative to the total Faculty admissions. From each Faculty, the most popular courses by student admission are; Bachelor of Business Administration; Bachelor of Information Technology; and Bachelor of Science in Civil Engineering – all core programmes in their respective Faculties.

### 2.4.2 Gender by Discipline

Table 13: Percentage of Gender by Discipline

Faculty of Engineering		Faculty of Science & Technology		Faculty of Business		Faculty of Law	
Male	Female	Male	Female	Male	Female	Male	Female
13	87	12	88	80	20	66%	34%

As is usually the case from previous years, admissions into science courses strongly favours male students. This year however there has been a marked increase in the ratio of male admissions into Business and Law programmes as well which is quite different than previous years where it was closer to balanced for these programmes.

### 2.2.3 Nationality

Table 14: Distribution of admission by nationality

Nationality	Number	Percentage
Bolivian	1	0.135
Burundian	7	0.946
Cameroonian	2	0.27
Chadian	1	0.135
Comoros	1	0.135
Congolese	50	6.757
Cuban	1	0.135
Egyptian	2	0.27
Eritrean	19	2.568
Ethiopian	6	0.811
Gabonese	2	0.27
Indian	3	0.405
Kenyan	8	1.081
Liberian	3	0.405
Malawian	1	0.135

Moroccan	1	0.135
Nigerian	92	12.43
Philippines	1	0.135
Rwandese	4	0.541
Somali	110	14.86
South Sudanese	130	17.57
Sudanese	7	0.946
Tanzania	11	1.48
Turkish	1	0.135
Ugandan	275	37.16
Yemeni	1	0.135
<b>TOTAL</b>	<b>740</b>	<b>100%</b>

IUEA continues to present itself as an international University with students of nationalities represented from 24 countries around the world. IUEA should continue to improve its enrolment of local students while continuing to boost its profile and number of international students from various regions which appears to be an obvious strength of the University.

## 2.5 Student Enrolment Data

The following section presents enrolment figures for the August intake 2019 before disruptions to the University's enrolment processes caused by the pandemic.

### 2.5.1 Student enrolment by Faculty and Qualification Level

Table 15: Distribution of total enrolment by Faculty and Qualification Level

Faculty	Masters			Bachelor			Diploma			Certificate		
	F	M	T	F	M	T	F	M	T	F	M	T
Business & Management	33	136	169	331	351	682	54	48	102	NA	NA	NA
Science & Technology	5	19	24	74	480	554	10	58	68	NA	NA	NA
Engineering	NA	NA	NA	107	527	634	21	101	122	NA	NA	NA
Law	NA	NA	NA	41	52	93	NA	NA	NA	NA	NA	NA
Foundation	NA	NA	NA	NA	NA	NA	NA	NA	NA	63	222	285

Student enrolment in all Faculty was consistent for equivalent periods in previous years including growth in Engineering and Foundation studies.

### 2.5.2 Student enrolment by Gender and Nationality

Table 16: Distribution of total enrolment of Foreign and National Students

Nationality	Ugandan			Foreign			Total		
	F	M	T	F	M	T	F	M	T
Business & Management	138	81	219	289	454	743	427	535	962
Science & Technology	23	126	149	66	431	497	89	557	646
Engineering	88	200	288	65	402	467	153	602	755
Law	31	36	64	10	16	26	41	52	105
Foundation	6	7	13	57	215	272	63	223	286

IUEA continues to represent itself with a strong regional influence as indicated by the overall number of foreign students as well as offering high quality engineering and science and technology programming to Ugandan nationals. This is in line with the University's mission and vision.

### 2.5.3 Total student enrolment

The following presents total enrolment figures disaggregated by programme.

Table 17: Student Enrolment data 2019-2020

Course	Total intake		
	F	M	T
<b>Faculty of Business and Management</b>			
Bachelor of Business Administration	27	102	129
Bachelor of Human Resource Management	50	46	96
Bachelor of Procurement and Logistics Management	88	124	212
Bachelor of Public Administration	33	34	67
Bachelor of Tourism Operations Management	23	12	35
Diploma of Business Administration	37	38	75
Diploma of Public Administration	17	10	27
Master of Business Administration	33	136	169
SUB-TOTAL	308	502	810
<b>Faculty of Science and Technology</b>			
Bachelor of Information Technology	37	199	236
Bachelor of Science in Computer Science	23	187	210
Bachelor of Science in Software Engineering	2	71	73
Bachelor of Science in Environmental Science Management	12	23	35
Diploma of Computer Science	10	58	68
Master of Information Technology	5	19	24
SUB-TOTAL	89	557	646
<b>Faculty of Engineering</b>			
Bachelor of Architecture	27	102	129
Bachelor of Science in Civil Engineering	41	193	234
Bachelor of Science in Electrical Engineering	4	88	92

Bachelor of Science in Petroleum Engineering	22	94	116
Bachelor of Science in Mobile and Satellite Engineering	13	50	63
Diploma in Civil Engineering	9	35	44
Diploma in Electrical Engineering	3	33	36
Diploma of Architecture	9	33	42
SUB-TOTAL	128	628	756
<b>Faculty of Law</b>			
Bachelor of Law	41	52	93
SUB-TOTAL	41	52	93
<b>Foundation</b>			
Foundation Programme	63	222	285
SUB-TOTAL	63	222	285
<b>TOTAL</b>	629	1961	2590

An analysis of the data shows that the best performing Faculty in terms of total student enrolment is the Faculty of Business and Management, Faculty of Science and Technology and Faculty of Engineering respectively. The Foundation programme also attracts a large number of students relative to the total Faculty admissions. From each Faculty, the most popular courses by student admission are; Bachelor of Business Administration; Bachelor of Information Technology; and Bachelor of Science in Civil Engineering – all core programmes in their respective Faculties.

#### 2.5.4 Gender

An analysis of the enrolment data shows a consistent gender distribution from previous years and the University continues to invest in ways to improve the ratios of woman in STEM programming.

Table 18: Distribution of Gender by Faculty as a percentage

Faculty	Male	Female
Faculty of Business and Management	62%	38%
Faculty of Science and Technology	86%	14%
Faculty of Engineering	83%	17%
Faculty of Law	56%	44%
Foundation Studies	78%	22%

Table 19: Distribution of Gender by Discipline

Sciences		Arts and Humanities	
Male	Female	Male	Female
85%	15%	62%	38%



Compared to 2018.2019, there is a slight decrease in gender balance in Arts and Humanities related programmes at IUEA while for science it remains largely the same.

### 2.5.3 Nationality

Table 20: Nationality distribution

Nationality	Number	Percentage
Afghanistan	1	0.04%
America	3	0.12%
Angola	1	0.04%
Bolivia	1	0.04%
Burundi	25	1.02%
Cameroon	3	0.12%
Central African Republic	1	0.04%
Chinese	3	0.12%
Comoros	1	0.04%
Democratic Republic of Congo	443	18.2%
Dutch	1	0.04%
Egypt	4	0.16%
Eretria	77	3.2%
Ethiopia	6	0.3%
Gabon	1	0.04%
India	13	0.5%
Ivory Coast	2	0.08%
Jordan	1	0.04%
Kenya	33	1.4%
Liberia	3	0.1%
Libyan	1	0.04%
Malawi	1	0.04%
Nigeria	178	7.3%
Pakistan	4	0.2%
Rwanda	61	2.5%
Sierra Leone	1	0.04%
Slovakia	1	0.04%
Somali	315	12.9%
South Africa	1	0.04%
South Sudan	458	18.8%
Sudan	19	0.8%
Tanzania	50	2.1%
Turkish	1	0.04%
Uganda	719	29.5%
Zambia	7	0.3%
Zimbabwe	1	0.04%

## 2.5.4 Age

The following presents statistics on age distribution for the period 2018/2019 of total enrolment.

Table 21: Age Distribution

Age bracket	Number	Percentage
>19	261	10%
20-24	1697	63%
25-29	570	21%
30-34	115	4%
35-39	49	1.8%
40+	22	0.8%

The majority of students at IUEA fall between the ages of 20-24 with the second largest distribution being in the 25-29 bracket. This shows the youthfulness of IUEA students and is likely due to the number of undergraduate courses offered at IUEA. Less than a combined 7% of the student population is above 30 years of age.

## 2.5.6 Graduation statistics by Faculty and Programme

The following table presents the statistics for IUEA graduates by Faculty and Programme. The Faculty of Business and Management graduated the most students while engineering came second.

Table 22: Graduation statistics & CGPA

Course	Graduation number	Average CGPA
<b>Faculty of Business and Management</b>		
Bachelor of Business Administration	67	3.63
Bachelor of Human Resource Management	42	3.55
Bachelor of Procurement and Logistics Management	37	3.59
Bachelor of Public Administration	10	3.98
Bachelor of Tourism Operations Management	14	3.75
Diploma of Business Administration	36	3.42
Diploma of Public Administration	9	3.19
SUB TOTAL	215	3.58
<b>Faculty of Science and Technology</b>		
Bachelor of Information Technology	55	3.54
Bachelor of Science in Computer Science	10	4.01
Bachelor of Science in Environmental Science Management	7	4.07

Bachelor of Science in Software Engineering	3	4.44
Diploma of Computer Science	5	3.97
SUB TOTAL	80	4.00
<b>Faculty of Engineering</b>		
Bachelor of Architecture	22	3.20
Bachelor of Science in Civil Engineering	31	3.61
Bachelor of Science in Electrical Engineering	12	3.66
Bachelor of Science in Petroleum Engineering	18	3.50
Bachelor of Science in Mobile and Satellite Communications Engineering	10	3.67
Diploma in Civil Engineering	9	3.77
Diploma in Electrical Engineering	8	3.91
Diploma of Architecture	5	3.31
SUB TOTAL	115	3.66
<b>Faculty of Law</b>		
Bachelor of Law	16	3.48
SUB TOTAL	16	3.48
<b>Graduate Studies</b>		
Master of Business Administration	53	4.58
Master of Science and Technology	3	3.70
	56	4.09
<b>TOTAL</b>	<b>482</b>	<b>3.76</b>

## 2.6 Facilities and Infrastructure

IUEA boasts impressive facilities and infrastructure that has been built over the years to improve the capacity and accessibility to quality education. The following presents these indicators.

### 2.6.1 Key indicators

Table 23: Facilities space

Location Description	Area	Capacity	NCHE standards
Lecture space/Classrooms	3345 m <sup>2</sup>	3000 students	Above ideal
Studios	998 m <sup>2</sup>	500 students	Above ideal
ICT Laboratories	264 m <sup>2</sup>	250 students	Good
Science Laboratories	400 m <sup>2</sup>	400 students	Good
Libraries	817 m <sup>2</sup>	800 students	Good
Administrative	1044 m <sup>2</sup>	210 staff	Good
Car parking	5667 m <sup>2</sup>	180 cars	NA
Canteen	540 m <sup>2</sup>	500 students	Good
Ablutions	340 m <sup>2</sup>	73 toilets	Good
Student Welfare & Administration	90 m <sup>2</sup>	23 students	Good

Health Clinic	130 m <sup>2</sup>	2 clinic rooms	Good
Religious	590 m <sup>2</sup>	100+	Good
Meeting Space/Auditorium	1630 m <sup>2</sup>	1600	Good
Field sports (x 2 fields)	6200 m <sup>2</sup>	NA	Good
Volleyball	162 m <sup>2</sup>	NA	Good
Basketball	420 m <sup>2</sup>	NA	Good
Exercise/martial arts	162 m <sup>2</sup>	NA	Good
Swimming	539 m <sup>2</sup>	NA	Good
Events space	1782 m <sup>2</sup>	NA	Good
Garden areas	905 m <sup>2</sup>	NA	Good
Walk ways/Pervious	1913 m <sup>2</sup>	NA	Good
Landscaped areas/Impervious	23788 m <sup>2</sup>	NA	Good
Roads and Access	1000 m	NA	Good

IUEA is blessed with a large campus for its current activities as well as future developments as indicated in the table above. Strategic planning and building development will greatly enhance the campus and ensure the effective use of space.

## 2.7 Library Facilities and Capacity

Since expansion in 2014 and 2016, the IUEA libraries, the Main Library and the Law Library, have been undergoing gradual transformation into a useful and valuable resource for students.

### 2.7.1 Library facilities

The library offers core academic services to students in both an online and physical capacity. The ongoing development of the library in terms of accessibility to different resources, size, and procurement of new materials is essential. The following presents the procurements of the library for the past 12 months.

Table 24: Library space

Library	Size	Capacity
Main Library	690m <sup>2</sup>	964 students (NCHE)
Law Library	127m <sup>2</sup>	203 students (NCHE)

### 2.7.2 Library Resources

Table 25: Library statistics 2019/2020

Description of activity	Status
Online resources	Current
Book procurements	31 books

Shelving	77
Total number of books	28, 425 (Koha)
E-resources	CUUL (Annual membership)

## 2.8 ICT Facilities and Capacity

Information, Communication and Technology facilities form a critical part of the University's operational management systems as well as training to students. The following presents the ICT facilities and capacity statistics for the past 12 months.

### 2.8.1 ICT Capacity

Table 26: ICT Capacity

PCs and AV equipment	Location	Number
ICT Laboratory 1	2 <sup>nd</sup> floor Main Building	27 PCs
ICT Laboratory 2	2 <sup>nd</sup> floor Main Building	9 PCs
Law Library	1 <sup>st</sup> floor Main Building	9 PCs
Main Library	Library	18 PCs
Engineering laboratories	Engineering laboratories	22 PCs
Installed projectors	Main building	36
Wireless internet	Campus wide	24 hours
Laptops (given to students in 12 month period)	NA	25

## 2.9 Laboratory Facilities

The University maintains five laboratories that are used in the following capacities: petroleum engineering, civil engineering, electrical engineering, electronic engineering, and the innovation laboratory. There are also chemistry and physics laboratories for foundation studies.

## 2.10 Financial Information

### 2.10.1 Income

The following presents the University's income of the period 2019/2020 with a comparison of last year's period.

Table 27: Income for 2019/2020

Item	Previous years' income	Current income
Tuition	11,783,134,000	10,862,900,000

Endowments	NA	
Grants	NA	
Income generating projects	618,768,000	532,877,000
Donors	NA	

### 2.10.2 Expenditure

The following presents the University's expenditure of the period 2019/2020 with a comparison of last year's period.

Table 28: Expenditure for 2019/2020

Item	Previous years' expenditure	Current expenditure
<b>Infrastructure</b>		
New buildings	NA	NA
Building renovations/maintenance	326,843,000	112,153,000
<b>Staff</b>		
Salaries/wages	1,632,091,000	1,833,121,000
Research and Publications	4,000,000	12,000,000
Staff development	68,200,000	66,233,000
<b>Library and Academic</b>		
Library resources	11,500,000	13,400,000
Examinations	53,000,000	41,830,000
<b>Equipment</b>		
Laboratory equipment	9,320,000	6,700,000
Vehicles	N/A	26,000,000
<b>ICT</b>	104,570,000	76,760,000
<b>Student welfare</b>	78,140,000	77,500,000

### 2.11 Research and Development

The University increased its commitment by 200% towards research and publications in 2019/2020 with expectations this investment will continue in succeeding years. IUEA continues to benefit from the commercialisation of its research activities generating additional income for the University while improving access for our Faculty and students into these projects.

### 2.12 Community Engagement

Not all QA indicators are data driven and it is important to recognise individual achievements and contributions to the institution that fall outside of statistical analysis but nonetheless have a positive impact on the institution and QA.

### 2.12.1 Community Activities

The following presents a list of various community engagement activities conducted by IUEA in the past year including recognition of IUEA community service through awards and competitions won.

Activity or Award	Date	Location
Mr. & Mrs. IUEA Pageant	September 27 <sup>th</sup> , 2019	IUEA Auditorium
National Inter-University Debate and Skill Expo (Best Debate Group)	September 24 <sup>th</sup> , 2019	Gulu
Hi Skool Crossfire Debate Finals	October 1 <sup>st</sup> 2019	IUEA Auditorium
Hoima Rally	October 19 <sup>th</sup> – 29 <sup>th</sup> , 2019	Hoima
Consumer Award, Best Private University 2019	November 29 <sup>th</sup> , 2019	NA
WBF Boxing Competition (Won by IUEA's Kiwanuka Shafiq)	November 29 <sup>th</sup> , 2019	IUEA Auditorium
IUEA Alumni Dinner	December 4 <sup>th</sup> , 2019	IUEA Campus
IUEA Law Society Launch	March 5 <sup>th</sup> , 2020	IUEA Campus
IUEA Jinja Rally	March 7 <sup>th</sup> -8 <sup>th</sup> , 2020	Jinja
Facebook Popularity Contest (Won)	May 9 <sup>th</sup> , 2020	NA
IUEA Covid-19 response	May 6 <sup>th</sup> , 2020	Kansanga

### 2.12.2 Conferences and Public Workshops

Due to disruptions in the academic calendar, IUEA did not hold its traditional annual conference in 2019/2020.

## 3.0 SELF ASSESSMENT 2019-2020

### 3.1 Aligning with the University's Strategic Objectives

The IUEA Strategic Plan 2017-2022 titled *Transforming for the Future* is an ode to IUEA's ambitions for transforming higher education as well as meeting the needs of the labour market. The plan states eight strategic objectives and actions. These are Faculty excellence, Educational excellence, Research excellence, Excellence in public engagement and partnership, preparing graduates for the 21<sup>st</sup> century careers, Diversity and inclusivity, and Excellence in organisational stewardship.

This past year represents the mid-point in IUEA current strategic plan and therefore, it is important for IUEA to review whether it is meeting its strategic goals. Taken with

the various targets and actions contained in the Strategic Plan, the following presents a summary of this out of a score of 5.

<b>Strategic Goal</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Strategic Goal 1: Faculty Excellence			✓		
Strategic Goal 2: Educational Excellence			✓		
Strategic Goal 3: Research excellence			✓		
Strategic Goal 5: Excellence in Public Engagement and Partnership			✓		
Strategic Goal 6: Preparing Graduates for 21st Century Careers			✓		
Strategic Goal 7: Diversity and Inclusivity				✓	
Strategic Goal 8: Excellence in Organizational Stewardship			✓		

Key

1. = Not yet started/No developments
2. = Planning underway but no implementation
3. = Implementation underway and progressing as planned
4. = Successful and pro-active implementation
5. = Achieved or beyond expected progress

### **3.2 Programme level Self-Assessment**

Programme level self-assessments have not been undertaken as a part of a comprehensive curriculum review. Curriculum reviews however have been undertaken with various indicators in programmatic self-assessment under consideration.

### **3.3 Institutional Self-Assessment**

An institutional self-assessment based on indicators prescribed by both NCHE and IUCEA can be found in the annex to this report.



**Appendix 1: NCHE Benchmarking (Statutory Instrument No. 80 Schedule 4 Checklist for Quality and Universities Capacity indicators)**

Item	Ideal	Good	Acceptable	Unacceptable
<b>Land</b>				
Land for the University Campus	>5 Acres			
<b>Strategic Plan and Policy Documentation</b>				
Strategic Plan and policy documents	Available			
Human Resource Policy	Available			
ICT Policy	Available			
Quality Assurance Policy	Available			
Curriculum Development Policy	Available			
Examination Policy	Available			
Admissions Policy	Available			
Gender Policy	Available			
<b>Governance</b>				
Council	Meets frequently			
Composition	Representative			
Committees			2	
Meetings	4-3 (5)			
Senate	Council Appointed			
Composition	Representative			
Committees		3		
Meetings	4 and above			
University Management	Meets frequently			
Administrative Structures		$\frac{3}{4}$		
Meetings			Once a month	

Separation of roles between management and ownership	Max 2 members			
Student Unions	Fully involved			
Teaching Staff Association			Proposed	
Non-Teaching Staff Association			Proposed	
<b>Infrastructure</b>				
Proof of Ownership	Certificate granted			
Master Plan	Approved by the University Council			
Building Plans approved				None
Certificate of Occupancy	Available			
Classroom space	1.7m <sup>2</sup> per student			
Library space	1.5m <sup>2</sup> per student			
Science laboratories				<1.m <sup>2</sup> per 4 students (0.7)
Computer laboratories				<0.5m <sup>2</sup> per 4 students (0.4)
Workshops	NA	NA	NA	NA
University Management Offices		4m <sup>2</sup> per staff		
Teaching staff offices			3m <sup>2</sup> per staff	
Staff common room	Available			
Non-teaching Staff Offices				<1m <sup>2</sup> per staff
Students Guild Offices	Available			
Conference Hall	Available			
Facilities for the physically challenged	Available			
Board Room	Available			
<b>Washrooms</b>				
Male	1 for 10 students			

Female	1 for 10 students			
Washrooms for the physically challenged			1 for 15 students	
Hand wash basin		1 for 40 students		
Sanitary disposal facility	1 in every WC			
<b>Utilities</b>				
Water	In all buildings			
Electricity	In all buildings			
Telephone	In all buildings			
Outreach campuses and branches	NA	NA	NA	NA
<b>Sports Facilities</b>				
Outdoor sports (space)				Equivalent of 1 football pitch for $\geq 800$ students
Outdoor sports (variety)		3 outdoor games		
Indoor sports				$\leq 2$ indoor games
<b>Education Facilities</b>				
Student/Library book ratio				1: $\leq 20$ (1:12)
E-library	Available			
Computer/Student Ratio				1: $>6$ (1:28)
Access to Internet	1:24 hours			
Learning facilities for special needs	Available			
Approved Maser plan	Available			
Fire Fighting Plan	Available			
Sick Bay	Available			
<b>Academic Staff</b>				
Staff/Student Ratio	1:7			
General	1:7			

Arts/Social Sciences/Law/Statistics/Education	1:6			
Science based	1:15 (1:7)			
<b>Qualifications</b>				
PhD holders			12%	
Masters holders	88%			
Contact hours for teaching staff			20 hrs per week	
Part time staff		30% (45 %)		
Staff development Policy	Available and operational			
<b>Research &amp; innovations</b>				
Research policy	Available and operational			
Publications per staff per year			<u>&gt;1</u>	
Research projects won			<u>&gt;1</u>	
<b>Financial Status</b>				
Financial policy	Being implemented			
Budget	Available			
Resource mobilisation strategy		Available		
Percentage of budget received	100%			
Percentage of income from fees				85% of funds
Percentage of income from other sources				≤ 35% of funds
Proportion spent on salaries	21%			
Percentage of funds allocated to Library				<4% (0.07%)
Percentage of funds allocated to research				<4% (1.8%)
Percentage of funds allocated to staff development				<2% (1.3%)

**Appendix 2: NCHE Benchmarking (Quality Assurance Framework for Universities 2014)**

Item	Ideal	Good	Acceptable	Improvement	Unacceptable
<b>Land</b>					
Land for the University Campus		5-10 acres			
Land: rural	100 acres				
<b>Governance</b>					
Council	In control of policy				
Senate	Supervises all academic policy				
Administration	Appointed legally by council				
Staff and student unions	Student union fully involved		Staff union present		
<b>Infrastructure</b>					
Classroom space			1.7m <sup>2</sup> per 4 students		
Library space			1.5m <sup>2</sup> per 4 students		
Science laboratories					1.m <sup>2</sup> per 5 students
Computer laboratories					0.5m <sup>2</sup> per 4 students
Administrative Staff Offices		4m <sup>2</sup> per staff			
Academic Staff Offices		4m <sup>2</sup> per staff	3m <sup>2</sup> per staff		

Sports field				1 field for 2000 registered students	
Facilities for disabled	All buildings				
Tennis, swimming pool, volleyball, hockey and cricket			1 of each for 2000 students		
Conference Hall	One for 500 registered students				
Students Guild Offices		20m <sup>2</sup> for 500 students			
<b>Academic Staff</b>					
General	1:15 (1:7)				
Arts/Social Sciences	1:15 (1:6)				
Medicine, veterinary, Pharmacy, Dentist	NA	NA	NA	NA	NA
Science based profession Agriculture, Forestry, Technology	1:15 (1:7)				
Other professions Law/Statistics/Education	1:15 (1:6)				
<b>Qualifications</b>					
PhD holders				10% (12%)	
Masters holders	70% or more (88%)				
Contact hours for teaching staff			20 hrs per week		
Part time staff				40% (45)	
<b>Educational Facilities</b>					
Student: Library book ratio				1:10 (1:12)	

Computer: student ratio				1:25 (1:28)	
Access to Internet	24 hrs access				
<b>Financial health</b>					
Percentage of budget received	100%				
Percentage of deficit over expenditure	Nil				
Proportion spent on salaries	50% (21%)				
Percentage of income from fees					85% of funds
Facilities for the disabled		Most facilities in place			
Gender sensitivity	In place				
Strategic plan	Being Implemented				
Publications by staff				One book a year	
Research projects won by staff					No research going on
Percentage of graduates employed			40-60%		

### Appendix 3: IUCEA Institutional Self-Assessment Checklist

No	Indicators	1	2	3	4	5	6	7
	<b>Requirements of Stakeholders</b>							
1	The university has a clear idea about the relevant demands and needs of the government							✓
2	The University has a clear idea about the relevant demands and needs of the labour market							✓
3	The university has a clear idea about the relevant demands and needs of the students/parents							✓
4	The university has a clear idea about the relevant demands and needs of the academic world							✓
	Sub total							4
	<b>Mission Statement</b>							
1	The university has a clearly formulated mission statement							✓
2	The mission statement is publicly known							✓
3	The mission statement is in line with the academic and social context							✓
4	The university has a clear vision on its role in society							✓
	Sub total							4
	<b>The policy plan</b>							
1	The university has a clear policy and strategic plan formulated in line with the mission statement.							✓
2	The policy has adequately been translated in a strategic plan							✓
3	The policy plan regulates clearly the programmes at offer, the research and the community outreach							✓
	Sub total							3
	<b>Governance</b>							
1	The governance structure of the university is clear and adequate							✓
2	The university has a clear management structure in which the decision making processes, competencies and responsibilities have been clearly defined							✓





9	The staff is competent and qualified				✓			
10	Recruitment and promotion of staff is based on merit system including teaching, research and community outreach					✓		
11	The university has a well functioning appraisal system				✓			
12	The university has clearly formulated admission criteria							✓
13	If there is a selection, the procedure and criteria are clear, adequate and transparent							✓
14	Facilities and infrastructure are sufficient and adequate							✓
15	Facilities and infrastructure are up-to date				✓			
16	The computer facilities are adequate			✓				
	Sub total			1	5	1	2	7
	<b>Research</b>							
1	The university has a clear research policy, setting the direction of research and deciding about research profile and research activities					✓		
2	The university has a clear policy for the protection of creative efforts and especially for the protection of economic investment in creative efforts (Intellectual Property Rights Policy)				✓			
3	The university has a clear code of conduct for research, including a code of ethics.				✓			
	Sub total				2	1		
	<b>Community Engagement and Contributions</b>							
1	The university has clear guidelines on consultancy and community outreach			✓				
	Sub total			1				
	<b>Benchmarking</b>							
1	The university uses the instrument of benchmarking for analysing the quality of its core activities and its management			✓				
	Sub total			1				
	<b>Quality Assurance</b>							

1	The university has a clear policy and procedures for QA					✓		
2	The university has an adequate monitoring system			✓				
3	There is a periodic review of the core activities (education, research and community services)						✓	
4	The university has a clear quality assurance system of the student assessment						✓	
5	The university has a clear quality assurance of the quality of the staff					✓		
6	Idem and adequate quality assurance of the facilities					✓		
7	The university carries out self assessments on a regular basis						✓	
8	The university has a well functioning management Information systems			✓				
9	The university has a quality assurance handbook				✓			
	Sub total			2	1	3	3	
	<b>Achievements</b>							
1	The university has the means and opportunities to check whether the achievements are in line with the expected outcomes.			✓				
	Sub total			1				
	<b>Satisfaction of Stakeholders</b>							
1	The university has a structured method for obtaining feedback from stakeholders			✓				
	Sub total			1				
<b>52</b>	<b>Overall</b>	0	0	7	13	7	5	20

**Key**

1. = absolutely inadequate; immediate improvements must be made
2. = inadequate, improvements necessary
3. = inadequate, but minor improvements will make it adequate
4. = adequate as expected
5. = better than adequate
6. = example of good practice (benchmark)
7. = excellent