

In order to meet the ever growing demand for higher education in Kenya several technical colleges were converted into university colleges. The newly created universities have continued to teach STEM diploma courses, including analytical chemistry, which were formerly offered by the technical colleges. The ability and readiness of the new university colleges (NUCs) to teach diploma in analytical chemistry is questionable. Data to investigate their readiness was collected through interviews, observation, focus group discussions, ethnography, examination of students' academic records, study of KNEC exam results, and government reports. The NUCs were found to be unprepared with respect to a number of features: competency and academic freedom; diversity among the academic staff; adequacy and appropriateness of infrastructure; and rising cost of training. It is recommended that these issues be remedied by increased funding to NUCs, enacting policies that promote technical teacher education in the NUCs, adoption of technical university models, and deliberate merit recruitment and diversification of the academic staff. If the shortcomings are dealt with NUCs can accommodate chemistry courses both at diploma and degree level.