**KIMEP UNIVERSITY STRATEGIC PLAN FOR 2018 – 2021**

[](https://www.kimep.kz/en/)

**KIMEP 2018-2021 Strategic Plan**

As KIMEP University completes its 25th year of serving Kazakhstan and Central Asia by providing a world class education, rather than looking back we look forward to the next 25 years for both KIMEP and Kazakhstan and the impact KIMEP will have on this country. KIMEP has made its impact on Kazakhstan through its excellence western style English language education and through the commitment to its core values which focus on integrity, transparency, care for the students and the delivery of excellence in the classroom. We reflect on a quarter century of growth and change that allowed KIMEP to become recognized as the nation’s outstanding student-oriented English teaching university. The world is changing rapidly, demanding flexibility from the university and flexibility from engaged citizens. Today’s universities must educate students to address challenges yet to be identified and prepare graduates for jobs that do not yet exist. This Strategic Plan provides a map whereby KIMEP can capitalize on new opportunities and engage Kazakhstan in developing the nation’s future. The four goals and associated strategic objectives provide a way to describe how we can serve Kazakhstan over the next few years.

**Mission statement**

The mission of KIMEP University is to develop well-educated citizens and to improve the quality of life in Kazakhstan, Central Asia, and beyond through teaching, research, learning, community service and the advancement of knowledge in business administration, social sciences, law, languages and other fields.

To fulfill this mission, KIMEP University offers undergraduate and postgraduate degree programs at the highest level of international educational standards to outstanding students, who will become equals to graduates of other world-class universities. KIMEP University students demonstrate leadership, talent, language capabilities, and academic excellence.

The mission statement aims to bring the core values to life, setting a practical goal for the operations of KIMEP community. All members of the community are acting with respect, openness, honesty and integrity and have a commitment to quality and intolerance of nepotism, corruption and discrimination.

**KIMEP University values:**

1. An academic environment, which fosters integrity, mutual trust, free exchange of ideas, lifelong learning and encourages students, faculty, and staff to reach their highest potentials
2. Intellectual and personal honesty in learning, teaching, research, and service.
3. The well-being of students, faculty, and staff.
4. An inclusive environment for students, their parents, alumni, staff, faculty, and the wider community, blind to nationality, gender, age, religion, or other factors not related to the purposes of the University.
5. The development of the future leaders of society who will embrace the highest ethical standards;
6. The University’s high reputation and its important contribution to the growth of society.
7. Transparent decision making, free from favoritism, nepotism or corruption

The 2018 – 2021 Strategic Plan is based on a thorough analysis of the data collected over the past three years by QAIR, Student Affairs and the four colleges. This data guided the Strategic Planning Committee in the decision to write the four goals the university is to pursue over the next three years. The primary mission of the university is teaching, research and learning. While most of the data available from the different departments and organizations was reviewed, the primary focus of the data reviewed was on these three directions of the university’s mission. The analysis of the data provided the following observations:

The 2011-2014 Strategic Plan stated the faculty will deliver a curriculum which develops students as:

* Committed respectful, informed citizens with leadership abilities;
* Comfortable and skilled in the English language to enable them to succeed in the international community as leaders;
* Critical thinkers with analytical reasoning skills;
* Successful graduates in their field;
* Able to proceed either to successful employment or further study

These are admirable goals, but difficult to measure. One of the areas that KIMEP will focus on this academic year is determining and assessing learning outcomes.

**Strengths**

* All programs are accredited.

KIMEP has worked very hard for both accreditation and educational rankings. KIMEP has maintained accreditation from 6 accrediting agencies. These include:

* AQAAA – Agency for Quality Assurance and Accreditation Australia
* IQAA – Independent Kazakhstan Quality Assurance Accreditation
* AFBE – Asian Forum for Business Education
* FIBAA – Foundation for International Business Administration Accreditation
* EAPAA – European Association of Public Administration Accreditation
* ACA – American Communication Association
* Qualified faculty with both academic and practical qualifications

All of KIMEP’s faculty have either Strong Academic Qualifications or Strong Professional Experience qualifications or both.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Fall 2015 | Fall 2016 | Fall 2017 |
| Number of FT Faculty including Deans\* | 123 | 110 | 113 |

* Quality Campus life experience

Student satisfaction with nonacademic services has improved from 3.89 out of 5 in 2015 to 4.11 out of 5 in 2017. There are still many areas that leave room for improvement. The greatest areas of satisfaction are with the Sports Center averaging a rating of 4.55 from 2015-2017. Quality of campus life activities also has rated high over the past three years averaging a 4.35 rating. Areas that have improved are dormitory life going from 3.89 to 4.53 as the dormitory was renovated to provide a quality living environment for students.

* KIMEP provides the best western style education in Kazakhstan

KIMEP has also maintained top rankings in several higher education ranking agencies:

|  |  |  |
| --- | --- | --- |
| Year | Rating Agency/ Title of Rating | KIMEP University’s Position |
| 2016 | U-Multirank      (initiative of the European Commission,[www.umultirank.com](http://www.umultirank.com/))  Annual multi-dimensional ranking of 1200+ HEIs from about 80 countries | KIMEP University is ranked as ‘Excellent’ in the categories:  – ‘International Orientation’ for offering programs in foreign language and high concentration of foreign faculty;  –  ‘Regional Engagement’ for high share of graduates working for regional organizations;  – ‘Knowledge Transfer’ for financial input from delivering Continuous Professional Development courses and training.  KIMEP University is included into:  – Business Studies Program Ranking;  – Research and Research Linkages Ranking. |
| National ranking of best HEIs of RK  IQAA RK (Independent Kazakhstan Quality Assurance Agency in Education) <http://nkaoko.kz/en> | 1st  rank in the category of humanitarian-economic universities |
| National Ranking of Educational Programs: Bachelor Programs (IQAA RK) | In the category of “Social Sciences, Economics and Business”:  1st rank – “Public and Municipal Administration”  4th – “Economics” |
| National Ranking of Educational Programs: Master Programs (IQAA RK) | In the category of “Social Sciences, Economics and Business”:  3rd rank  – “Economics”  4th rank  – “Public and Municipal Administration”  In the category of  “Law”:  3rd rank – “International Law” |
| Cybermetrics Lab (Spain, <http://www.webometrics.info/>)  ‘Webometrics’ ranking of world universities’ websites: >25,000 worldwide | 13th place among 102 screened HEIs of Kazakhstan |

* High employment rate of graduates

KIMEP has been very successful in maintaining strong relationships with employers. Satisfaction of employers has been very good as seen that in each of the past 3 years, within 6 months of graduation 95% of graduates are employed or attending graduate school. Salary level for students upon graduation average 100,000-150,000 KZT per month. The last employer satisfaction survey was completed in 2013 with a new survey being completed this fall.

**Weaknesses**

* Heavily dependent on student fees.

91% of KIMEP’s revenue comes from Tuition and Fees

* Attrition Rates of students

In terms of undergraduate attrition in 2014 and 2015 KIMEP saw attrition rates of approximately 18% and 19%. As of today, the 2015-2016 entering undergraduate class has an attrition rate including inactive students of approximately 9.5% and the class that entered in fall 2016 has a 12.6% attrition rate. The reasons are not completely clear, but it is a very serious issue with the university needing quantifiable data in the next two months.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Attrition Rate Undergraduates | | | | | | | | |
| Year Entered KIMEP | | 2016 | 2015 | | | 2014 | 2013 | |
| Total Entering Class | | 594 | 429 | | | 489 | 575 | |
| Persistence | |  | 392 | | | 374 | 269 | |
| Active as of September 2017 | | 529 | 357 | | | 351 | 237 | |
| Inactive as of September 2017 | | 14 | 18 | | | 11 | 18 | |
| Administrative Leave as of September 2017 | | 9 | 17 | | | 12 | 14 | |
| Graduated | | 0 | 0 | | | 18 | 185 | |
| Withdrawals | | 37 | 18 | | | 67 | 77 | |
| Administrative Withdrawals | | 5 | 17 | | | 30 | 44 | |
| Percentages | | | | | | | | |
| Year Entered KIMEP | | 2016 | 2015 | | | 2014 | 2013 | |
| Total Entering Class | |  |  | | |  |  | |
| Persistence | | 92.90% | 91.40% | | | 76.50% | 46.80% | |
| Active as of September 2017 | | 89.10% | 83.20% | | | 83.20% | 41.20% | |
| Inactive as of September 2017 | | 2.40% | 4.20% | | | 2.20% | 3.10% | |
| Administrative Leave as  of September 2017 | 1.50% | | | 4.00% | 2.30% | | | 2.40% | |
| Graduated | |  |  | | | 3.70% | 32.20% | |
| Withdrawals | | 6.20% | 4.20% | | | 13.70% | 11.40% | |
| Administrative Withdrawals | | 0.90% | 4.00% | | | 6.10% | 7% | |
| Attrition Rate | | 7.10% | 8.20% | | | 19.80% | 18.40% | |

* Enrollment and credit hours have steadily decreased because of deceasing number of high school graduates who pass the UNT test. MES has also changed requirements and informed students and universities of these changes at the last minute.

Enrollment is the most important issue at KIMEP as it is the economic engine that allows KIMEP to continue to operate. KIMEP has seen a decrease in enrollment and credit hours both in terms of new student enrollment and increasing number of students leaving KIMEP before graduating. First enrollment of new students during the past four years has declined from 434 in 2014 to 390 in 2017, with the exception in 2016 when there was a significant increase in new students.

Table # 1 Enrollment numbers per semester in the past 3 years

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AY 2014-2015 | | | | | AY 2015-2016 | | | | | AY 2016-2017 | | | AY 2017-2018 | | |
| F2014 | S2015 | SU2015 | | | F2015 | S2016 | | SU2016 | | F2016 | S2017 | SU2017 | F2017 | S2018 | SU2018 |
| UGRAD | 434 | | | 15 | 4 | 410 | | 9 | | 10 | 565 | 19 | 3 | 390 |  |
| GRAD | 154 | | | 31 | 2 | 136 | | 2 | | 1 | 134 | 2 | 3 | 119 |  |
| Non-degree (excl. Exchange) | 102 | | | 60 | 4 | 89 | | 63 | | 3 | 81 | 40 | 7 | 43 |  |
| Table # 2 Number of credits taken by degree and non-degree students, excl. Exchange and ISS | | | | | | | | | | | |  |  |  |  |  |
|  | F2014 | | S2015 | | SU1/2015 | | SU2/  2015 | | F2015 | S2016 | SU1/2016 | F2016 | S2017 | SU1/2017 | SU2/  2017 | F2017 |
| # Of Freshmen | 6048 | | 7966 | | 304 | | 24 | | 6368 | 7693 | 54 | 8672 | 10070 | 44 | 0 | 5945 |
| # of All students | 33723 | | 32977 | | 10990 | | 527 | | 33033 | 30345 | 8230 | 34007 | 31357 | 9070 | 213 | 32148 |

https://ssl.gstatic.com/ui/v1/icons/mail/images/cleardot.gifTable #3 Comparison table of freshmen enrollment ( data from September 15, 2017)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Program ID | F2016 | | F2017 | | %, reporting vs base semester | |
| # Of Students | #of Credits | # Of Students | #of Credits | # Of Students | #of Credits |
| Total for Undergrad | 2085 | 30637 | 1963 | 29257 | 94 | 95 |
| Total for Graduates | 346 | 2858 | 281 | 2253,5 | 81 | 79 |
| DBA | 1 | 3 | 3 | 18 | 300 | 600 |
| ExMBA | 5 | 15 | 22 | 105 | 440 | 700 |
| Total for Post Graduates | 6 | 18 | 25 | 123 | 417 | 683 |
| Exchange students | 30 | 463,5 | 17 | 262 | 57 | 57 |
| ISS students | 0 | 0 | 0 | 0 | n/a | n/a |
| Aout\* | 1 | 10 | 1 | 3 | 100 | 30 |
| Bout\*\* | 80 | 684 | 57 | 534 | 71 | 78 |
| Mout\*\*\* | 17 | 62 | 17 | 75 | 100 | 121 |
| Non-Degree | 128 | 1219,5 | 92 | 874 | 72 | 72 |
| GRAND TOTAL | 2565 | 34732,5 | 2361 | 32507,5 | 92 | 94 |

* \*Adult Leaner, non-degree over 21 years of age, who receives a 50% discount
* \*\* Undergraduate non-degree student
* \*\*\* Master level non-degree student

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| UNT -MES Graduation Tests | | | | | | | | |
| Years | Total # of HS graduates | Number of UNT participants | % of UNT participants out of total # of HS graduates | %, Failure rate | Number of HS who passed UNT | Geography+Math | English+world history | World history+HLS |
| UNT is in place (with 5th subject according to new licenses) | | | | | | | | |
| 2013 | 139102 | 95455 | 68.6 | 36.77 | 60356 | 14849 | 8315 | 9086 |
| 2014 | 125043 | 87564 | 68.9 | 23.11 | 67332 | 13368 | 6708 | 5048 |
| 2015 | 124382 | 83262 | 70.57 | 18.58 | 67795 | 12386 | 6612 | 5153 |
| 2016 | 121084 | 84042 | 69 | 18.43 | 68549 | 9909 | 6392 | 3854 |
| 2017 | 136269 | 88583 | 65 | 16 | 74517 | 9199 | 5987 | 5654 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| UNT -MES Graduation Tests | | | | |
| KIMEP subjects together with CTA | KIMEP KZ applicants | KIMEP KZ Enrolled under UNT | KIMEP share, % (applicants) | KIMEP share, % (enrolled) |
| 32250 | 1326 | 506 | 4.11 | 1.57 |
| 25124 | 1270 | 416 | 5.05 | 1.66 |
| 24151 | 1244 | 358 | 5.15 | 1.48 |
| 20155 | 1186 | 437 | 5.88 | 2.17 |
| 20840 | 728 | 323 | 3.49 | 1.55 |

**Opportunities**:

* Number of high school graduates will be increasing over the next 5 years

|  |  |  |  |
| --- | --- | --- | --- |
| Years | 18 y.o. population[[1]](#footnote-1) | HS graduates | UNT takers |
| 2016 | 224,861 | 121,092 | 84,042 |
| 2017 | 221,082 | 137,715 | 96,400 |
| 2018 | 221,042 | 128,204 | 89,743 |
| 2019 | 222,893 | 129,278 | 90,495 |
| 2020 | 227,169 | 131,758 | 92,231 |
| 2021 | 238,749 | 138,474 | 96,932 |
| 2022 | 255,490 | 148,184 | 103,729 |

* The financial projections for KIMEP look good for 2018-202 (detailed analysis is attached.). The following assumptions were made regarding the financial projections:

1. Optimistic forecast: National Bank targets countrywide inflation at 6 -8% in 2017, 5 - 7% in 2018 and 3 - 4% by 2020. The IMF outlook is rosy as well.

2. Reality: Kazakhstan is oil depended country and thus exposed to the external shocks (mostly stochastic) in the world oil market;

3. Reality: strategically the University decided (please see attached) to have minimum 40-50% ($7 - $8 millions in reference to AY17-18 budget) of the operating expenditures or operating revenues as unrestricted cash reserve balance to have some space for maneuver in case of adverse economic conditions;

So, the following assumptions have been made:

* Stable enrollment at 76,000 credit hours / year
* Tuition and fees increase at 10% / year
* Other revenues increase at 10% / year
* Payroll increase at 8% / year on average (no increase in faculty/staff population given constant credit hours)
* Academic Strategic Investment (Research and Accreditation) increase at 8% / year
* Marketing & Recruiting: no increase
* Other operating expenses: no increase in AY18-19, then 5% increase / year
* CAPEX at 300,000 thousand tenge in 18-19; 50% increase in 19-20; 40% increase in 20-21
* Use of the cash reserves are not considered

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 18-19 AY | | 19-20 AY | | 20-21 AY | |
|  | Projection | | Projection | | Projection | |
|  | USD | KZT (,000) | USD | KZT (,000) | USD | KZT (,000) |
| TOTAL NET RESULT | 244,418 | 77,480,000 | 317,539 | 100,660,000 | 377,990 | 119,823,000 |

**Threats**

* Aggressive competition from Kazakh State Universities

While Kazakh State Schools are not in the same league as KIMEP. Those universities that have similar programs to KIMEP have increased their marketing efforts regarding their programs.

* Ever changing requirements of Ministry of Education

An example is the summer of 2017, MES changed the dates and the requirements of UNT leaving students and universities frustrated and unclear on the requirements.

* Low interest in enrolling in some academic programs as seen in the declining enrollment numbers

Student satisfaction with nonacademic services has improved from 3.89 out of 5 in 2015 to 4.11 out of 5 in 2017. There are still many areas that leave room for improvement. The greatest areas of satisfaction are with the Sports Center averaging a rating of 4.55 from 2015-2017. Quality of campus life activities also has rated high over the past three years averaging a 4.35 rating. Areas that have improved are dormitory life going from 3.89 to 4.53 as the dormitory was renovated to provide a quality living environment for students.

In addition to new student enrollment and addressing student attrition solid financial planning is necessary. The attached MS Excel spreadsheet contains financials since AY12-13 until AY20-21. Actual data is presented for AY12-13 - AY15-16. Projection approved by the BoT is for Ay16-17 and AY17-18. Projection for AY18-19 - AY20-21 is made based on the following data:

1. Optimistic forecast: National Bank targets countrywide inflation at 6 -8% in 2017, 5 - 7% in 2018 and 3 - 4% by 2020. The IMF outlook is rosy as well.

2. Reality: Kazakhstan is oil depended country and thus exposed to the external shocks (mostly stochastic) in the world oil market;

3. Reality: strategically the University decided (please see attached) to have minimum 40-50% ($7 - $8 millions in reference to AY17-18 budget) of the operating expenditures or operating revenues as unrestricted cash reserve balance to have some space for maneuver in case of adverse economic conditions;

So, the following assumptions have been made:

* Stable enrollment at 76,000 credit hours / year
* Tuition and fees increase at 10% / year
* Other revenues increase at 10% / year
* Payroll increase at 8% / year on average (no increase in faculty/staff population given constant credit hours)
* Academic Strategic Investment (Research and Accreditation) increase at 8% / year
* Marketing & Recruiting: no increase
* Other operating expenses: no increase in AY18-19, then 5% increase / year
* CAPEX at 300,000 thousand tenge in 18-19; 50% increase in 19-20; 40% increase in 20-21
* Use of the cash reserves are not considered

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 12-13 AY | | | | 13-14 AY | | | |
| converted into USD @317 for illustrative purposes only | Projection | | Actual | | Projection | | Actual | |
|  | Credits: | 88,049.81 | Credits: | 84,143.00 | Credits: | 78,189,10 | Credits: | 81,718.50 |
| Revenues | USD | KZT (,000) | USD | KZT (,000) | USD | KZT (,000) | USD | KZT (,000) |
| Net paid tuition | 9,022,647 | 2,860,179 | 8,626,927 | 2,734,736 | 8,583,309 | 2,720,909 | 9,323,215 | 2,955,459 |
| Tuition | 10,399,618 | 3,296,679 | 9,977,927 | 3,163,003 | 10,123,126 | 3,209,031 | 10,681,975 | 3,386,186 |
| Financial Aid | -1,376,972 | -436,500 | -1,350,997 | -428,266 | -1,539,817 | -488,122 | -1,358,760 | -430,727 |
| Net paid other revenue | 2,112,826 | 669,766 | 1,871,435 | 593,245 | 1,892,631 | 599,964 | 1,877,344 | 595,118 |
| Net paid total revenue | 11,135,470 | 3,529,944 | 10,498,366 | 3,327,982 | 10,475,940 | 3,320,873 | 11,200,558 | 3,550,577 |
| Payroll |  |  |  |  |  |  |  |  |
| Faculty | 3,947,044 | 1,251,213 | 3,929,981 | 1,245,804 | 3,371,262 | 1,068,690 | 3,469,085 | 1,099,700 |
| Executive | 509,795 | 161,605 | 441,347 | 139,907 | 408,426 | 129,471 | 338,735 | 107,379 |
| Administrative Staff | 2,685,779 | 851,392 | 3,247,751 | 1,029,537 | 2,639,858 | 836,835 | 2,555,959 | 810,239 |
| Part-time employees and contracts | 791,959 | 251,051 | 489,798 | 155,266 | 610,946 | 193,670 | 289,612 | 91,807 |
| Student Assistantship | 135,177 | 42,851 | 75,877 | 24,053 | 138,975 | 44,055 | 104,438 | 33,107 |
| Social Tax | 887,672 | 281,392 | 792,962 | 251,369 | 788,640 | 249,999 | 608,205 | 192,801 |
| Total payroll expenses | 8,957,429 | 2,839,505 | 8,977,716 | 2,845,936 | 7,958,107 | 2,522,720 | 7,366,038 | 2,335,034 |
| Operating Expenses |  |  |  |  |  |  |  |  |
| Academic Strategic Investments | 168,066 | 53,277 | 206,309 | 65,400 | 61,363 | 19,452 | 66,028 | 20,931 |
| Marketing and recruitment | 227,098 | 71,990 | 186,306 | 59,059 | 252,249 | 79,963 | 203,293 | 64,444 |
| Other operating expenses | 1,674,202 | 530,722 | 1,500,155 | 475,549 | 1,645,694 | 521,685 | 1,191,467 | 377,695 |
| Total operating expenses | 2,069,366 | 655,989 | 1,892,770 | 600,008 | 1,959,306 | 621,100 | 1,460,789 | 463,070 |
| NET OPERATING RESULT | 108,675 | 34,450 | -372,120 | -117,962 | 558,527 | 177,053 | 2,373,732 | 752,473 |
| Capital Outlays | 641,126 | 203,237 | 296,006 | 93,834 | 467,369 | 148,156 | 353,599 | 112,091 |
| TOTAL NET RESULT | -532,451 | -168,787 | -668,126 | -211,796 | 91,158 | 28,897 | 2,020,132 | 640,382 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 14-15 AY | | | | 15-16 AY | | | |
| converted into USD @317 for illustrative purposes only | Projection | | Actual | | Projection | | Actual | |
|  | |
|  | Credits: | 81,871.32 | Credits: | 79,272.00 | Credits: | 76,000.00 | Credits | 75,041.00 |
| Revenues | USD | KZT (,000) | USD | KZT (,000) | USD | KZT (,000) | USD | KZT (,000) |
| Net paid tuition | 10,113,543 | 3,205,993 | 9,645,104 | 3,057,498 | 10,209,356 | 3,236,366 | 10,343,789 | 3,278,981 |
| Tuition | 11,999,521 | 3,803,848 | 11,313,350 | 3,586,332 | 12,293,363 | 3,896,996 | 11,595,798 | 3,675,868 |
| Financial Aid | -1,885,975 | -597,854 | -1,668,249 | -528,835 | -2,084,003 | -660,629 | -1,252,009 | -396,887 |
| Net paid other revenue | 1,811,732 | 574,319 | 2,079,659 | 659,252 | 2,000,325 | 634,103 | 2,317,590 | 734,676 |
| Net paid total revenue | 11,925,278 | 3,780,313 | 11,724,760 | 3,716,749 | 12,209,681 | 3,870,469 | 12,661,379 | 4,013,657 |
| Payroll |  |  |  |  |  |  |  |  |
| Faculty | 3,964,416 | 1,256,720 | 3,642,319 | 1,154,615 | 4,571,366 | 1,449,123 | 3,579,423 | 1,134,677 |
| Executive | 330,369 | 104,727 | 281,653 | 89,284 | 391,615 | 124,142 | 280,640 | 88,963 |
| Administrative Staff | 2,464,593 | 781,276 | 2,433,820 | 771,521 | 2,707,025 | 858,127 | 2,490,886 | 789,611 |
| Part-time employees and contracts | 567,628 | 179,938 | 309,274 | 98,040 | 605,095 | 191,815 | 360,079 | 114,145 |
| Student Assistantship | 151,142 | 47,912 | 178,653 | 56,633 | 226,839 | 71,908 | 209,546 | 66,426 |
| Social Tax | 822,596 | 260,763 | 644,432 | 204,285 | 935,215 | 296,463 | 701,760 | 222,458 |
| Total payroll expenses | 8,300,744 | 2,631,336 | 7,490,151 | 2,374,378 | 9,437,158 | 2,991,579 | 7,622,338 | 2,416,281 |
| Operating Expenses |  |  |  |  |  |  |  |  |
| Academic Strategic Investments | 94,637 | 30,000 | 24,107 | 7,642 | 132,145 | 41,890 | 50,647 | 16,055 |
| Marketing and recruitment | 282,259 | 89,476 | 215,397 | 68,281 | 266,076 | 84,346 | 244,492 | 77,504 |
| Other operating expenses | 1,832,278 | 580,832 | 1,004,404 | 318,396 | 1,901,754 | 602,856 | 3,129,397 | 992,019 |
| Total operating expenses | 2,209,174 | 700,308 | 1,243,905 | 394,318 | 2,299,975 | 729,092 | 3,424,536 | 1,085,578 |
| NET OPERATING RESULT | 1,415,360 | 448,669 | 2,990,700 | 948,052 | 472,549 | 149,798 | 1,614,505 | 511,798 |
| Capital Outlays | 883,713 | 280,137 | 867,256 | 274,920 | 946,609 | 300,075 | 1,322,123 | 419,113 |
| TOTAL NET RESULT | 531,644 | 168,531 | 2,123,445 | 673,132 | -474,060 | -150,277 | 292,385 | 92,686 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 16-17 AY | | 16-17 AY | | 17-18 AY | |
| converted into USD @317 for illustrative purposes only | Projection (approved by the Board of Trustees in April 2016) | | Projection (revised in April 2017) | | Projection (approved by the Board of Trustees in May 2017) | |
|  | Кредиты: | 76,000.00 | Кредиты: | 76,000.00 | Кредиты: | 76,000.00 |
| Revenues | USD | KZT (,000) | USD | KZT (,000) | USD | KZT (,000) |
| Net paid tuition | 11,335,186 | 3,593,254 | 11,335,186 | 3,593,254 | 12,774,556 | 4,049,534 |
| Tuition | 14,060,685 | 4,457,237 | 14,060,685 | 4,457,237 | 16,171,482 | 5,126,360 |
| Financial Aid | -2,725,498 | -863,983 | -2,725,498 | -863,983 | -3,396,927 | -1,076,826 |
| Net paid other revenue | 2,149,438 | 681,372 | 2,916,322 | 924,474 | 3,131,280 | 992,616 |
| Net paid total revenue | 13,484,625 | 4,274,626 | 14,251,508 | 4,517,728 | 15,905,835 | 5,042,150 |
| Payroll |  |  |  |  |  |  |
| Faculty | 5,622,782 | 1,782,422 | 3,854,752 | 1,221,956 | 6,280,646 | 1,990,965 |
| Executive | 391,615 | 124,142 | 407,664 | 129,230 | 391,616 | 124,142 |
| Administrative Staff | 2,977,729 | 943,940 | 2,544,774 | 806,693 | 3,186,169 | 1,010,016 |
| Part-time employees and contracts | 542,599 | 172,004 | 698,668 | 221,478 | 662,354 | 209,966 |
| Student Assistantship | 330,180 | 104,667 | 175,934 | 55,771 | 389,937 | 123,610 |
| Social Tax | 1,085,139 | 343,989 | 738,952 | 234,248 | 1,444,862 | 458,021 |
| Total payroll expenses | 10,950,044 | 3,471,164 | 8,420,744 | 2,669,376 | 12,383,671 | 3,925,624 |
| Operating Expenses |  |  |  |  |  |  |
| Academic Strategic Investments | 132,145 | 41,890 | 132,145 | 41,890 | 310,726 | 98,500 |
| Marketing and recruitment | 361,833 | 114,701 | 361,833 | 114,701 | 446,717 | 141,609 |
| Other operating expenses | 2,046,495 | 648,739 | 2,046,495 | 648,739 | 2,179,301 | 690,838 |
| Total operating expenses | 2,540,473 | 805,330 | 2,540,473 | 805,330 | 2,936,744 | 930,948 |
| NET OPERATING RESULT | -5,893 | -1,868 | 3,290,289 | 1,043,022 | 585,420 | 185,587 |
| Capital Outlays | 1,565,442 | 496,245 | 2,332,325 | 739,347 | 2,843,410 | 901,361 |
| TOTAL NET RESULT | -1,571,334 | -498,113 | 957,964 | 303,675 | -2,257,990 | -715,783 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 18-19 AY | | 19-20 AY | | 20-21 AY | |
| converted into USD @317 for illustrative purposes only | Projection | | Projection | | Projection | |
|  | Кредиты: | 76,000.00 | Кредиты: | 76,000.00 | Кредиты: | 76,000.00 |
| Revenues | USD | KZT (,000) | USD | KZT (,000) | USD | KZT (,000) |
| Net paid tuition | 14,052,011 | 4,454,487 | 15,457,212 | 4,899,936 | 17,002,933 | 5,389,930 |
| Tuition | 17,788,631 | 5,638,996 | 19,567,494 | 6,202,896 | 21,524,243 | 6,823,185 |
| Financial Aid | -3,736,620 | -1,184,509 | -4,110,282 | -1,302,959 | -4,521,310 | -1,433,255 |
| Net paid other revenue | 3,444,409 | 1,091,878 | 3,788,850 | 1,201,065 | 4,167,735 | 1,321,172 |
| Net paid total revenue | 17,496,420 | 5,546,365 | 19,246,062 | 6,101,002 | 21,170,668 | 6,711,102 |
| Payroll | 0 |  | 0 |  | 0 |  |
| Faculty | 6,783,098 | 2,150,242 | 7,325,746 | 2,322,262 | 7,911,806 | 2,508,043 |
| Executive | 422,944 | 134,073 | 456,780 | 144,799 | 493,322 | 156,383 |
| Administrative Staff | 3,441,064 | 1,090,817 | 3,716,349 | 1,178,083 | 4,013,657 | 1,272,329 |
| Part-time employees and contracts | 715,342 | 226,763 | 772,569 | 244,904 | 834,374 | 264,497 |
| Student Assistantship | 421,132 | 133,499 | 454,822 | 144,179 | 491,208 | 155,713 |
| Social Tax | 1,560,450 | 494,663 | 1,685,286 | 534,236 | 1,820,109 | 576,975 |
| Total payroll expenses | 13,344,030 | 4,230,058 | 14,411,553 | 4,568,462 | 15,564,477 | 4,933,939 |
| Operating Expenses |  |  |  |  |  |  |
| Academic Strategic Investments | 335,584 | 106,380 | 362,430 | 114,890 | 391,425 | 124,082 |
| Marketing and recruitment | 446,716 | 141,609 | 446,716 | 141,609 | 446,716 | 141,609 |
| Other operating expenses | 2,179,300 | 690,838 | 2,288,265 | 725,380 | 2,402,678 | 761,649 |
| Total operating expenses | 2,961,599 | 938,827 | 3,097,411 | 981,879 | 3,240,819 | 1,027,340 |
| NET OPERATING RESULT | 1,190,790 | 377,480 | 1,737,098 | 550,660 | 2,365,372 | 749,823 |
| Capital Outlays | 946,372 | 300,000 | 1,419,558 | 450,000 | 1,987,382 | 630,000 |
| TOTAL NET RESULT | 244,418 | 77,480 | 317,539 | 100,660 | 377,990 | 119,823 |

**KIMEP GOALS**

**Academic Excellence**

The university will focus on academic excellence in the classroom that will provide a positive learning environment for KIMEP students.

* Academic Affairs will implement new general education requirements, designed for the 21st century. To be completed by May 2018
* Increase undergraduate participation in research, scholarship, and creative activities. To develop a baseline measurement by May 2018 and see a 5% increase by May 2019
* Increase opportunities for students needing assistance with their academics in order for students to successfully complete their courses. Implement recommendations made by Student Affairs by September 2018
* Develop methods of measuring course outcomes in areas that are not just knowledge based test results. A plan will be in place by May 2018.
* Encourage faculty development in pedagogy that will reach the student of the 21st century. Provide a university wide faculty pedagogy conference by September 2018.
* Develop strategies that focus on student academic integrity. Develop a strategy by August 2018
* Provide courses and programs that will meet Kazakhstan employers needs from 2023 onward.

**Advance Reputation and Position as a World Class University**

While academic excellence will help build KIMEP’s World Class Reputation, KIMEP’s world class reputation is important in the recruitment of students. World Class reputation is based on several measures including rankings, research, publications. But the 2011-2014 Strategic Plan defined a World Class university as: one that delivers eminently qualified graduates with the values, expertise, skills and knowledge which are consistent with and relevant to, the society in which they intend to serve. So, a world class reputation is the result of many factors. KIMEP’s current rankings include:

* Increase in faculty and students pursuing scholarly research and publishing articles that are relevant to Kazakhstan. Develop a baseline from 2016-2017. Develop a baseline and percentage increase by September 2018.
* KIMEP faculty collaborate with faculty from other universities and research organizations. Develop baseline from 2016-2017. Develop a baseline from 2016-2017. Develop a baseline and percentage increase by September 2018.
* The achievement of international accreditation from FIBAA. Complete the 1st draft program self study by May 2018
* Maintain or increase graduation employment rates 95% after six months
* Maintain current relationship with employers and develop relationships with new organizations and business. Increase by 5% by May 2018
* Expand support for visiting scholars, and industry professionals, particularly in those areas of research and creative activity for which KIMEP is already recognized.

**Enhance Stakeholder Satisfaction**

KIMEP stakeholders are students, staff, faculty, alumni and businesses that hire KIMEP graduates. While overall levels of satisfaction are good, there is room for improvement in areas such as student services, course offerings, faculty teaching quality and facilities

* Increase quality of nonacademic services offered to students. Using baseline information from QAIR, focus on services that need improvement and develop a plan by January 2018
* Invest in facility improvements to provide students and faculty with high quality classrooms, study rooms and library facilities. Develop a there year capital improvements schedule and facility upgrade schedule by February 2018.
* Increase leadership training for students to emphasize key core values. Coordinate between Student Affairs and EEC a leadership training program that is more than just a class by Septemeber 2018.
* Focus students on academics and successful career goals. Departments closely involved with careers and internships will collaborate to improve the quality of career planning and mentoring for required internships by May 2018

**Maintain Financial Sustainability**

Much of KIMEP’s success in being able to maintain its leadership position in higher education in Kazakhstan has been because of the financial decisions which have allowed KIMEP to hire outstanding international and local faculty and staff.

* Leverage faculty resources by strengthening collaborative partnerships among schools, colleges, and campus departments. Academic Affairs will evaluate the best methods for implementing this strategy. Recommendations will be made as part of the budgeting process for AY18-19
* Colleges and Student Affairs will work closely and collaborate on retention models. A plane agreed up on will be developed and implemented by January 2018
* Recruitment and Admissions, and Marketing will analyze what strategies would best improve recruiting and admission efforts evaluating the changing market place. Plan in place by May 2018.
* Continue to use the current financial forecasting model to analyze the best decisions to make in investing KIMEP’s financial resources.

Strategic objectives 2018-2021, aligned with the four major university goals

**KIMEP UNIVERSITY ACADEMIC STRATEGIC PLAN FOR 2018 – 2021**

[](https://www.kimep.kz/en/)

Overview

The KIMEP University Academic Strategic Plan is a dynamic document that will guide the decision-making process over the next three years. It will focus resources and energy on important issues, provide a solid foundation for accreditation visits, and help build a more effective university.

This plan was established in 2017 with contributions from key constituents including deans, chairs, college administration, and faculty. The plan was developed in parallel with the University’s re-accreditation process and with the addition of a new Vice President for Academic Affairs.

The Plan:

* Is grounded by the University’s values and mission
* Is driven by a strong academic vision and strives to promote academic excellence
* Promotes student success by challenging, supporting, and empowering them to transform their lives
* Prepares students as productive members of a dynamic and global society
* Upholds a commitment to 21st century learning
* Fosters diversity among students, faculty, and all constituents
* Supports and maintains shared governance to achieve goals

Academic Mission and Vision Statements

**Mission**

Academic Affairs supports the teaching, learning, and research at KIMEP University by providing academic programs and services, developmental activities, and experiences for the matriculation, academic achievement, and personal development, for all KIMEP students. Academic Affairs fosters the intellectual, social, ethical, and personal development of students, preparing them to become engaged and constructive leaders of a diverse, dynamic, and global society.

**Vision**

The Department of Academic Affairs will be a dynamic, responsive, and effective unit that is committed to promoting 21st Century quality education, scholarship, and service, through involved and informed faculty, staff, and students.

Introduction to KIMEP Academic Strategic Plan

KIMEP University offers western style academics where courses are taught mostly in English. The Institution hires both national and international faculty to ensure that students are given a global perspective and the highest quality of higher education available. While this is a challenging endeavor, there have been many accomplishments and we look forward to many more achievements in the future.

KIMEP has been approved by the Ministry of Education to offer bachelor’s, master’s, and professional doctorate programs. However, in 2017 the Ministry of Education approved KIMEP to offer four new Business Ph.D. programs which will launch in Spring 2018. PhD Programs include a PhD in Accounting, PhD in Finance, PhD in Management, and PhD in Marketing. KIMEP looks forward to offering additional Ph.D. programs in the next two years in the fields of Social Science, International Law, Foreign Languages (English), and Translational Studies. In addition, the University is partnering with Rakurs Consulting to establish the China and Central Asia Studies Center on the campus of KIMEP. The Center aims to study issues related to political, economic and social aspects of the increasing Chinese presence and influence in Central Asian countries with the special focus on the implementation of the Silk Road Economic Belt/Belt and Road Initiative and will involve various other higher education partners.

Student Satisfaction Surveys

The Department of Institutional Research have conducted Student Satisfaction Surveys over that past number of years based on a scale of 1-5. Student surveys scores have been consistently and gradually increasing since 2015. Below are samples of questions that were posed to both undergraduate and graduate students about their academic programs, how they are managed, how they fulfill the mission of the University, and whether they would recommend KIMEP to their friends. Please note that these surveys took place at the end of each academic year from 2014-2015, 2015-2016, and 2016-2017. The tables in Appendix 1 indicate overall student satisfaction as well as undergraduate and graduate student satisfaction by program. Data that is highlighted will need attention by the University academic administration.

In the 2014-2015 AY overall undergraduate and graduate student satisfaction was consistently below 4.0 on a scale of 1-5.

For the 2014-2015 AY specific undergraduate programs scored consistently below 4.0. These were:

Bachelor in Accounting

Bachelor in International Relations

Bachelor in Jurisprudence

Bachelor in Management

Bachelor in Marketing

In addition, overall graduate student satisfaction was consistently below 4.0 for the following programs:

Master in Accounting

Master of Business Administration

Master in International Relations

Master of International Law

Master of Marketing

In the 2015-2016 AY overall undergraduate student satisfaction increased for all students but exchange students.

There was some improvement in the 2015-2016 where only one specific undergraduate program scored consistently below 4.0, which was the Bachelor in Jurisprudence.

Similar improvements were made in the 2015-2016 AY for graduate programs where only two programs scored consistently below 4.0. These were:

Master in Accounting

Master of Business Administration

In the 2016-2017 AY overall undergraduate student satisfaction again increased for all students including exchange students however, the average satisfaction rate for exchange students was still under 4.0.

Improvements in student satisfaction were made to virtually all undergraduate programs except for the Bachelor in Jurisprudence where the overall score decreased.

Graduate programs that still had scores lower than 4.0 included:

Executive MBA

Master in Finance

However overall, KIMEP student satisfaction rates have improved each year since the 2014-2015 AY.

***See appendix 1 – Student Satisfaction Survey.***

Graduating Students Exit Survey

**Fall 2014 - Fall 2016 Cohorts (weighted average grade, out of 10.00**

The Department of Institutional Research has conducted Graduating Student Exit Surveys over that past number of years based on a scale of 1-10. Below are key sample questions contained within this survey that have been extracted to provide examples of key questions. As of 2016 all academically-related questions scored above 8.0 and have been gradually increasing since 2014. The one exception to this is the “Development of Public Presentation Skills” which has slightly decreased but still scores at 8.65. The weakest areas include development of program specific knowledge relevant to Kazakhstan and quality of learning support services outside the classroom provided by other than faculty.

The following results are categorized on a College by College basis.

**College of Social Science (CSS)**

Although there seems to be gradual improvement with their undergraduate programs, the main concern is their graduate programs, especially in the MAIJ program where ratings have decreased to a range of 4.5-6.0 in the areas of “Program of Study” and “Academic Services”. Another graduate program that may need attention is the MPA program as many of its scores are in the 6.0-7.0 range. Although the ratings for the MA program have slightly decreased, it still scores high on questions posed to exit students.

***See appendix 2 – CSS Student Exit Survey.***

**Bang College of Business (BCB)**

BCB generally scores well on both the undergraduate and graduate student exit surveys. However, there are some areas of concern. The Bachelor’s in Management has a number of scores which have decreased during the past few years. Areas of particular concern in this program include development of theoretical knowledge, practical knowledge, specific knowledge relevant to Kazakhstan, research skills, and critical thinking skills. In addition, there are several indicators in the MBA program which have decreased during the past few years but not as drastically. However, it would be wise to review those areas highlighted in Appendix 3 and make any needed revisions to the curriculum to address these declining scores.

***See appendix 3 – BCB Student Exit Survey.***

**LANGUAGE CENTER (LC)**

The Language Center offers only one program that has been surveyed since 2014 which is the Master of Arts in Foreign Languages (MAFL). Although there has been an increase in all scores since 2014, there seems to be a decline in ratings from Spring 2016 to Fall 2016. Although these ratings still remain high, there are areas that will need to be reviewed and addressed.

***See appendix 4 – Language Center Student Exit Survey.***

**LAW**

The Student Exit Survey for the Law programs indicate that has been steady improvement of students exiting both undergraduate and graduate programs offered in this College for both the Bachelor of Jurisprudence (BLLB) and the Master of International Law (MLLM) degrees. Ratings of these programs have improved and are currently at a high level according to the 2016 exiting students.

***See appendix 5 – Law School Student Exit Survey.***

Alumni Surveys

The Department of Institutional Research have conducted KIMEP Alumni Surveys over that past number of years based on a scale of 1-5. This group seems to rate KIMEP the lowest of all current or past students. These Alumni have graduated at least one year prior to the survey being conducted. Two areas whose score has slightly decreased are the ability to use computer application in their work environment and KIMEP advising. All others have either remained the same or increased from 2013-2015. Aside from the previous areas where the score has decreased from 2013-2015, the lowest scoring academic items on this survey include; alumni finding their ultimate or desired job and that the degree helped obtain a desired promotion. They rate KIMEP highest on that the knowledge of English helps with their current job, ability to recognize and evaluate various points of view and formulate own opinion, public speaking, presentation skills, and library services. However, library services score has decreased by .07 in 2015 since the 2013 alumni survey was given.

Alumni rating of KIMEP is generally higher with the exception of the statement that indicates “My KIMEP major prepared me academically to further study” where there is a 1.24 point decline. The overall trend with alumni indicates evidence that the KIMEP Alumni Satisfaction Scores generally have slightly risen for both undergraduate and graduate alumni since the 2013 Alumni Satisfaction Surveys were given. However, slight decreases occurred for undergraduate students in the areas of advising and course availability, and for graduate students slight decreases occurred in: advising, their KIMEP major prepared them academically for future study, skills obtained through KIMEP helped them deal with ethical dilemmas, the KIMEP experience helped them to perform in their workplace, post-KIMEP study is related to KIMEP major, and course availability.

The Alumni surveys also addressed the various programs that alumni have completed. In the undergraduate programs, the academically-related scores for Bachelor of Arts in Economics (BAE) and the Bachelor of Arts in International Journalism (BAIJ) were lower on about 50% of the questions, while graduate student scores were lower in the Master in International Relations (MIR) and Master in International Law (MLLM) programs for about 50% of the academically-related questions.

While both the KIMEP-Wide Alumni Survey and KIMEP Undergraduate Alumni Survey indicates that all areas of inquiry have improved or remained the same as the 2013 Alumni survey, the KIMEP Alumni Survey for graduate students indicates that there are some areas that have declined such as quality of KIMEP faculty, quality of KIMEP courses, advising, KIMEP education helping to deal with ethical dilemmas that arise at their current job, KIMEP’s education helping with their workplace performance, their post KIMEP study is related to their KIMEP major, and KIMEP education prepared them for further study.

Although all programs should be reviewed annually, according to the results from 2015 particular attention should be placed on the following programs:

1. Bachelor’s in International Journalism (BAIJ)
2. Master of International Relations (MIR)
3. Master of International Law (MLLM)
4. Executive MBA (ExMBA)
5. Bachelor of Arts in Economics (BAE)
6. Bachelor of Social Science in International Relations ( BSSIR; A needs analysis will need to be performed for this program as not many alumni seem to be able to find a job in this occupation)

***See appendix 6 – Alumni Survey***

KIMEP Faculty Survey

**2014-2017 (weighted average grade, out of 5.00)**

Faculty satisfaction was analyzed based on the three consecutive Faculty Satisfaction Survey reports - Spring 2017, Spring 2016 and Fall 2014. The following insights representing the repeating patterns were derived from the analyzed information.

***Strengths (positive insights)*:**

Throughout the considered time period surveyed faculty ranked high in the following areas: 1) Comfort with colleagues and internal cross-department support

2) Course/Program development

3) Library, Security, Finance and the Registrar’s office

4) International Academic Mobility

5) Computer and Information Systems Center

6) Competency of their administrative assistants

The highest increase in the average score throughout the considered time period was observed for the following areas: quality of management by President (0.79 increase from 2014 to 2017), free expression of opinions which are valued by KIMEP U (0.76 increase), state of being well informed about the matters important for faculty (0.74 increase), state of not feeling nervous and tense at job (0.72 increase), ability to freely express the disagreement with KIMEP U administration (0.71 increase, *att. 1*).

***Challenges (negative insights)*:**

1. Professional Development
2. Faculty members tend to feel that their job is not secure enough
3. Principles of KIMEP University research policy are unclear
4. Physical resources for research is not sufficient and research outcomes are not appropriately recognized
5. Salary level and benefits
6. Teaching load
7. Faculty marked the decreased ability of library to provide students with enough access to textbooks and other books (decrease of 0.1 from Fall 2014 to Spring 2017
8. Satisfaction with classroom space decreased over considered years by 0.07

***Most frequently repeated topics in comments***

* In regards to student quality, the majority of faculty expressed concerns related to the insufficiency of prerequisite knowledge of students, including poor preparedness in basic disciplines and English language. Overall student quality appeared to deteriorate throughout the considered time period. Additional concerns touched upon the issues of attendance and academic honesty and integrity.
* Research related concerns have been divided among the interdependent areas of heavy teaching load, lack of the needed resources and insufficient funding.
* Faculty members were almost unanimous in their dissatisfaction with the heavy teaching load leading to the inability to conduct proper research.
* When asked to identify the biggest challenges faced by KIMEP University, faculty noted the inefficiency of leadership, poor state of facilities, need to address faculty retention and growing external environment threats. In addition, faculty readdressed student quality and academic integrity.

Relevant questions are below.

| **# and text of question in 2017 instrument** | **2016-2017**  **AY** | **2015-2016 AY** | **2014-2015 AY** |
| --- | --- | --- | --- |
| 5. Course / program development | 4 | 4.09 | 3.78 |
| 13. I can freely express my disagreement with KIMEP U administration | 3.3 | 2.84 | 2.59 |
| 16. I feel that my job is secure | 3.29 | 2.98 | 2.83 |
| 26. Principles of KIMEP U research policy are clear | 3.25 | 3.05 | 3.1 |
| 31. Physical resources for research are sufficient | 2.87 | 2.91 | 2.63 |
| 32. Research outcomes are appropriately recognized | 3.15 | 2.89 | 2.89 |
| 33. The teaching load is reasonable | 3.29 | 2.91 | 2.69 |
| 34. There is time available to undertake personal professional development | 3.2 | 2.81 | 2.61 |
| 41. Compensation levels for rank advancement are appropriate | 3.2 | 2.7 | 2.86 |
| 42. The appeals process is adequate | 3.33 | 3.21 | 3.17 |
| 43. The salary level is adequate | 3 | 2.4 | 2.75 |
| 44. Benefits are appropriate | 2.99 | 2.4 | 2.7 |
| 45. Colleagues (i.e., do you feel comfortable in your department or academic unit?) | 4.13 | 4.08 | 3.72 |
| 46. Administrative assistants | 4.21 | 3.96 | 3.92 |
| 47.1. Finance / payroll | 4.03 | 3.75 | 3.67 |
| 47.2. Human Resources (incl. visa and work permit) | 4.17 | 4 | 3.77 |
| 47.3. Library | 4.24 | 4.25 | 4.11 |
| 47.4. Computer and Information Systems Center | 4.28 | 4.16 | 3.98 |
| 47.5. Security | 4.18 | 4.02 | 3.85 |
| 47.6. Quality Assurance and Institutional Research | 4.02 | 3.75 | 3.62 |
| 47.7. Registrar | 4.18 | 4.07 | 3.84 |
| 47.11. KIMEP Medical Center | 4.09 | 4.11 | 3.88 |
| 57. Overall satisfaction | 4.06 | 3.69 | 3.5 |

**Conclusion** – The results of these surveys indicate that KIMEP satisfaction ratings by students, exiting graduates, and alumni are gradually increasing, although there are still areas and programs that need further analysis and possible revision. The Faculty Surveys indicate more satisfaction in the 2016-2017 AY than previously. However, their main concerns include more professional development opportunities teaching load, research support by the Institution, compensation, and feeling secure in their jobs.

There are numerous ways that KIMEP is addressing faculty concerns. For example, KIMEP is in the process of hiring nine additional academically and professionally qualified international faculty with terminal degrees which will enhance the quality of instruction and research even more at the University. Seven will be assigned to the Bang College of Business, one for the College of Social Sciences, and one for the College of Law. The greatest challenge for hiring qualified international faculty will be in the Bang College of Business where three of the seven would be required to have earned a relevant terminal degree to teach accounting courses and conduct research in this area of study. As accounting graduates are in high demand in Kazakhstan, a short-term solution is for KIMEP to sufficiently compensate international faculty who are experts in the field. A longer-term solution to this issue is for KIMEP to attract high-caliber Ph.D. students for this program where they would receive excellent western-style education not generally found in Kazakhstan. This also helps to fulfill the future teaching and research needs of Kazakhstan and enable the country to become more self-sufficient in this highly sought after field. This is just one example of the initiatives planned for KIMEP students. Additional Ph.D.s that will be offered in 2018 at KIMEP include finance, management, and marketing. Students in these specializations will also receive and opportunity to choose the course of their future employment, whether it is in industry or in a university setting where outstanding Kazakhstan faculty are needed. The students in these areas of study who choose to become faculty will also be provided an opportunity to become teaching or research assistants in order to gain experience for their future career as educators and/or researchers.

Research support by the Institution will continue to increase, especially with the addition of more Ph.D. faculty who will be teaching doctoral-level courses where students will be required to engage in additional research courses achieving competencies related to research such as review of research literature, research methods, research design, creating a research question and hypothesis, ethical issues regarding research (See KIMEP’s Research Policy), data analysis, limitations of research, and a discussion on recommendations for future research.

One of the main issues cited by faculty is in regards to not feeling secure in their positions. The main reason given is the enormous devaluation of the Tenge in prior years which also decreased the KIMEP student enrollment which therefore led to KIMEP needing less faculty. As the Tenge continues to stabilize, additional faculty will be added and that will lead to faculty feeling more secure in their positions. The stabilization of the Tenge will also allow faculty compensation increases to levels that are at least equivalent to the inflation level in Kazakhstan.

Although the number of full-time faculty have decreased since 2015, the number of full-time equivalent students has decreased as well. Further analysis is needed to determine relevant factors which most affect the declining enrolment trend during the past few years at KIMEP University. Among the many factors that need to be considered include 1) eligibility of students pursuing higher education in Kazakhstan (partly due to the constraints of the Ministry of Higher Education), 2) devaluation of the Tenge, 3) an increase in tuition rates, 4) previously slowing economy, 5) current salary for recent graduates of KIMEP programs, 6) student desire to enter into KIMEP programs currently offered, 7) KIMEP market share analysis, etc. No definitive conclusions can be made until these and other possible variables are accurately assessed.

The tables below indicate that the number of full-time faculty and full-time students have decreased the 2014-2015 AY (Table 1, 3, and 4) but Table 2 indicates that the percentage of faculty with terminal degrees has slightly increased since the 2014-2015 AY.

Table 5 indicates that KIMEP has a healthy number of practitioner adjunct faculty which enable the students to be taught by faculty who have or are still working in industry who share their real-life experiences with the students. In addition, these practitioner adjuncts ensure that the student to faculty ratio remains within the maximum range of 25:1 for the University (See Table 6). However, it is important to ensure that there is an appropriate balance of Full-Time Faculty with Adjunct Faculty as Full-Time Faculty are involved with KIMEP activities that Adjunct Faculty are not involved in such as publishing their research and scholarly work, student advising, professional development, community activities, University committee membership, etc.

An increasing number of terminally degreed faculty who are internationally educated, along with a high caliber of graduating students may both be contributing factors in graduating students’ work readiness. It may be concluded that these factors along with high satisfaction rates of faculty, students, alumni, and employers with KIMEP’s academic programs contribute to KIMEP students being sought after by industry. KIMEP has one of the highest employment rates, within six months of graduation, of all universities world-wide (see Table 7) and will continue to graduate students who are in high demand by employers as long as these factors remain at their current level or above.

Table 8 indicates that faculty research publications per faculty member in the AY of 2014-2015 was 1.04. In the 2016-2017 AY this rate increased to 1.19. However, although the publications per faculty increased, the total number of publications decreased as a result of less FT faculty employed in the 2016-2017 AY vs. the 2014-2015 AY. As the number of KIMEP academically qualified faculty increases, it is expected that the faculty research publications per faculty member will increase. In addition, various opportunities to increase research publications by KIMEP faculty are discussed in the section below entitled “Faculty Research Incentives”.

Additional Data

**Table 1 Number of full-time faculty**

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | AY 2014- 2015 | AY 2015- 2016 | AY 2016- 2017 |
| Number of FT Faculty including Deans\* | 139 | 107 | 90 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table 2 Percentage of FT Faculty with Terminal Degrees** |  |  |  |  |
| |  |  |  |  | | --- | --- | --- | --- | | Academic Year | AY-2014-2015 | AY 2015-2016 | AY 2016-2017 | | Number of and Percentage of FT Faculty with Terminal Degrees | 81 (58%) | 83 (78%) | 79 (88%) | |  |  |  |  |

**Table 3 Full-Time Equivalent (FTE) Students Registered**

|  |  |  |  |
| --- | --- | --- | --- |
| FTE students registered | AY 2014-15 | AY 2015-16 | AY 2016-17 |
| UGRAD FTE | 2498 | 2378 | 2473 |
| GRAD FTE | 438 | 362 | 327 |
| Total FTE | 2936 | 2740 | 2800 |

**Table 4 International Students admitted to KIMEP University**

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | 2014-2015 | 2015-2016 | 2016-2017 |
| Number of International Students Admitted | 171 | 117 | 112 |

**Table 5. Overall % of Adjunct faculty vs. FT faculty**

|  |  |  |  |
| --- | --- | --- | --- |
| Number and % of PT faculty | AY 2014-15 | AY 2015-16 | AY 2016-17 |
| CSS | 5 (11 %) | 4 (10 %) | 11 (30 %) |
| BCB | 21 (34 %) | 25 (42 %) | 25 (46 %) |
| LC | 6 (12 %) | 10 (26 %) | 14 (34 %) |
| LS | 12 (43 %) | 12 (67 %) | 10 (59 %) |
| Total: | 44 (23 %) | 51 (32 %) | 60 (39 %) |

**Table 6. KIMEP-Wide Faculty to Student Ratio**

|  |  |  |  |
| --- | --- | --- | --- |
|  | AY 2014-15 | AY 2015-16 | AY 2016-17 |
| FTE Students | 2936 | 2740 | 2800 |
| FTE Faculty | 159.5 | 131 | 119.5 |
| Student / Faculty ratio | **18** | **21** | **23** |

**Table 7 Student Employment Rate Six Months after Graduation**

|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year | AY 2014-2015 | AY 2015-2016 | AY 2016-2017 |
| Percentage of Graduates Employed after 6 Months of Graduation | 93% (558) | 96% (605) | 95% (637) |

**Table 8. Faculty Research Publications / Number of FT faculty**

|  |  |  |  |
| --- | --- | --- | --- |
|  | AY 2014-15 | AY 2015-16 | AY 2016-17 |
| Number of faculty research publications per faculty  CSS | 0.46 | 0.66 | 1.12 |
| Number of faculty research publications per faculty  BCB | 2.63 | 1.38 | 1.41 |
| Number of faculty research publications per faculty  LC | 0.04 | 0.19 | 0.64 |
| Number of faculty research publications per faculty  Law | 2.11 | 3.17 | 2.71 |
| Total publications at BCB | 105 | 47 | 41 |
| CSS | 19 | 23 | 29 |
| LC | 2 | 6 | 18 |
| LAW | 19 | 19 | 19 |
| KIMEP TOTAL | 145 (1.04) | 95 (0.88) | 107 (1.19) |

Academic Strategic Goals

**Strategic Goal #1:**

**Identify, initiate, create, maintain, and enhance high quality academic programs and courses that are responsive to the needs of our students and the community.**

**Strengths:**

1. KIMEP University and all programs offered are internationally accredited;
2. In the 2016-2017 AY 88% of FT KIMEP faculty were academically qualified and possess terminal degrees. Most KIMEP faculty are also professionally qualified, especially the adjuncts which make up 39% of the faculty and have worked within or are currently working in industry. KIMEP will continue to attract faculty that are both academically and professionally qualified;
3. All programs have industry advisory committees consisting of industry representatives and meet on a regular basis. Deans and Department Chairs must ensure that all industry advisory committees contain a relevant sample of industry partners that provide relevant and accurate feedback to incorporate into the curriculum by end of Fall 2017 semester;
4. Student, Exit, and Alumni survey indicate an increasing overall trend of student satisfaction with their respective program, however, this trend must continue for all KIMEP programs. Results will be measured from the various surveys and data will be available for the AY 2017-2018 in October 2018;
5. KIMEP partners with over 100 institutions of higher education throughout the world and will continue to add 5% more actively-engaged partners throughout the academic year;
6. KIMEP has invested heavily in attracting and retaining excellent international faculty. KIMEP has continued to invest and recruit more of these faculty. For example, in the Fall 2017 semester 15 faculty were recruited of which 13 had terminal degrees and were also international faculty and will invest in 9 additional faculty for the coming academic year.
7. The amount of research publications per faculty has increased from 1.04 per faculty member in AY 2014-2015 to 1.19 per faculty member in AY 2016-2017.
8. Employers seek out KIMEP graduates to hire as the Institution is known for producing work-ready graduates. Student employment rates continue to be in the mid to upper 90s six months after graduation;

**Challenges:**

1. KIMEP must offer students opportunities to engage in 21st century learning. For example, Approximately 60% of the KIMEP computers are older than 5 years and many have the old version of Windows which is problematic as computers are thought to be outdated after five years and students who have the new version of Windows submit their papers to faculty who cannot read them as their computers do not have the updated version of Windows; There are 75 LCD projectors on campus and only 10 were purchased in 2015-2017, the rest are at least ten years old; Core network equipment requires replacement because it is also ten and more years old: in Dostyk and Valikhanov buildings it was installed in 2002, in Dormitory in 2005, in New Library in 2006 and in New Academic Building in 2007. Deans and Chairs report that there is only one computer that is equipped with statistical software. Multiple computers at world class universities are generally equipped with statistical software, especially if they offer graduate programs or require bachelor’s theses. These upgrades are costly and funding in these areas is needed to become a World Class and 21st century institution of higher education. Updates on the above mentioned hardware and software will be completed by the end of AY 2020-2021.
2. No measurable current institutional learning outcomes exist and must be implemented by September 2018 semester;
3. General Education needs to be revised in order to ensure students are receiving the needed 21st century competencies required by industry. This activity must be completed by January 2018 and incorporated into all programs during the Spring 2018 semester;
4. A more robust strategy for institution-wide student learning assessment is needed for KIMEP’s programs. This strategy must be in place by fall 2018 semester;
5. Academic programs will need to include additional research and publications by KIMEP faculty in order to enhance high quality academic programs. (See Research Plan below.)
6. With the introduction of doctoral programs, KIMEP must not only excel in teaching and learning but also in published research activities. A baseline must be created by January 2018 and based on that there must be a 5% increase in research publications by May 2019;
7. Professional development for faculty should be required of all faculty to ensure that they are up to date in the following areas; 1) best teaching and learning practices, 2) how to conduct viable research, and 3) ensuring that faculty are up to date in their instructional disciplines. Strategy for implementing this requirement must be completed in the Spring semester 2018;
8. Review all programs to ensure they meet Kazakhstan market needs while ensuring that there is sufficient student demand. Program reviews for AY 2017-2018 must be completed by September 2018.
9. Maintain current relationships with employers and develop relationships with new institutions/organizations/businesses that would increase the amount of active partnerships by 5% during the Fall 2018 semester.

**Strategic Goal #2**

**Retention and recruitment of excellent faculty**

**Strengths**

1. Despite the current economic situation in Kazakhstan and the devaluation of the Tenge, KIMEP has managed to keep a similar salary level for faculty as it was before the devaluation of the Tenge, and thus having the ability to recruit and retain excellent international faculty. Retention rate of excellent international faculty will be at the 90% level by the Fall 2018 semester;
2. At least 50% of FT faculty will participate in institutional and/or academic governance which includes Institutional, College, and Program committee membership by the end of the AY 2017-2018;
3. Compensation packages to faculty are more competitive than other institutions of higher education in Kazakhstan, thus making it attractive for hiring excellent international faculty. In order to continue this trend, compensation should be correlated to the inflation rate;
4. According to faculty surveys many faculty decide to continue at KIMEP as it is one of the most distinguished universities in Kazakhstan which attracts high caliber students. Recruitment of high caliber students and faculty which produce work-ready graduates who are sought by industry is all directly correlated to the University’s reputation among employers.

**Challenges**

1. With the continuing devaluation of the Tenge, the University must keep compensation packages to faculty higher than most other institutions in Kazakhstan. This is a continual process dependent on budget;
2. More faculty need to be engaged in extracurricular activities of the university and its students. Deans must ensure that each of their faculty are engaged in at least one extracurricular activity per AY;
3. Modernizing the University faculty to meet the needs of 21st century learning will occur through a variety of strategies including training on new hardware and software, utilizing current publications to include in each syllabus, accurate student advising, and teaching methods that align with 21st century learning. Professional development needs to occur during the AY 2017-2018 to ensure that all faculty are trained in various methods associated with 21st century learning by the Fall 2018 semester;
4. Recognizing and rewarding the diversity of faculty accomplishments such as outstanding advising, research, teaching, innovation, and community engagement. A strategy must be devised to recognize and reward faculty who are outstanding in one or more of the areas mentioned above by January 2018;
5. Ensure faculty receive accurate and timely communication from KIMEP’s administration while engaging them in institutional decision-making. VPAA will meet at least weekly with deans and monthly with deans, associate deans, chairs, and researchers who will communicate all needed information to their respective faculty and staff;
6. Review and revise, as needed, new faculty orientation to make it more robust in order to ensure that all faculty have a complete understanding of University, College, and program expectations. Review and revise, as needed, new faculty orientation by August 2018;
7. Develop more effective mentoring strategies for new faculty and for continuing faculty who are underperforming. Review and revise, as needed, new faculty mentoring by May 2018.

**Strategic Goal #3**

**Review and revise, as necessary, academic initiatives to improve student retention efforts and graduation rates**

**Strengths**

1. There are numerous academic initiatives that deal with student retention such as identifying and assisting at-risk students. Deans will ensure that all their faculty are trained to identify at-risk students and how to deal with them during the Spring 2018 semester;
2. Faculty are required to keep office hours to effectively engage with students outside of the classroom;
3. Deans have ensured that at least 25% of their respective faculty are engaged in student activities such as clubs and special events during the 2017-2018 AY;
4. Each course syllabi contains specific information that enable students to understand what their expectations are in all classes.

**Challenges**

1. Analyze effectiveness of current faculty advising. A strategy must be developed to measure effectiveness of faculty advising by January 2018. Implementation would begin for the Fall 2018 semester.
2. Maintain, revise, and follow policies and procedures that encourage excellence in academic advising of students. Review and revise, as needed, policies and procedures related to faculty advising during the 2017-2018 AY.
3. Provide continuous professional development opportunities that relate to best practices in faculty advising. Provide faculty professional development for advising during spring 2018 semester.
4. Review, analyze, and revise initiatives regarding faculty effectiveness in the classroom. A plan to include more personalized attention to all students, clarity in communicating with students, ensuring more student engagement in active learning activities in the classroom, keeping up to date in current issues related to course objectives, and engaging in conversations with students regarding real-world issues related to course. This plan is to be created during the 2017-2018 AY.
5. Continuously review student to faculty ratio in order to ensure appropriate class sizes. This should occur at the end of each academic year.
6. Professional development that teaches and stresses active learning for faculty is needed. A plan to deliver appropriate PD must be created during the 2017-2018 AY;
7. Ensure students are placed in appropriate practicum and internship sites, performing appropriate duties and are properly supervised. Surveys to be reviewed and or developed where effectiveness of work placement is assessed by the student and faculty assigned to the student. Review and analysis of surveys due by September 30, 2018

**Strategic Goal #4**

**Strengthen and foster strategic partnerships and involvement with other institutions of higher education and the community**

**Strengths**

1. KIMEP has over 100 partnerships with various institutions of higher education;
2. Faculty support professional development with community partners;
3. Appropriate extended scheduling, including evenings and weekends, is utilized to better accommodate professional and working students and academic programs.

**Challenges**

1. Increase the amount of active academic partnerships by 5% as of Fall 2018 semester;
2. Identify and strengthen community service and civic engagement opportunities for students in the curriculum and across all University programs by 5% in the fall 2018 semester;
3. Work collaboratively with community partners to continue to identify and develop capacity for rapid response in workforce development. Analysis from each College due by September 1, 2018;
4. Increase KIMEP enrollment by 5% through effective partnering for the 2018-2019 AY.

Accreditation Update

KIMEP University is currently accredited by the Agency for Quality Assurance and Accreditation Austria (AQAAA). The Kazakhstan Ministry of Education revised the requirements for accreditors to comply with in 2016. AQAAA then submitted materials to try and comply with the new Ministry requirements. On April 26, 2017, a meeting of the Republican Accreditation Council of Kazakhstan was held, at which the request and the documents of AQAAA were considered. Due to revealed non-compliances of the documents submitted by AQAAA to the Ministry, the Council made a decision to refuse to recognize the Agency for Quality Assurance and Accreditation Austria as a recognized accrediting body in Kazakhstan and not include it into the Register. However, the Council did recognize an alternative accrediting body based in Bonn, Germany named FIBAA which accredits both institutions and all KIMEP programs with the exception of Language center programs. This is the only international accrediting body that accredits both institutions of higher education and KIMEP programs and is listed on the Kazakhstan Register. We are currently reviewing their standards, costs, and processes of FIBAA to determine whether it would be an appropriate accrediting body for a KIMEP application. In the meantime, all academic programs currently offered at KIMEP are accredited. Institutional and programmatic accreditation is a continuous process where accreditation activities are an on-going activity.

Technical Facilities

1. Core network equipment requires replacement because it is also ten and more years old: in Dostyk and Valikhanov buildings it was installed in 2002, in Dormitory in 2005, in New Library in 2006 and in New Academic Building in 2007. A plan to update this equipment will need to be created in the Spring 2018 semester;
2. Deans and Chairs report that there is only one computer that is equipped with statistical software. Multiple computers at world class universities are generally equipped with statistical software, especially if they offer graduate programs or require bachelor’s theses. A plan to update this equipment will need to be created during the Spring 2018 semester;
3. Deans and faculty report that most of the time when they enter the classroom to teach, they cannot use their computer as it has been unplugged. This is problematic for their timely presentations as they need to restore the connections before they begin class. IT will need to regularly monitor classrooms to ensure that all technical items in the classrooms are in working condition.
4. A true Forensics Lab is needed that is equipped with lab materials such as fingerprinting capability, microscopes, and a mannequin to create crime scenes for the student’s to practice. A plan to purchase this equipment will need to be created during the 2018 semester;
5. Faculty and staff report that Media Lab upgrade is needed as well as the computer labs. A plan to purchase this equipment will need to be created during the Spring 2018 semester;
6. Access to all KIMEP library databases would be helpful to access off campus. A conversation and plan including its ramifications for this should be enacted by the end of Fall 2018 semester;
7. Deans and Chairs report that teaching-based software such as Bloomberg as well as plagiarism detection software is needed to improve teaching and learning outcomes. A plan to purchase this equipment will need to be created by the Spring 2018 semester;
8. Review potential partnerships where KIMEP could offer management curriculum with University partners who could offer technical curriculum of particular programs and together the student would receive a dual degree. Dual degree programs to consider may include Engineering Management, Oil and Gas Management, IT Management, etc. The viability of this proposal will need to be created, reviewed, and if approved, should be presented to the President’s Council during the Fall 2018 semester.

Institutional Learning Outcomes

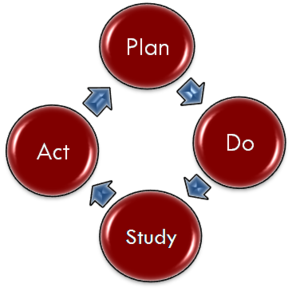
There are learning outcomes that all students need to acquire. These may include critical thinking, problem solving, communication, the ability to work in teams, and information and technological literacy. There needs to be evidence that students have acquired these soft skills as these are crucial for success in the workplace.

In a limited 2017 Employer survey conducted by KIMEP’s Institutional Research Office indicates that employers value the following qualities of their employees: strong verbal communication skills; computer skills; English language proficiency; ability/willingness to learn; ability to apply knowledge and present high-quality work; ability to work independently, time-management skills, professional attitude, critical thinking, and abilities to solve problems and prioritize the goals. This aligns with previous international employer surveys that the VPAA has overseen at various Universities. KIMEP’s Institutional Research Office is currently conducting a more thorough and complete employer survey and the results of this survey should be available by November 2018. Professional Development would need to take place in order for faculty to ensure that there is evidence of student success in achieving these learning outcomes. The Institutional Learning Outcomes can be put in place for the Spring 2018 semester but evidence of student success would not be implemented until the Fall 2018 semester.

Institution-Wide Assessment Strategies

### KIMEP University’s quality assurance policy is a direct outgrowth of the University’s 2015-2018 Strategic Plan where it is stated that its vision for the future is to become a “World Class” university. The University’s plan for quality assurance can now be fully operationalized while at the same time recognizing that the colleges and departments comprising the University are at different places in their readiness and ability to implement aspects of the policy based on their prior history. As a result, the various colleges and departments of the University continue to move at different speeds during the implementation process as the necessary human and physical infrastructure are being developed and put into place.

### The term Quality Assurance, or QA is commonly used in some settings. KIMEP understands that quality is dynamic and a continuous process that may be better captured by terms such as CQI (Continuous Quality Improvement) which implies that quality is a continuous ongoing process much like the continuous iterations of the P-D-S-A (Plan-Do-Study-Act) popularized by W. Edwards Deming during the 1950s.



Using this model of quality assurance, KIMEP can create an institution-wide academic assessment strategy that will include all programmes. Assessments (assignments) are mapped to Course Learning Outcomes (CLOs) which in turn are mapped to the respective Program Learning Outcomes (PLOs). Various PLOs are measured on an annual basis and revisions to the assessments may occur each year, based on the results of the annual evaluations. Within a three year period, all PLOs in each program will be reviewed and evaluated, and based on the analysis revisions to programs can be implemented. Further information may be accessed by reviewing the KIMEP Quality Assurance Policy.

Faculty Research Incentives

As an institution that currently offers doctorate programs and will begin officially offering Ph.D.s, in the Fall 2018 semester, faculty will need resources to fund their research. Various types of incentives for faculty to produce research is essential. A few possibilities could include a reduced teaching load which means that more full-time or adjunct faculty will be needed, internal and/or external seed money for funding their research, and offering promotions to faculty who produce quality research. As other academic departments hope to offer Ph.D.s within the next three academic years, KIMEP will need to create new policies and an Institutional Review Board (IRB) that take into account Ph.D. faculty and their activities. If it is determined to move in this direction, these issues must be resolved no later than the Spring 2018 semester. See Appendix 11 for KIMEP University’s Research Plan.

Appendixes

***Appendix 1- Student Satisfaction Survey***

***Appendix 2 – CSS Student Exit Survey***

***Appendix 3 – BCB Student Exit Survey***

***Appendix 4 – Language Center Student Survey***

***Appendix 5 – Law School Student Exit Survey***

***Appendix 6 – Alumni Survey***

***Appendix 7 – BCB Strategic plan 2018-21***

***Appendix 8 – LC Strategic plan 2018-21***

***Appendix 9 – LS Strategic plan 2018-21***

***Appendix 10 – CSS Strategic plan 2018-21***

***Appendix 11 – KIMEP University’s Research plan***

**NOVEMBER 29, 2018**

**OBJECTIVES OF NON-ACADEMIC DEPARTMENTS**

**Student Affairs Division**

Goal 1 – Promote academic excellence

Objectives:

**1. Increase academic quality through further improvement of the Academic Support Program, led by LSC**

**Tactic plan:**

* Continue further development and improvement of ASP program for students at risk of academic failure, with major focus on BCB and LAW School undergraduate students
* Involve faculty in the ASP program
* Involve College TAs in tutoring program
* Develop and introduce ASP for International students at risk of academic failure
* Develop and introduce new training program for peer –tutors

**Cost:** No cost

**Assessment:**

* Retention rate
* AP and at risk flow analysis
* AP/At risk students focus group survey and results
* Recovery rate

**2.** **Improve and extend** **outgoing academic mobility program**

**Tactic plan:**

* Put the major efforts on partnership with internationally recognized universities
* Develop new format of the exchange program promotion (website, leaflets, Student Portal, social networks)
* Develop and introduce friendly use online tool for pre-approval of potential exchange courses
* Review the current selection criteria for mobility giving priority to special need and vulnerable participants (students-orphanages, disabled, single parents and many-children family, etc)
* Extend the number of information sessions on Academic Mobility;
* Develop a new approach to the program participants and their academic progress in partner universities

**Cost:** No cost

**Assessment:**

* Number of outgoing students
* Focus groups and survey results with program participants

**3. Increase academic quality through training of PE instructors**

**Tactic plan:**

* Conduct trainings on Academic Integrity for PE instructors
* Develop and deliver methodological workshops for PE instructors

**Cost:**   No cost

**Assessment:**

* Evaluation score
* Focus group results

**Goal 2 – Advance reputation and position as a world class university**

**Objectives:**

**1. Promote KIMEP U through partnership with highly ranked HEIs and participation in international mobility projects**

**Tactic plan:**

* Establish cooperation with the highly ranked HEIs
* Ensure participation in grant projects for mobility with the highly ranked HEIs
* Disseminate KIMEP U cooperation with recognized universities both internally and externally
* Participate in International Educators forums, conferences, and fairs to enlarge partnership network and spread awareness about KIMEP U and its programs among other institutions

**Cost:**

Conferences, etc participation and partnering budget: KZT 2,500,000 (internal budget); KZT 1,000,000 (external budget)

**Assessment:**

* Number of recognized partnerships with the external grants for mobility
* Number of participants in mobility
* Number of publications in newspapers and articles in social network
* Number of likes

**2.** **Disseminate study abroad experience, demonstrate recognition of academic achievements globally (outgoing and incoming exchange students)**, **contribute to campus internationalization**

**Tactic plan:**

* Use multiple tools to publish feedbacks and success stories of exchange experience (press releases, newsletters, Social Network, etc)
* Introduce “International EYE” interview series with regular international students (press releases, newsletters, Social Network, etc)

**Cost:**

No cost

**Assessment:**

* Number of publications in newspapers and articles in social network
* Number of likes

**3. Promote KIMEP U through the participation in the Republic and International sport competitions**

**Tactic plan:**

* Ensure participation in Republic and international competitions
* Provide Social Media coverage of the student participation

**Cost:**

* KZT 3,580,000 per academic year allocated by the KIMEP U
* KZT 1, 500,000 result of fundraising activates (on average, annually)

**Assessment:**

* Number of Republic competitions
* Number of International competitions
* Number of KIMEP student participants
* Number of awards if any…

**Goal 3** **– Enhance stakeholders’ satisfaction**

**Objectives:**

**1. Further Develop “Exchange Alumni Club” to catalyze the knowledge transfer Alumni – Students**

**Tactic plan:**

* Train Exchange Alumni to be a mentor for mobility participants
* Involve Exchange alumni in information sessions led by **“Going Global” and “Globus** centers
* Review partners’ promo materials,

**Cost:**

Club meetings budget: on average KZT 60 000 per academic year (external budget)

**Assessment:**

* Number of Club members and meetings
* Focus group

**4. Improve and extend incoming academic mobility program and facilitate wellbeing of international students**

**Tactic plan:**

* Improve preadmission advising by providing the interested applicants with relevant guidance.
* Develop new format of advising system with help of simple, straightforward, and comprehensive advising
* Hire 5 “Buddies” on regular basis to provide 24/7 assistance to incoming international students
* Deliver training workshops to “Buddies for international students” (BIS) members on regular basis
* Involve as many international students as possible to cultural events for bridging them in and out (welcome/farewell parties, International students day, Nauryz, Country days)
* Initiate cooperation with all relevant units to provide needed assistance to international students

**Cost:**

Buddy annual payroll: KZT 2,720,000 (the same cost for every other year)

Events: KZT 1,370,000 (the same cost for every other year)

**Assessment:**

* Focus groups with international freshmen and exchange students;
* Number of incoming exchange students
* Student satisfaction survey

**5. Increase retention and satisfaction of International students with major focus on Korean students**

**Tactic plan:**

* Introduce Academic Support Program for both international degree and non-degree students
* Introduce and promote KIMEP Language Exchange program to match and support all students and faculty members to exchange their culture and language skills through active interactions
* Create and moderate KIMEP Language Exchange program Website

**Cost:** Website USD 8.50X12months=USD 102 .00 (the same cost for every other year)

**Assessment:**

* International students’ satisfaction survey
* Focus group survey and results

**6.** **Revitalize Current Student Organizations**

**Tactic plan:**

* Schedule regular individual meetings with KSA organizations
* Assist in creating new project and initiatives
* Assist organizations in producing event proposals and budgets to ensure proper funding
* Work with CDD to find sponsor for student events and activities

**Cost:**   No cost / KSA Budget

**Assessment:**

* Number of projects, activities, events

Focus groups with and KSA

**7.** **Ensure close and productive cooperation with Student Government**

**Tactic plan:**

* Schedule regular meetings with SG
* Assist in producing project proposals
* Offer professional training on leadership

**Cost:** KSA budget/External Funding

**Assessment:**

* Number of projects, activities, events
* Focus groups with and SG

**8.** **Ensure effective communication between students and departments, including top management**

**Tactic plan:**

* Organize semi annual focus groups to learn about burning issues
* Initiate monthly updates by all KIMEP units
* Disseminate updates through emails, What’sApp, social networks
* Assist Academic units in creating Student Advisory Boards

**Cost:**----

**Assessment:**

* Number of department’ updates per semester
* Activity in the Social networks
* Focus group results

**9. Increase Sport Centre visitors’ satisfaction (students, faculty, staff, and alumni)**

**Tactic plan:**

* Conduct training sessions on Student Centered approach for PE instructors and staff
* Improve existing online tools for clients convenience

**Cost:**   No cost

**Assessment:**

* Focus groups with stakeholders
* Student satisfaction survey

**10. Provide quality service (24/7) for Residential Hall residents**

**Tactic plan:**

* Modify of all on- line requests in 2017-2018
* Conduct trainings sessions with staff on student centered approach and quality service
* Install new small hotel software program in 2018

**Cost:**

Software program proposed budget: KZT 800.000

**Assessment:**

* Focus groups with residents and RAs
* Student Satisfaction survey

**11. Improve living conditions of faculty both on- and off- campus**

**Tactic plan:**

* Organize Welcome Party for incoming and returning residents
* Conduct trainings sessions with staff on residents centered approach and quality service
* Initiate timely cosmetic renovation of apartments and maintenance of furniture and equipment
* Initiate and monitor capital renovation of Guest House, apartment #10, and 3 foyers
* Extend existing data base of apartments, hostels and hotels for temporary accommodation of students, faculty, and KIMEP U visitors
* Improve database of reliable landlords
* Sign new contracts with hotels and hostels
* Sign new contract with real estate agencies
* Introduce on-line booking system for incoming faculty

**Cost:**

Welcome Party: KZT 300,000 (the same cost for every other year)

Annual renovation: KZT 2,250,000 per year (the same cost for every other year)

Other renovations: SSD budget

**Assessment:**

* Residents satisfaction surveys
* Number of contracts with real estates
* Number of apartments in the data base

**Goal 4** – **Maintain financial sustainability**

**Objectives:**

**1. Increase freshmen retention rate**

**Tactic plan:**

* Further improve the existing orientation program for smoothly adjustment of incoming students
* Expand Early Alert Intervention System for students at risk with major focus on freshmen
* Offer sufficient number of PE courses/sections to satisfy all student needs

**Cost:**

Approved Orientation budget: KZT 1 000, 000

Needed Orientation budget: KZT 5, 000,000

**Assessment:**

* Retention of class 2017, 2018, 2019
* Transition rate from freshmen year to second year
* Attrition rate
* Number of students in the waiting list
* Focus group results (semi-annual) with freshmen and tutors

**2. Ensure smooth adjustment of freshmen to the residence and university life**

**Tactic plan:**

* Develop new format of Residence Hall Orientation for freshmen and their parents
* Introduce new communication channels to be in touch with all incoming residents (WhatsApp, Vkontakte, etc)
* Organize social-cultural events according with annual plan
* Conduct a number of workshops and meetings of freshmen with dorm administration, RAs, Medical Doctors, psychologist, etc

**Cost:**

Approved event budget: KZT 400.000 per year (the same cost for every other year)

**Assessment:**

* Communication channels activity and efficiency
* Number of attended students
* Focus groups with residents and RAs,
* Student Satisfaction Survey

**3. Offer academic and non-academic mobility opportunities for all KIMEP U community covered by external grants**

**Tactic plan:**

* Further fundraising through participation in grant projects for academic mobility

**Cost:** External funding from 2800 till 5300 Euro per participant (the same cost for every other year)

**Assessment**

* Number of mobility projects with external funds
* Number of outgoing participants with external grants

Number of incoming participants with the external grants

**Marketing, Communication and Public Relations**

**Goal: Promote Academic Excellence**

**Objectives:**

**1. Implement the integrated marketing campaign “Forming Excellent Minds” about the study process at KIMEP University**

**Tactic plan:**

* Develop the campaign in collaboration with Academic Affairs and 5 Colleges with the focus on academic approaches, learning process, teaching assessment
* Create public awareness through monthly posts in social networks
* Publish a series of articles in local newspapers and magazines about academic excellence at KIMEP University
* Create a brochure “KIMEP University – Forming Excellent Minds” explaining the teaching and learning processes. Have an electronic version and print out a hard version in 5 000 copies for Recruitment and Admission

**Cost:** 11,000,000.00 KZT per year for 2 marketing researches (before and after the campaign), for 5 articles in mass media, 5000 copies of brochures for 3 years

**Assessment:** Positive difference in the marketing research results before and after the campaign in 2018, minimum 3000 reaches of posts (10% increase each year) in social networks, minimum 100 likes per a post (10% increase each year) in social networks, minimum 1 500 post engagements (10% increase each year) in social networks, increase in Recruitment and Admissions by 20% by the end of year 2021.

**2. Make visible for the public KIMEP University Faculty excellence in teaching and researches**

**Tactic plan:**

* Work closely with Academic Affairs on innovative approaches and methods of teaching
* Work closely with Colleges to find about Faculty members’ researches
* Request Faculty members to share their expertise in the field of their interest
* Share Faculty’s articles/achievements in social networks and on the KIMEP University website
* Work with local TV Channels to actively engage KIMEP University Faculty member as experts for the different TV programs dedicated to education, economy, finance, etc.
* Use other printing sources on the innovative methods of teaching, etc.
* Promote winners of the Best Faculty Award through social networks
* Create a series of videos by interviewing KIMEP University Faculty members

Cost: 7,000,000.00 KZT per year

Assessment: minimum 10 KIMEP University experts be hosted in the local TV programs, at least 15 articles be printed/created in the printed and electronic versions of mass media, at least 3 000 reaches of posts (10% increase each year) in social networks, at least 100 likes for posts (10% increase each year) in social networks, minimum 1 500 post engagements (10% increase each year) in social networks, increase in Recruitment and Admissions by 20% by the end of year 2021.

**3. Make visible for the public KIMEP University Students excellence in their studies**

**Tactic plans:**

* Interview students with a high GPA (3.8 and above)
* Publish their success stories in social networks
* Promote Students participation in the different competitions, case studies, etc. through social networks, KIMEP University website

**Cost:** 0 KZT per year

**Assessment:** minimum 3 000 reaches of posts (10% increase each year) in social networks, minimum 100 likes (10% increase each year) for posts in social networks, minimum 1 500 post engagements (10% increase each year) in social networks, networks, increase in Recruitment and Admissions by 20% by the end of year 2021

**Goal: Advance Reputation and Position as a World Class University**

**Objectives:**

**1. Support brand identity**

* Use brand identity in all channels of communication
* Create and use content plans showing brand values
* Promote brand loyalty through a serious of stories about family/generations studying at KIMEP University, choosing KIMEP University programs for other studies (Bachelor-Master-DBA – PhD - Professional Development) in social networks

**Cost:** 0 KZT per year

Assessment: branded key words are used during web search, increase in the number of KIMEP mentions, tags in social networks by 10% each year, website traffic increase by 10% each year, minimum 3 000 reaches of posts in social networks (10% increase each year), minimum 100 likes (10% increase each year) for posts in social networks, minimum 1 500 post engagements (10% increase each year) in social networks

**2. Create awareness about competitive advantages of KIMEP University as a center of educational excellence and a leading and innovative institution in CIS**

* Define and review competitive advantages each year
* Create competitive advantages individually for each target audience
* Create and implement a Strategy Content plan
* Send Newsletters to KIMEP community, prospective students, parents, partners, sponsors
* Create a series of videos showing KIMEP University competitive advantages
* Implement advertising campaign in all social networks
* Engage international employers by the serious of interviews on the high quality of KIMEP University graduates
* Share Alumni success stories with a focus on one of the competitive advantages
* Create and support multi blogging

**Cost:** 9,000,000.00 KZT per year

**Assessment:** 10 PR articles in the local mass media, minimum 3 000 reaches of posts in social networks (10% increase each year), minimum 100 likes (10% increase each year) for posts in social networks, minimum 1 500 post engagements (10% increase each year) in social networks, networks, increase in Recruitment and Admissions by 20% by the end of year 2021

**3. Promote KIMEP University programs with International Accreditations and the Best Ranking**

**Tactic plans:**

* Create awareness about high international standards in high education institutions through KIMEP University high level of teaching and learning processes, on-campus services, student life, student mobility, financial support, etc.
* Work closely with Academic Affairs to educate the society what does International Accreditation mean for high education institutions, which International Accreditation Agencies are recognized the best with perspective to the ones KIMEP University has.
* Share international Faculty experience in working at KIMEP University and world-wide
* Involve international students, exchange students and outstanding Alumni into all marketing initiatives as KIMEP University ambassadors

**Cost:** 9,000,000.00 KZT per year

**Assessment:** minimum 3 000 reaches of posts (10% increase each year) in social networks, minimum 100 likes for posts (10% increase each year) in social networks, minimum 1 500 post engagements (10% increase each year) in social networks, networks, increase in Recruitment and Admissions by 20% by the end of year 2021

**4. Raise awareness of KIMEP University’s input/engagement in the economy and society development**

* Work closely with all KIMEP University Colleges and Units to track their partnership with different organizations, partners
* Send press releases on monthly basis to all mass media
* Engage the partners in promotion KIMEP University activities
* A serious of articles about Alumni success stories and their role in economy and society development
* Posts in social media

**Cost:** 9,000,000.00 KZT per year

**Assessment:** at least 3 000 reaches of posts (10% increase each year) in social networks, at least 100 likes (10% increase each year) per post in social networks, at least 1 500 post engagements (10% increase each year) in social networks, increase in Recruitment and Admissions by 20% by the end of year 2021

**Quality assurance and international research**

**Goa1: Enhance stakeholders’ satisfaction**

**Objectives:** To support on-going quality improvement by conducting institutional research, developing survey management policies, and providing assistance to an administrative assessment.

**Tactical plan:**

* Conducting a number of surveys:

1. Alumni survey
2. Faculty teaching evaluation survey
3. Faculty Satisfaction Survey, Spring
4. Graduating Students Exit Survey
5. Student Satisfaction Survey, Spring
6. Survey on Satisfaction with Deans’ Activity
7. Employers’ satisfaction survey

* On-request surveys and activities

**Cost:** within the department’s annual budget

**Assessment:** would beevaluated by feedback received from KU’ students, faculty, and administrative staff

**Goal 2: Advance reputation and position as a world class university**

**Objectives:**

1. To participate in national NKAOKO University rankings, QS World University Rankings, U-Multirank

**Tactic plan:**

* KU participation in NKAOKO national ranking every Spring semester

**Cost:** 605, 000.00 KZT

**Assessment**

* would beevaluated by NKAOKO institutional and program ranking every Spring

**2. To share KIMEP University experience in IR among national and international counterparts**

**Tactic plan:**

* to share KIMEP University experience in International Research conferences in an annual base

**Cost:** 450,000.00 KZT

**An assessment:** feedback received from participants in IR conferences and feedback from partner Universities

**Financial Aid Office**

**Goal 1 – Promote academic excellence**

**Goal 2 – advance reputation and position as a world class university,**

**Goal 3 - enhance stakeholders’ satisfaction**

**Goal 4 – maintain financial sustainability**

**Objectives:**

**1. Diversify financial aid programs (KIMEP could cover different categories of students; should include project or university research grants that would stimulate students’ academic development; review the possibility of need-based aid)**

**Tactic plan:**

* Identify categories of applicants/students who are not covered by the fin aid program, as well as those who require their grants be upgraded
* Create proposals on “missing” categories or those to be updated. Also in collaboration with the Colleges to work on the project or university research grants that would stimulate students’ academic development;
* Submit proposals to the Admission Scholarship Committee, Academic Council, and President Cabinet
* Execute a final decision

**Cost:** Will depend on a number of approved scholarships

**Assessment:** By 2020 any applicant with strong academic background will be able to apply for one of the university scholarships

**2. Minimize long-term commitments**

**Tactical plan:**

* To review all full scholarships and propose short term substitutions whenever it is relevant

**Cost:** should be not more than the total amount of full scholarship

**Assessment:** a decreased number of full scholarships by 2020

**3. Strengthen merit-based component by improving selection and/or maintenance criteria**

**Tactic plan:**

* To review scholarships’ criteria and propose improvements when it is necessary

**Cost:** no cost

**Assessment:** conducting scholarship retention analysis and analyzing academic status of awarded students (GPA or other academic performance indicators) after several years of using the improved criteria

**4. A financial support expansion by exploring external opportunities to diversify students’ financial aids**

**Tactical plan:**

* in collaboration with CDD to search new sources of donations, besides the fin aid budget. These donations could include free lunches, conference allowance, alumni/staff/faculty donations, etc

**Cost:** Will depend on the number of approved scholarships

**Assessment:** by 2020 do the analysis of number of newly established types of students’ support

**5. Scholarship retention increases i.e. a decreased number of students who lose their scholarships due to their insufficient academic performance or other reasons.**

**Tactical plan:**

* keeping a track of scholarship holders in terms of their academic attainment throughout their grant period and applying both individual and group orientation approaches to improve students’ academic performance
* In cooperation with Learning Support Center and College managers to monitor and support student scholarship recipients by counseling them how many courses per semester and what courses should be taken as well as in what courses students need request tutoring and so on.
* To improve a selection process of scholarship nominations by placing a high emphasis on students with high academic attainment

**Cost:** It is planned to use available university facilities

**Assessment:** conduct analysis showing an increase rate of retained scholarships and analysis of scholarship recipients with academic attainment (GPA or other academic performance indicators)

**7. Organization of scholarship awarding ceremony**

**Tactic plan:**

* In cooperation with Admission and MCPR to take advantage of scholarship awarding ceremony as a recruitment activity to attract potential students for the following academic year

**Cost:** approximately 100,000.00 KZT per year (the same cost for every other year)

**Assessment:** Recruitment projections for the following years will be provided.

**Accounting office**

**Goal 3 – enhance reputation and position as a world class university**

**Objectives:**

**1. To provide support to other departments and provide timely and accurate financial statements (internal and external) to assist in decision making**

* Preparation of timely and accurate monthly financial statements and continued promotion of “Month End Matters”
* Preparation of annual financial statements and undergo an external audit with an unqualified audit opinion
* Provide accounts payable, accounts receivable, payroll, taxation, risk management, purchasing services and budgeting in a timely and effective manner
* Preparation of timely and accurate OPEX and CAPEX budget to actual variance analysis reports

**Cost:** no cost

**Assessment:** clean Audit Opinion

**2. To perform the controllership functions for the University by providing and enforcing sound financial policies and internal controls.**

* Update the Procurement Policy; update related internal policies and procedures regarding to the accounting; develop and implement communication and training plan
* Develop and implement invoice processing policy and payment processing policy
* Review the business processes for contract management; make recommendations for improvements
* Continue efforts to develop and/or improve policies, procedures and business processes in areas such as Tax, Risk Management, Payroll, Accounting, Financial Information Systems

**Cost:** Approximately cost is 1,440,000 for three years

**Assessment:** to hire an outsourcing consultant who will be working closer with staff for development and training the compliance management (240 hours or month x 6000 rate)

1. To prepare the suggestion to management for maximize the capabilities and opportunities provided by the ERP- systems.
   1. Implement and roll out the ERP that will integrate a whole process of business cycle, for example Sales module of EPR will cover the Register office database, Purchase module will change the existing Contract Management system so on. End of monthly process will reflect in General Ledger Book.
   2. Capabilities and opportunities provided by new ERP- system will allow to use significant numbers of major and minor accounts for counting the items by source of sponsorships, by college, by program etc. so we’ll able to build up the reports based on requirements of faculty or management.
   3. It will improve information access for planning and managing the university;
   4. Improve services for the faculty, students and employees;
   5. The integrated system will make lower business risks and increase income and decrease expenses due to improved efficiency.

**Cost:** The cost depends on numerous factors (niche of ERP, modules etc) According to the research, expenses for the implementation of integral information solution for a medium-sized enterprise in Kazakhstan may be amount between $0.1m and $2m.$US for three years

**Assessment:** depends on several factors as it embraces all business operations of an university i.e. the participation of the management, the modernization of existing business processes, the possibility to connect the integral information solutions with other business information systems, cooperation between advisers and employees and, last but not least, highly educated staff is a key factor to implement all above statements

**Corporate Development Department**

**Goal 3 – enhance stakeholders’ satisfaction**

**Objectives:**

**1. to provide greater career incentives and professional opportunities maintaining graduate employment rate up to 93% by networking with 100 Kazakhstani top employers.**

**Tactic plans***:*

* Enhance students’ resume writing and interviewing skills through a series of career development master classes training by KIMEP Career and Employment Services staff and visiting speakers
* to promote guest speaking  opportunities and employer presentations on campus
* Course on the utilization of KIMEP Career Online Portal:
* Create and develop an instructional module to be on student portal – for students and on website- for employers
* Partner with colleges and other units to ensure students create a Career portal of their profiles
* Design and regular review employers resources (e.g., websites, documents, etc.) to ensure KIMEP Career online portal is updated and accurate.
* Further utilizing social media to communicate with students about in-demand jobs
* Support employer recruitment efforts, provide resources to facilitate hiring, and promote internship opportunities to campus constituents.
* Arrange job shadowing opportunities for students in areas of interest
* Organize Annual Job Fair with top employers
* Try new formats of career events like speed networking, round tables, others
* To update Career book of top employers on permanent base and distribute among corporate, parents and students.

Cost: 500,000 KZT per academic year

Assessment: employers’ survey results

**2. to encourage alumni participate in KIMEP social and professional activities and establish a strong alumni relationship by developing on-going communication with them and enhancing a strong sense of volunteerism, community services, and philanthropy among alumni.**

Tactic plan:

* Initiate an alumni giving campaign
* Develop Marketing Plan together with MCPR to promote giving campaign
* Maintain meetings with class leadership and key alumni -Alumni Ambassadors
* Activate alumni advisory boards and alumni association chapters throughout Kazakhstan to expand alumni programming and grow alumni-provided scholarship funds.
* Together with alumni association and MPRC, develop yearly alumni print magazine with alumni success and giving stories
* Increase Rakhmet Alumni Scholarship fund by 5% by the end of 2021
* Conduct annual alumni reunions in Almaty and regions
* Luncheons with prominent alumni and alumni ambassadors in Almaty 2x year
* Involvement Alumni in Student Affairs events, mentorship
* To maintain "KIMEP - big family" project about families with 3 and more KIMEP graduates in one family, families created during studies at KIMEP
* Actively invite alumni on campus as guest alumni speakers of regular courses and LDP
* Setting up Alumni professional development club jointly with CCE.

**Cost:** 3,000,000.00 KZT per year, if other expenses for souvenirs and gifts to alumni and printing of Alumni Mag are covered by MCPR

**Assessment:** annual report on alumni donations and grant distributions among students

**Goal 4 – maintain financial sustainability**

**1. To increase corporate and individual scholarships by 5%.**

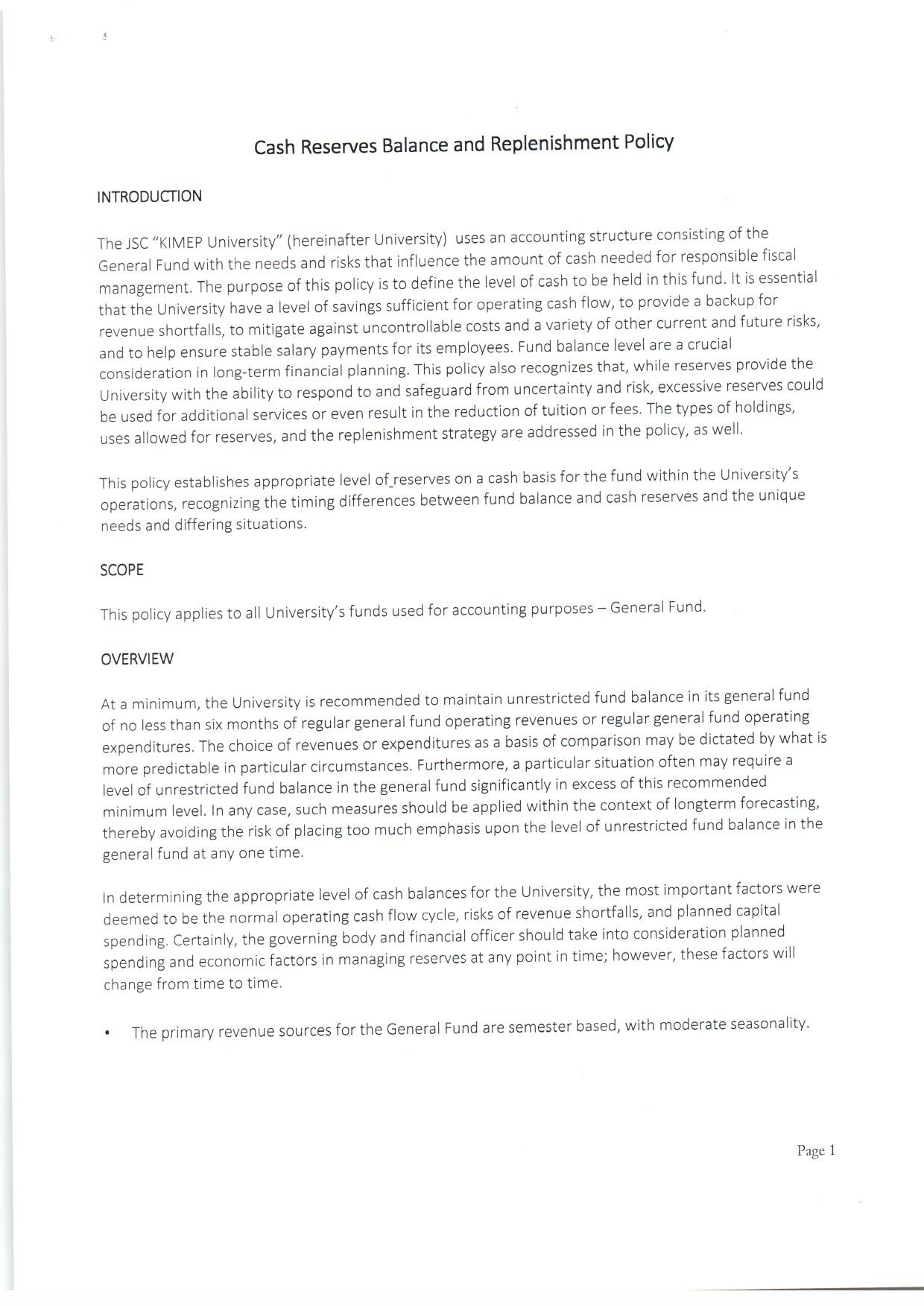
**Tactic plan:**

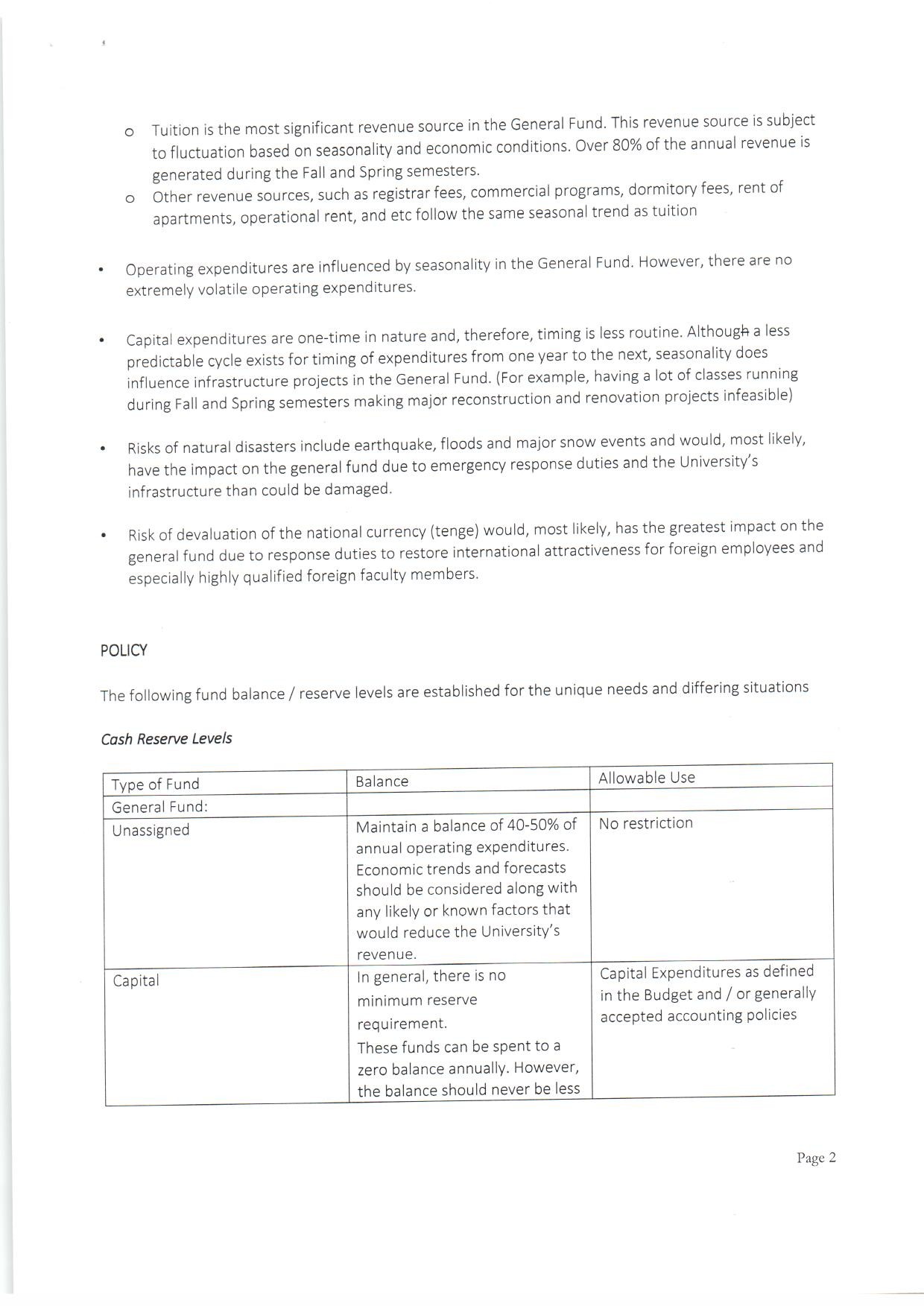
1. To maintain regular contacts with top donors
2. To organize CDD awarding Ceremony on regular base to thank all donors
3. To develop updated list –menu of KIMEP projects for potential sponsors
4. To design and update naming list of opportunities for potential donors
5. Target high net worth individuals in Kazakhstan and give them naming opportunity at KIMEP.
6. Actively invite potential sponsors on campus as guest speakers of regular courses and LDP
7. Undertake a feasibility study to set up a foundation to receive funds in Kazakhstan or USA.

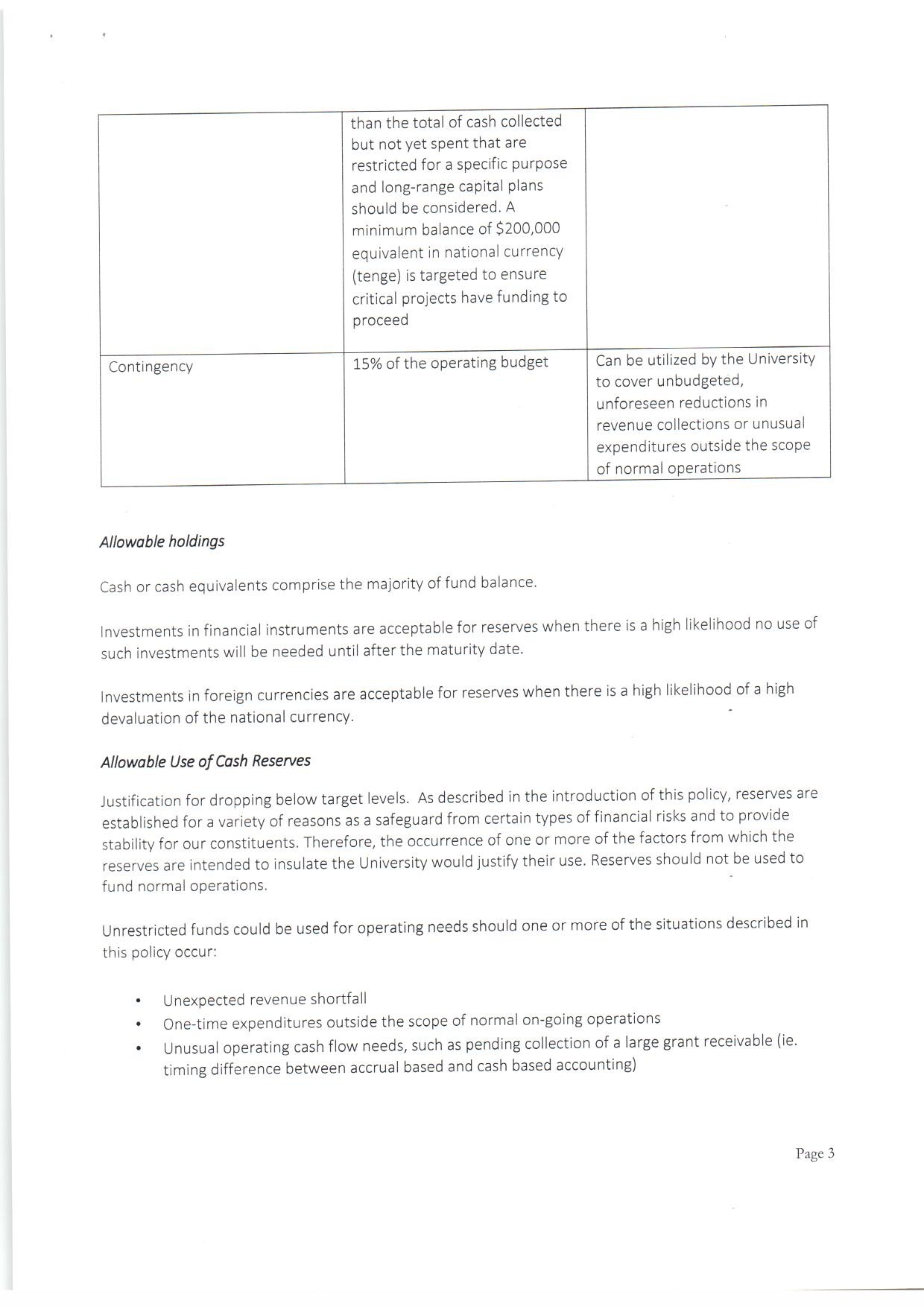
**Cost:** 200,000 KZT per year (for Awarding ceremony), if other expenses for souvenirs and gifts to donors are covered by MCPR

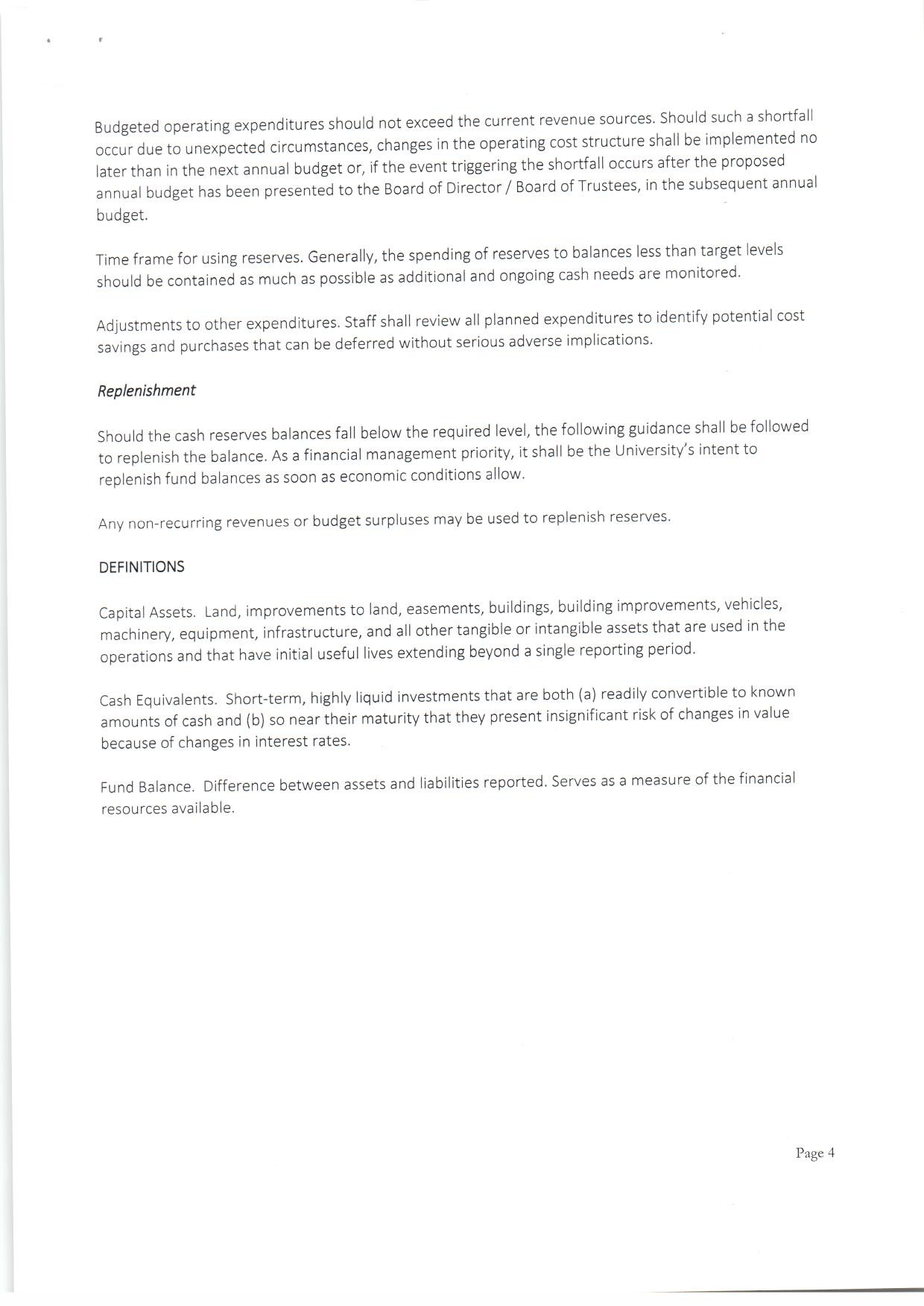
**Assessment**: annual report on the scholarship holders, a number of orders issued by KIMEP on external grants

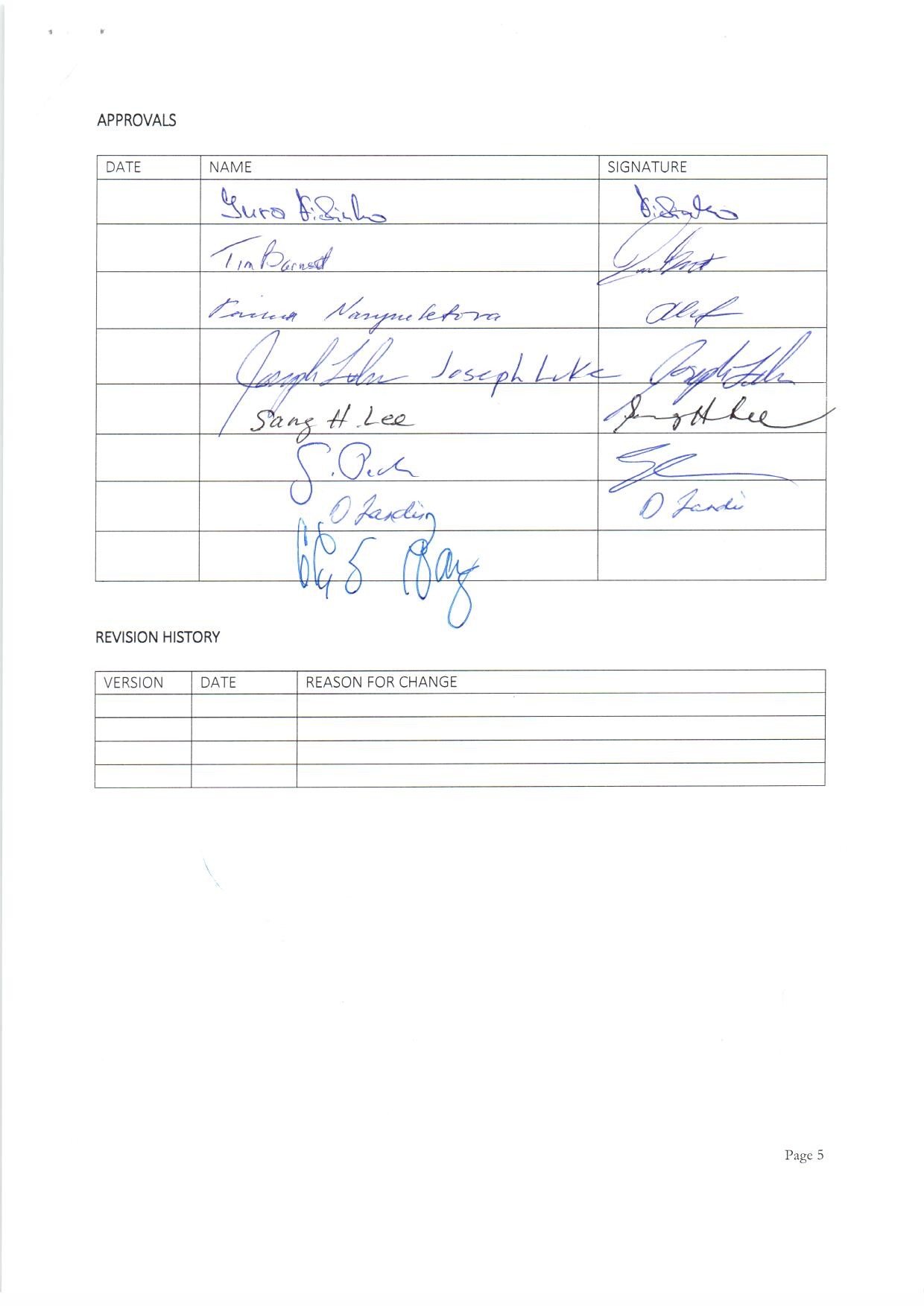
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1. [↑](#footnote-ref-1)