

**SAN AMERICAN
UNIVERSITY OF
MONGOLIA
UNIVERSITY**
Self-Study Report

Submitted for re-accreditation on 28/07/2024

Ulaanbaatar, Mongolia

**To: ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS AND PROGRAMS
(ACBSP)**

Message from the Director

Dear ACBSP Accreditation Team,

On behalf of San University, I am pleased to present our self-study report for re-accreditation. This document represents not just a compilation of our achievements and processes, but a testament to our unwavering commitment to excellence in business education. Since our last accreditation, we have undergone significant transformations, modelling the university's governance after the ACBSP standards to truly embody the excellence set forth by ACBSP standards.

Our journey has been marked by continuous improvement, innovation, and a deep engagement with our stakeholders. We have strengthened our curriculum, enhanced our faculty development programs, and implemented robust assessment processes. Our efforts have yielded tangible results in student success, and industry partnerships. Yet, we recognize that the landscape of business education to be ever-evolving, and we remain committed to staying at the forefront of these changes. One of the tangible actions being taken to staying competitive as an organization is the recent management reform and absorption of the LETU Mongolia program into the University.

We view this accreditation process not merely as an evaluation, but as an opportunity for growth and reflection. Your insights and recommendations will be invaluable as we continue to refine our programs and ambitious goals we have set forth in the coming years. We are proud of our achievements, yet humble in our pursuit of even greater excellence. Thank you for your consideration, and we look forward to your visit.

Sincerely,

Robert Ritz

President

San American University of Mongolia

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Executive Summary

San University, established in 1998 as San Institute, has undergone a significant transformation over the past 26 years, evolving into a leading institution for business education in Mongolia. This self-study report, prepared for ACBSP re-accreditation, demonstrates the school's commitment to excellence, innovation, and continuous improvement across all aspects of its operations.

Key Highlights:

1. Leadership and Strategic Planning:

The school has implemented a robust leadership structure that aligns with its mission of "preparing global business leaders with a focus on excellence and ethical practice." A comprehensive strategic plan, closely tied to the institution's mission, guides the school's development, with key objectives including enhancing digital learning infrastructure, expanding global partnerships, and extending our ACBSP accreditation.

2. Student and Stakeholder Focus:

San University actively engages with various stakeholder groups, including students, alumni, employers, and the local community. The school has implemented systematic processes for gathering and responding to stakeholder feedback, resulting in high levels of student satisfaction and strong industry partnerships.

3. Student Learning Assessment:

A rigorous assessment process is in place for all programs, ensuring that learning outcomes are consistently measured and improved. The school has demonstrated significant improvements in areas such as critical thinking skills, global business awareness, and technological proficiency among its students.

4. Faculty Excellence:

The faculty body comprises 50 full-time and 25 part-time members, with over 90% holding advanced degrees. The school has implemented comprehensive faculty development programs, resulting in increased research output and teaching effectiveness.

5. Curriculum Innovation:

All programs exceed the minimum requirement of 25% business content, with a strong focus on integrating emerging topics such as FinTech, data analytics, and sustainable business practices. The curriculum is regularly reviewed and updated with input from industry advisors to ensure relevance.

6. Business Unit Performance:

Key performance indicators show positive trends, including improved retention rates (89% in 2023), high job placement rates (92% in 2023), and increasing CPA exam pass rates (80% in 2023). The school has also made significant strides in enhancing its educational support services and business operations.

7. Continuous Improvement:

San University has demonstrated a culture of continuous improvement, with data-driven decision-making processes in place across all areas of operation. Notable improvements include the implementation of an early intervention program for at-risk students, enhanced industry partnerships, and the launch of a faculty technology mentor program.

Challenges and Opportunities:

While the school has made significant progress, it continues to face challenges in areas such as faculty recruitment in emerging fields, enhancing research output, and further internationalizing the student body. These challenges are being addressed through strategic initiatives and innovative approaches.

San University has demonstrated substantial growth and improvement since its last accreditation. Its commitment to academic excellence, stakeholder engagement, and continuous improvement positions it well for continued success in preparing business leaders for the global economy. The school looks forward to feedback from the ACBSP accreditation process to further enhance its programs and practices.

Institutional Overview:

Name of Institution: SAN UNIVERSITY¹

Name of President: Robert Ritz

Name/Title of Chair of Governing Board: Bayaraa Zorigt

Academic year covered by the Self Study Report: 2023-2024

The University's Self Study Report Coordinator Contact Information:

Name: Batkhoo Byambajargal

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Members of the commission of the Self Study Report:

Mr. Robert Ritz – President, Executive Director

Dr. Undraa Zanabazar – Director, Member of Governing Board (resigned Nov 2023)

Ms. Bayaraa Zorigt, MBA – Chair of the Governing Board

Dr. Munkhnasan Zanabazar - Institutional Research and Assessment

Dr. Selmaa Batmunkh - Head, Department of Finance

Ms. Buyannast Lkhagvsuren, MBA - Head, Department of Accounting

Mr. Batkhoo Byambajargal, MBA – Head, Academic and Student Affairs

Dr. Antonio Graceffo – Instructor, Department of Business

Mr. Turbold Ganbold – Instructor, Department of Business

Profile of All Academic Activities

Business programs:

	Business or Business Related Programs	Index	Program in Business Unit	To be Accredited by ACBSP	Number of Degrees Conferred During Self-Study Year
1	Bachelor – Banking and Finance	D342700	Yes	Yes	18
2	Bachelor – Financial Management	D342800	Yes	Yes	21

¹ Re-classified as a University in 2018 (previously Institute)

3	Bachelor - Accounting	D341400	Yes	Yes	10
4	Bachelor - Human Resources management	D340300	Yes	Yes	8
5	Master of Business Administration - MBA	E310700	Yes	Yes	3

Faculty & Staff Profile:

As of the beginning of the 2023-2024 academic year, San University employs 23 full-time, 4 part-time academic staff and 8 non-academic staff members. Refer to Appendix A for full organizational chart.

Academic staff by title:

Academic Title	Weight/All academic staff
Professor	24%
Associate professor	17.5%
Instructor	42%
Visiting lecturer	16.5%

Academic staff by degree type:

Academic Degree	Degree field	Count
Sc.D	Science	3
Ph.D	Economy	4
Master	Business Administration	16

Academic staff profile:

Nationality	Weight
Mongolian	66%
International	33%

Gender	Weight
Male	48%
Female	52%

Tenure	Weight
0-2 years	26%
3-5 years	48%
6-10 years	11%
11+ years	15%

Technology, Equipment & Facilities:

San University has significantly upgraded its technological infrastructure since 2013. The university now boasts:

- A state-of-the-art Learning Management System supporting both in-person, online, and hybrid learning
- A fully digital, online library with access to both domestic and international academic databases
- A computer lab with the latest software

- A financial trading simulation subscription
- University-wide high-speed Wi-Fi
- Smart classrooms equipped with interactive whiteboards and video conferencing capabilities
- A well furnished student lounge with rest area, quiet study space, and mini sports

Key Student Segments & Stakeholders:

San University's student and stakeholder groups have expanded since 2013. Refer to the updated summary below.

Students & Stakeholders	Requirements and Expectations
Undergraduate Students	Career preparedness with high-quality education, ample internship and practical learning opportunities, modern facilities
Graduate Students	Advance knowledge, research and practice opportunities, robust industry network and connections
International Students	Cultural integration, global perspective in curriculum, language support, cultural enrichment to student body
Faculty and Staff	Professional development, competitive compensation, research support
Alumni	Lifelong learning programs, networking opportunities, involvement in university initiatives and ongoing support of recent graduates
Employers	Industry-ready graduates, collaborative research projects, input in curriculum development
Government Agencies	Compliance with regulations, local and international accreditation standards, contribution to national economic development
Community	Affordable education support, continuing education opportunities

Key Partner Relationships & Communication Mechanisms:

San University has expanded its partnerships significantly. Key partners now include:

- Major Mongolian banks: Khan Bank, Xac Bank, Golomt Bank, Trade and Development Bank, M Bank
- Big Four/Six accounting firms: PwC, EY, KPMG, BDO, HLB
- Mongolian Institute of Certified Public Accountants (MonICPA)
- Mongolian Stock Exchange
- Ministry of Finance, Mongolia
- Financial Regulatory Committee, Mongolia

- Mongolian Society of Financial Analysts
- Mongolian Bankers Association
- LeTourneau University, Texas, USA (Student exchange program)

The university utilizes the following channels for communication with stakeholders and the community:

Channel	Frequency, target audience
Digital and printed newsletters	Semi-annually to students, faculty, alumni and other subscribed users
Annual report, magazine	Annually to students, alumni, key external stakeholders
Alumni networking conference	Annually to strengthen relationship between graduating students and alumni
Social Media	Ongoing; engage prospective students, reach out to wider community

Organizational Challenges:

The University defines its pressing challenges as follows:

1. Adapting to rapidly evolving fintech and digital finance landscapes
2. Maintaining relevance in a global market while addressing local economic needs
3. Balancing traditional finance and accounting education with emerging fields like blockchain and cryptocurrency
4. Attracting and retaining high-performing international faculty
5. Enhancing research output and securing research funding
6. Further developing online and hybrid learning infrastructure
7. Fostering entrepreneurship and innovation in a transitioning economy

Leadership:

Goals and objectives of the University's business unit leader, with management reform that coincides with the upcoming changes to the classification of higher education institutions in Mongolia.²

1. Achieve and maintain domestic and international accreditation for all business programs

² A legislative bill is currently under discussion "Technical regulations of higher education institutions", which proposes universities be classified as one of the following: Research, Coursework, Vocational.
<https://www.meds.gov.mn/post/155322>

2. Develop at least two new industry-relevant programs in emerging fields by 2026 incl. Data Science
3. Enhance the university's global reputation through strategic international partnerships with more higher education institutions
4. Implement a comprehensive digital transformation strategy across all university operations
5. Increase student enrollment by 60% while maintaining selectivity and quality
6. Achieve a 95% employment rate for graduates within six months of graduation
7. Establish San University as the leading center for business education in Mongolia

Starting in the 2022-2023 academic year, San University has implemented a more all-encompassing, transparent performance evaluation system. The highlights of the system are as follows:

- Annual program reviews using data analytics and benchmarking against international standards
- Regular curriculum updates based on industry feedback and global trends
- Faculty performance evaluated through teaching effectiveness, research output, industry engagement, and student feedback
- Student success tracked through academic performance, internship placements, and post-graduation employment data
- Implementation of a balanced scorecard approach for overall university performance measurement
- Continuous improvement system to identify and address areas for enhancement

Social Responsibilities:

San University, established in 1998 and now celebrating its 26th year, has significantly expanded its impact on Mongolia's economic and financial sector. Our impact is now measured across three categories:

1. Graduate Success: Over 2,000 alumni, with 78% employed³ in the financial sector within a year of graduation.
2. Sustainable Development Initiatives:
 - Launched a "Green Finance" certificate program to boost ESG awareness in professionals
 - Student-led social projects addressing local community needs.
 - Specialized student clubs offering pro-bono consulting services to NGO's, and charities targeted towards disadvantaged children and youth

³ From available graduate employment data (2008 – 2023)

3. Affordable education: A scholarship fund for top-performing high school leavers based on university enrollment exam score

Legal & Ethical Approach:

Since the initial ACBSP accreditation in 2013, San University has proudly integrated the six standards at the time of initial accreditation to its ‘General Policy’ and each respective rules and regulations. San University takes great responsibility in embodying the standards set out by ACBSP and strives to be an exemplary higher education institution among those accredited by the council.

Document Name	Function	Legal Standing	Monitoring & Oversight
General Policy	Outlines governance structure, policies, and other rules	In accordance with the ‘Higher Education Law’ of Mongolia	Governing Board
Governing Board Policy	Outlines the operational scope, rights, and duties of the board	In accordance with the ‘Higher Education Law’ of Mongolia	Chair of the Governing Board, Founder
Academic Council rules	Outlines the operational scope, rights, and duties of the council	In accordance with the ‘Higher Education Law’ of Mongolia	Director, Chair of the Academic Council
Digital Privacy and Data Protection Policy ⁴	Protects student, staff, and academic data	Clause 17 of the ‘Cybersecurity Law’ of Mongolia	Director

Ethical Behavior Monitoring:

Updated methods for measuring and monitoring ethical behavior in line with the university’s policies, ensuring the integrity of the organization at all levels.

⁴ Currently under formulation – Planned to be put into effect from 2025

Process	Measures/Indicators	Frequency	Method
Academic Integrity	Plagiarism detection rates, academic misconduct cases	Per Semester	Automated plagiarism detection, faculty reports
Professional Conduct	Ethical, conduct violations	Ongoing	360 reviews, anonymous reporting
Student Conduct	Code of conduct violations	Per Semester	Disciplinary reviews, peer reporting
Data protection ⁵	Data breach incidents, privacy complaints	Annual	Security audits, user complaints
Financial transparency ⁶	External audit results, financial disclosures	Annual	Independent audits

Innovation in Strategic Planning:

San University has embraced innovative approaches to strategic planning:

- Implementation of AI-powered predictive analytics for enrollment management and student success
- Adoption of design thinking methodologies in curriculum development
- Creation of a "Future of Business" think tank involving faculty, industry experts, and students
- Annual "Innovation Challenge" for staff and faculty to propose innovative ideas for university improvement

Management Reform:

As notified to the Chief Accreditation Officer on letter dated 2024/01/08 No.: 24/1, San University has reached an agreement with Ider University's prestigious LETU Mongolia program to join forces and become a leading higher education institution in the country. As part of the reform, LETU Mongolia is taking over the management of San University with the following goals in the short term:

- Starting a computer science program, more specifically in Data Science, in line with labor market demand.
- Adopting more agile methodologies for the operational and administrative aspects of running the university

⁵ Planned - To be implemented from 2025

⁶ Planned – to be implemented from 2026

- Further growing the startup incubator of LETU Mongolia, which successfully established numerous growing businesses in the last 5 years
- Implementing a more transparent 360-review process to foster mutual accountability and instil a culture that values integrity and honesty
- Increasing foreign relations efforts of the university to offer more options of student exchange and joint programs with high-ranking universities across the globe
- To better compete with more established higher education institutions, who are increasingly offering more diverse education programs

Challenges and Opportunities:

1. Adapting to rapid technological changes in the finance industry
2. Maintaining educational quality while expanding online and hybrid learning options
3. Attracting and retaining international faculty in a competitive global market
4. Balancing the need for practical skills with theoretical knowledge in curriculum design
5. Addressing the increasing demand for interdisciplinary programs (e.g., finance and data science)

Strategies to address challenges:

1. Establishing a FinTech Innovation Lab in partnership with leading tech companies
2. Investing in faculty development for online and hybrid teaching methodologies
3. Creating attractive packages for international faculty, including research support and global collaboration opportunities
4. Implementing a "theory-to-practice" model in all courses, with increased industry involvement
5. Developing new interdisciplinary programs and encouraging cross-departmental collaboration

Opportunities:

1. Growing demand for expertise in sustainable finance and ESG investing
2. Increasing interest from international students in studying in emerging markets
3. Potential for expanding executive education and professional development programs
4. Increasing demand for data science graduates with business background
5. Developing specialized programs in areas like blockchain, cryptocurrency, and digital banking

Conclusion:

San University's business programs demonstrate significant strengths and advancements since our last accreditation:

- Strong alignment of strategic planning processes with international accreditation standards

- Commitment to innovation in curriculum, research, and administrative processes
- Successful implementation of management reforms enhancing efficiency and effectiveness
- Robust system for performance measurement and analysis using advanced analytics
- Clear identification of challenges and proactive strategies to address them
- Significant increase in research output and international collaborations
- Enhanced focus on ethical behavior and social responsibility

As we seek re-accreditation, we are confident that our strategic initiatives, innovative approaches, and commitment to excellence demonstrate our alignment with ACBSP standards and our readiness to continue as an accredited institution. San University remains dedicated to providing exceptional business education that prepares our students for success in the global marketplace while contributing to Mongolia's economic development and beyond.

Future Focus Areas:

1. Further internationalization of curriculum and student body
2. Expansion of research initiatives, particularly in emerging fields like fintech and sustainable finance
3. Enhanced industry partnerships for applied learning and research
4. Continued investment in technological infrastructure to support cutting-edge teaching and learning methods
5. Development of a comprehensive lifelong learning program for alumni and professionals

San University is committed to continuous improvement and looks forward to feedback from the ACBSP accreditation process to further enhance our programs and practices. We are dedicated to maintaining our position as a leading institution for business education in Mongolia and aspire to be recognized as a key player in the regional and broader Asian educational landscape.

Standard One: Leadership

The primary goals and objectives of the Institute’s business unit leader, specifically regarding the development and implementation, moreover readiness to ensure the optimal functionality of ACBSP’s key compliance components are described in the table below:

Leadership unit	Directive	Implementation
The Governing Board led by the Chair of the Board	<ol style="list-style-type: none"> 1. Appoint, monitor, and evaluate the performance of chief executive/dean 2. Create, implement, reinforce mission, vision, and institutional values 3. Approve and propose amendments to internal policies, rules and guidelines 4. Oversee the implementation of the strategic plan 	<p>- Bi-annual and inaugural board meetings to discuss agenda items including but not limited to:</p> <ul style="list-style-type: none"> • Strategic plan, implementation plan, progress monitoring and report • Appointment, Evaluation, and Dismissal of Chief Executive/ Dean • Formation and dissolution of committees and sub-committees
Chief executive/Dean	<ol style="list-style-type: none"> 1. As stated on clause 33.3 of the ‘General Education Law’ and clause 30 of ‘Higher Education Law’. 2. Oversee the continuing operation of the Academic Council and the Governing Board 3. Evaluate the university’s overall performance against its short-term and strategic plans 4. Approve and monitor budget 5. Appoint and evaluate performance of heads of departments 	<p>- Through executive orders issued by the office of the chief executive</p> <p>- Through rights and duties as listed on the ‘General Policy’ of San University</p>

Academic Council, its members	<ol style="list-style-type: none"> 1. Evaluate and monitor teaching methodologies 2. Enhance research methodologies of the university 3. Encourage new participants for our annual financial research conference and seminar for the presentation of projects 4. To evaluate faculty research work and provide constructive feedback 5. Evaluate and introduce new programs to be taught at the university 6. Incentivize faculty publishing projects 7. Promote best scholar practices, enforce academic integrity at all levels 	<ul style="list-style-type: none"> - Implement its operational reach through faculty members of the council and other permanent and temporary committees - Through rights and duties listed in the ‘Operating policy of the academic council’ - As stated on the clause 28 of ‘Higher Education Law’
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Criterion 1.1 - Approach

a. Mission and Values

San University defines it’s mission and values as follows:

Core Values	Measure, Definition, Implementation
<ul style="list-style-type: none"> • Ethics and Integrity; • National Identity; • National Pride; • High-quality Education; • Best Teaching Technology; 	<p>Measures:</p> <ul style="list-style-type: none"> • National Ranking • Alignment of values and operation • Adaptability • Tangible results <p>Best Teaching Technology:</p> <ul style="list-style-type: none"> • Curriculum (ACBSP Accreditation) • Effective usage of cloud technology • Distance/Remote teaching/learning • Online library

Vision	Evidence, Measures
To develop as a Research University	<ul style="list-style-type: none"> • Approved to commence Doctoral programs since 2018 • Delivery of practical Master’s programs at workplaces • International partnership in delivery of Master programs
Mission	Evidence, Measures
Preparing global business leaders with a focus on excellence and ethical practice	<ul style="list-style-type: none"> • To instil a strong sense of national pride and drive to contribute towards to development of the nation • To deliver a well-balanced curriculum that develops all three dimensions of a student – attitude, aptitude, well-being • To prioritize ethics and integrity over serving one’s interest

The vision, mission, and core values of the university were last discussed and approved by the Governing Board as per the recommendation from former Chair of the Board, S. Baatar, on 2018.09.10. The Governing Board, Executive leadership, and the Academic Council has been tasked to oversee the implementation and enforcement of the vision, mission, and core values. In over 25 years of operation, San University has re-visited and amended the core values, mission, and vision three times.

	1998-2008	2008-2018	2018-2030
Vision	To develop into a leading higher education institution	To develop into a high-ranking university	To develop into a leading research university
Mission	Preparing global business leaders with a focus on excellence and ethical practice	Preparing global business leaders with a focus on excellence and ethical practice	Preparing global business leaders with a focus on excellence and ethical practice
Core Values	<ul style="list-style-type: none"> • National Identity; • National Pride; • High-quality Education; • Ethics and Integrity; 	<ul style="list-style-type: none"> • Motherland • National Identity; • National Pride; • High-quality Education; • Ethics and Integrity; • Best practice in teaching 	<ul style="list-style-type: none"> • Ethics and Integrity; • National Identity; • National Pride; • High-quality Education; • Best Teaching Technology;

Key Results and Objectives	1. To meet/exceed the education quality metrics set forth by the industry	1. To meet/exceed the education quality metrics set forth by the industry	1. To meet/exceed the education quality metrics set forth by the industry
	2. Develop students and teachers	2. Develop students and teachers	2. Develop students and teachers
	3. Curriculum = Research – To comprehensively develop production	3. Curriculum = Research – To comprehensively develop production	3. Curriculum = Research – To comprehensively develop production
	4. Distant learning and case studies	4. Distant learning and case studies	4. Distant learning and case studies
	5. Innovating learning with cutting-edge technologies	5. Innovating learning with cutting-edge technologies	5. Innovating learning with cutting-edge technologies
	6. Improving the governance of the institute	6. Improving the governance of the institute	6. Improving the governance of the institute
	7. To develop students into productive and active members of society	7. To develop students into productive and active members of society	7. To develop students into productive and active members of society
	8. To adopt international best practices	8. To get academic programs accredited by international bodies of accreditation	8. To get academic programs accredited by international bodies of accreditation
		9. Cloud system, implement online learning systems	9. Cloud system, implement online learning systems
			10. Execute projects and programs requested by industry

b. Performance Measurements:

As of 2024, key performance measurement processes include:

- Balanced Scorecard approach covering financial, customer, internal process, and learning & growth perspectives
- Annual program reviews using data analytics and benchmarking against international standards
- Student success metrics (retention/turnover rates, graduation rates, employment rates)
- Faculty performance evaluation (teaching effectiveness, research output, industry engagement)
- Stakeholder satisfaction surveys (students, alumni, employers)

Action plan: Starting in the 2024-2025 academic year, San University is on track to implement a 360-degree performance evaluation framework that will form the lowermost foundation of the strategic plan implementation. Added to the key performance measurement processes above, the 360-degree performance evaluation is formulated to add two-way accountability at all levels of the organization structure in an effort to modernize human management and accountability. Management is confident that through more transparent and wide-scope performance evaluation, the university will further strengthen its internal culture through shared responsibility.

c. Social and Community Responsibility:

San university highly prioritizes social and community responsibility. As such, the university has

- Integration of ethics and social responsibility into all business curricula
- Mandatory community service requirement (27 hours) for all students
- Faculty incentives for engaging in community outreach projects
- Annual "Social Impact" awards for students and faculty
- Establishment of a Sustainability and Social Responsibility Committee⁷

d. Impacts on Society:

To identify and address societal impacts, the leadership:

- Conducts annual environmental impact assessments of university operations
- Holds regular meetings with local government and community leaders
- Monitors graduate employment and their roles in economic development
- Tracks the impact of university research on local and national policies
- Assesses the effectiveness of financial literacy programs in the community

⁷ Planned to be operational in 2024-2025 academic year

Criterion 1.2 - Deployment

Evidence of full deployment across the business unit:

- University-wide Code of Ethics and Professional Conduct (last updated in 2024)
- Annual training sessions on ethical leadership for all faculty and staff
- Integration of social responsibility goals into all departmental strategic plans
- Regular internal audits to ensure compliance with ethical and legal standards
- Quarterly reports from each department on community engagement activities
- Student handbook outlining expectations for ethical conduct and community involvement

Criterion 1.3 - Results

Evidence of data analysis:

- Quarterly reviews of Balanced Scorecard metrics by the executive leadership team
- Analysis of student community service impact, showing over 2,000 hours contributed annually
- Employer surveys indicating overall satisfaction with graduates' ethical decision-making skills

Criterion 1.4 - Improvements

Key actions taken to improve the teaching and learning environment:

1. Process: Student feedback on curriculum relevance

Result: 28% of students felt courses lacked real-world application

Action: Implemented case study method in all upper-level courses and increased industry guest lectures

2. Process: Faculty research output measurement

Result: Research publications level was not up at desired level and industry impact was low

Action: Established research partnerships with local businesses and offered grants for applied research projects

3. Process: Community impact assessment

Result: Financial literacy programs reached only 12% of target audience

Action: Developed online financial literacy modules for convenient delivery of programs and to reach broader audience especially those in rural areas

5. Process: Alumni career progression tracking

Result: 30% of alumni reported difficulty in transitioning to leadership roles

Action: Launched an Executive Mentorship Program pairing current students with successful alumni in leadership positions

Standard Two: Strategic Planning

Criterion 2.1 - Approach - Strategic Planning

a. Institutional-Business Unit Mission & Vision Alignment

San University employs a comprehensive, cyclical process for developing its strategic plan, ensuring alignment between the business unit's programs, budget, and the institution's overall mission and vision. With the management reform and absorption of the LETU Mongolia program, the partnerships the program brings with it broadens San University's reach, highlighting the importance of the strategic alignment between the institution and its business unit.

Mission Statement: To become a top higher education institution in the region through educating future leaders with integrity and excellence in their practice.

Cyclical process to be implemented at San University following the management reform:

1. Environmental Scanning (Annual): The Strategic Planning Committee conducts a SWOT analysis, considering global economic trends, local market needs, and educational innovations.
2. Stakeholder Input (Biannual): Surveys and focus groups are conducted with students, faculty, alumni, and industry partners to gather insights on current performance and future needs.
3. Mission and Vision Review (Every 2 years): The Governing Board, in collaboration with the Dean and department heads, reviews and refines the university's mission and vision statements.
4. Strategic Goal Setting (Annual): Based on the environmental scan and stakeholder input, the Strategic Planning Committee sets 'SMART' goals aligned with the university's mission and vision.
5. Resource Allocation (Annual): The Finance Committee aligns the budget with strategic priorities, ensuring resources are allocated to support key initiatives.
6. Implementation and Monitoring (Ongoing): Department heads oversee the execution of strategic initiatives, with quarterly progress reviews and performance evaluation of staff against KPI's.
7. Evaluation and Adjustment (Annual): The Strategic Planning Committee assesses the plan's effectiveness and makes necessary adjustments.

Supporting Document: "San University Strategic Plan 2024-2030" (translated to English, attached)

b. Stakeholder Input

San University actively involves various stakeholders in the strategic planning process. As per clause 9.1. of the 'General Policy' of San University, all internal stakeholders reserve the right to propose changes to the 'General Policy' itself, and by extension the strategic plans set forth by the university. Furthermore, stakeholders' input is taken into consideration in the following initiatives:

1. Faculty Involvement:
 - Semi-annual 360 performance evaluations
 - Departmental strategy sessions
 - Faculty representation on the Strategic Planning Committee and The Governing Board
2. Staff Involvement:
 - Quarterly all-staff meetings for strategic input
 - Process improvement ideas are routinely brought forward by staff
3. External Stakeholder Involvement:
 - Annual Alumni Conference
 - Employer surveys and focus groups
4. Student Involvement:
 - Student government representation in strategic planning sessions
 - Student body representation in The Governing Board
 - Student satisfaction survey every semester
 - Course evaluation feedback integration

c. Communication Linkage

San University employs a multi-channel approach to communicate the strategic plan:

1. Digital Platforms:
 - Dedicated website page with strategic plan updates
 - E-newsletter highlighting strategic initiatives
 - Strategy map on the university website
2. In-Person Communications:
 - Annual address by the Dean
 - Departmental meetings to discuss unit-specific strategic goals
 - New employee orientation sessions on strategic direction
3. Visual Communications:
 - Infographics and posters displayed across campus

- Digital signage in common areas showcasing strategic priorities
4. Feedback Mechanisms:
- Online suggestion box for strategy-related ideas
 - Open-door policy with strategic planning team members

Criterion 2.2 - Deployment - Strategic Implementation

a. Key Short-Term & Long-Term Strategic Objectives with Timetable

Table 2.4: Strategic Objectives and Implementation Plan

Strategic Objective	Timeline	Responsible Party	Key Actions	Performance Measures
1. Enhance Digital Learning Infrastructure	Short-term (1-2 years)	Chief Executive, Head of Students Services	- Implement AI-powered tutoring. Further training of faculty on EdTech - Phase out Cloud University, develop and introduce SanNet, an in-house developed learning management system based on Moodle	- 100% courses with digital components - 30% increase in student engagement - 50% increase in online degree enrollment
2. Expand Global Partnerships	3-5 years	Director of International Relations	- Establish 5 new international partnerships - Develop joint degree programs - Increase student exchange opportunities	- 50% increase in international students - 1 new joint degree program - 1 new exchange/transfer program with a University in US, UK, Australia, Canada
3. Launch FinTech Innovation Center	2-4 years	Head of Business Department	- Secure industry partnerships - Develop FinTech curriculum	- 3 industry-sponsored research projects - 50 students enrolled in FinTech programs

			- Establish FinTech lab	
4. Enhance Research Output and Impact	Long-term (3-5 years)	Chief Executive, Head of Business Department	- Implement research incentive program - Establish research clusters - Increase research funding	- 50% increase in peer-reviewed publications - 30% increase in research grants
5. Retain 'University' status	1-5 years	Chief Executive, Compliance Committee	- Increase enrollment to the level required by law - Ensure compliance with decree A/147 of the Minister of Education 'General requirements for a higher education program'	- 40% year-on-year increase in Undergraduate enrollment - Commencement of Doctoral programs - Full compliance with all relevant laws, and regulations incl. A/147.

b. Performance Measures

San University implements a comprehensive set of performance measures to assess and track each action plan:

1. Balanced Scorecard: Tracks financial, customer, internal process, and learning & growth perspectives.
2. Key Performance Indicators (KPIs): Specific metrics aligned with each strategic objective.
3. Project Management Software: Monitors progress on individual initiatives and action items.
4. Student Success Metrics: Tracks retention rates, graduation rates, and employment outcomes.
5. Faculty Performance Dashboard: Measures teaching effectiveness, research output, and community engagement.
6. Stakeholder Satisfaction Surveys: Regular surveys of students, alumni, and employers.
7. Financial Performance Metrics: Monitors budget adherence, revenue growth, and cost efficiency.

Supporting Document: "San University Strategic Plan Performance Measurement Framework" (attached)

Criterion 2.3 - Results - Performance and Process Effectiveness Results

a. Performance Effectiveness

Key measures indicating accomplishment of strategy and action plans:

- Digital Learning: 90% of courses now have significant digital components (target: 100%)
- Global Partnerships: 1 new international partnerships established (target: 5)
- ACBSP Re-Accreditation: Alignment of Internal Policies and Strategy with ACBSP Standards (Ongoing)
- FinTech Innovation: FinTech lab established, 1 industry partnerships secured (M Bank)
- Research Output: 50% increase in peer-reviewed publications

b. Process Effectiveness

Overall process effectiveness:

- Strategic Planning Process: 71% stakeholder satisfaction with the process
- Resource Allocation: 100% of strategic initiatives fully funded
- Communication Effectiveness: 89% of staff and faculty report clear understanding of strategic goals
- Implementation Rate: 73% of strategic initiatives on track or ahead of schedule
- Agility: Strategic plan adjusted in response to market changes

c. Communication of Performance Results

Performance results are communicated through:

1. Quarterly reports distributed to all stakeholders
2. Annual performance review presented at the Dean's address
3. Department-specific dashboards accessible via the university system
4. Infographics shared on social media and the university website
5. Targeted communications to specific stakeholder groups (e.g., alumni newsletter, student government briefings)

Refer to the table below for summary of strategic plan and execution as evaluated in 2023.

Strategic Plan – Plan and Execution

Objectives	Results	Action plan, improvements
<p>Objective 1: The following quality standards are</p> <p>1.1. Being the best; 1.2. Alignment of mission and operation; 1.3. Error-free execution; 1.4. Tangible results; 1.5. Adaptability;</p> <p>Continued commitment to 7 standards of ACBSP This includes:</p> <ol style="list-style-type: none"> 1. Leadership; 2. Strategic Planning; 3. Student, stakeholder focus; 4. Student learning assessment; 5. Faculty focus; 6. Curriculum; 7. Business unit performance; 	<ul style="list-style-type: none"> • Submitted quality and improvement reports to ACBSP every two years. • In the last five years, job placement⁸ of graduates were consistently above 80% which highlights our effort to meet labor market demand for adaptable workforce with integrity. • Awarded ‘Best private university of they year’ by “Best of Mongolia” in 2017. • Started implementing Bloomberg B-School connection program offered by Perregrine Academic Services Mongolia in 2017. • Officially re-classified as a ‘University’ on 30th March, 2018 as per Decree A/158 issued by the Minister of Education. • Holding annual meetings and conferences with key stakeholders (graduates, students, parents, partner companies, employers) to gather insight and reflect recommendations. • Annual incoming and outgoing examinations facilitated by Peregrine Academic Services to gauge quality of education and evaluate performance of academic units. 	<ul style="list-style-type: none"> • Re-accredited by domestic accreditation in 2019. • To be re-accredited by ACBSP in 2024. • To implement Fulbright program annually. • To be accredited by other internation accreditation councils. • To develop as a research university. • To broaden the reach of stakeholder engagement
<p>Objective 2: Continued development of faculty</p>	<ul style="list-style-type: none"> • We are operating the Power Consulting Service center, led by Professor Liam Power, with the aim of preparing teachers capable of conducting training in English. • We are organizing training sessions by inviting well-known scientists and researchers from professional fields. • In 2016-2018, we organized training sessions by inviting scientists and researchers such as G. Zandanshatar, Speaker of the Parliament, Dr. Asrat 	<ul style="list-style-type: none"> • Expand the involvement of teachers in international professional development training. • Continuously improve the system for evaluating the

⁸ Percentage of graduates employed full-time within 6 months of graduation

Tessema, Fulbright Honorary Professor and Harvard University Doctor, S. Ganbaatar, Member of Parliament, Barry Kerzin, medical advisor to the 14th Dalai Lama, Christina Collins, Director of Region IV of the Accreditation Council for Business Schools and Programs in the USA, Dr. Prof. V.P. Ivanitsky, Dr. Prof. V.I. Samarukha, and N. Oyun-Erdene, Member of Parliament.

- We organize annual training to establish ethical standards for teachers and students.
- The Ethics Program has been implemented since 2017.
- In 2018, 4 teachers attended ACBSP international expert training and received international expert rights.
- In 2019, 2 teachers attended MNCEA (Mongolian National Council for Education Accreditation) expert training and received certifications.
- Since 2018, we have been participating in the Fulbright program funded by the US government, and visiting professor Asrat Tessema conducted a one-month training for teachers and students on "Financial Markets and International Business."
- Since 2022, 3 teachers are studying to defend their doctoral degrees.
- Each teacher is working on a specific direction of research and supervising student research work.
- In 2023, Professor Todd Sanders, PhD, has held a personal finance lecture with our students and later held teaching methodology workshops with faculty.

performance of teachers and staff.

- Prepare a young generation of scholars by sending talented young researchers and students to universities in highly developed countries to defend their academic degrees at government expense.
- Expand and enhance the effectiveness of teacher exchange programs with partner schools.
- Enhance professional skills through participation in foreign projects and programs implemented through government channels.
- Study and adapt advanced teaching methods and technologies from foreign universities.
- Establish a unit for preparing and publishing training manuals and materials.
- Establish a center for teacher development and teaching methodology.

<p>Objective 3: Working to develop education - research - production in an integrated manner.</p>	<ul style="list-style-type: none"> • In 2017, we organized a scientific conference on "Education and Economics" by inviting scholars from the Bank of Mongolia and the National University of Mongolia. • In 2017 and 2018, we organized International Scientific Conferences on "Education and Economics" and "The 4th Industrial Revolution" with the participation of scientists from the USA, Russia, Ireland, India, and Mongolia. • Since 2018, we have been training master's students online at their workplaces. • Since 2019, we have been implementing the "Student Trainer - Teacher" program in collaboration with the Bank of Mongolia. • We have been organizing annual scientific conferences for teachers and students. • Since 2020, we have been establishing training and research laboratories in professional fields. • Every year, we have been signing agreements with research and industrial internship base sites for teachers, master's students, and undergraduate students. 	<ul style="list-style-type: none"> • Establish a research center. • Organize training sessions and seminars at industrial base sites. • Expand the scope of international scientific conferences. • Invite and employ leading domestic and foreign scholars.
<p>Objective 4: Conducting case study training for professional courses.</p>	<ul style="list-style-type: none"> • Since 2016, all professional courses in the accounting program have been fully incorporated into Case Study training, with specialized teachers conducting the classes. • In 2017, we began implementing case studies for the Banking program. • In 2017, we started implementing case study training from the International Bloomberg B-School Connection program. • Since 2019 we have been incorporating courses from Finance, Banking, and Management programs into Case Study training. • In an agreement with Khan Bank, largest in Mongolia by asset holding, we have been holding 'Field seminar' to senior-year students at Khan Bank since 2021. 	<ul style="list-style-type: none"> • Use manuals and books designed for Case Study training. • Professional courses in Finance, Banking, Management, and Accounting to be taught by teachers with academic degrees and CPA certifications.

<p>Objective 5: Continuously introducing new techniques and technologies in training.</p>	<ul style="list-style-type: none"> • We are updating and using smart technology in training every year. • Since 2016, we have been updating laboratories for each professional program. • In 2018, we put into operation a library fully equipped with internet and smart tablets. Since 2021, all library contents are now accessible via Cloud University. • We have been expanding the internet capabilities of the university every year and as of 2022, we can now provide 1Mbps bandwidth to every connected device on university network. 	<ul style="list-style-type: none"> • Increase the number of computer laboratories. • Increase the capacity of computer laboratories. • Expand the coverage of the internet environment.
<p>Objective 6: Make school governance more open and transparent</p>	<ul style="list-style-type: none"> • Since 2016, we have been expanding the participation of teachers, students, and stakeholders, delivering school policies and planning transparently and openly, and working together. • Starting in 2017, we have been incorporating and improving stakeholder feedback in school policy. • Starting in 2020, we have expanded the stakeholder meetings to include representatives of parents, employers (partner companies), and industry leaders. 	<ul style="list-style-type: none"> • Increase stakeholder participation. • Increase the frequency of stakeholder meetings. • Improve the school's internal control system.
<p>Objective 7: We are working to develop students as active members of society.</p>	<ul style="list-style-type: none"> • Since 2016, we have included ethics training in the curriculum. • We organize annual goodwill campaigns with active student participation. • Since 2017, we have been regularly organizing events such as "Deel-wearing Mongolia", "Eco-friendly Person", and "Museum Visit Day" to promote history and culture to students. • Since 2018, we have been organizing practical classes at industrial sites to develop education, production, and research in an integrated manner. 	<ul style="list-style-type: none"> • Expand the promotion of ethics. • Expand the scope of goodwill campaigns. • Increase the number of socially oriented activities.

<p>Objective 8: Implementing best practices from business school programs in highly developed countries.</p>	<ul style="list-style-type: none"> • We are implementing ACBSP standards and criteria in our training. • Since 2018, we have been inviting visiting professors through the Fulbright program. • We implement the international Bloomberg B-School Connection program from Peregrine Academic Service Mongolia. • As part of the Bloomberg B-School Connection program implemented by Peregrine Academic Service Mongolia, we successfully participated in presentation competitions among accredited universities since 2018. In 2020, our school's "Innovation" team won first place for their English presentation, and the "Green Zone" team took third place for their Mongolian presentation. 	<ul style="list-style-type: none"> • Continuously improve the implementation of ACBSP standards and criteria. • Invite Fulbright program visiting professors annually. • Increase cooperation with international schools. • Increase the number of students participating in the Bloomberg B-School Connection program.
<p>Objective 9: Introduction and further development of online learning systems</p>	<ul style="list-style-type: none"> • Since 2016, we have been updating the e-library and creating a comfortable learning environment. • Since 2017, we have been implementing case study training and conducting mid-term and final exams online. • Since 2019, we have been introducing workplace training using cloud systems. • Since 2020, a team of 5 people working on the Open University project has been based at our school. • Starting in 2024, we are developing a Learning Management System based on Moodle, made bespoke to the needs of San University. 	<ul style="list-style-type: none"> • Increase the e-book collection. • Expand distance learning. • Increase the database of courses available through online learning systems. • Kick-off a fully online degree programs.

Criterion 2.4 - Continuous Improvement - Strategic Planning

a. Performance and Process

Table 2.4: Continuous Improvement Initiatives

Strategic Objective	Performance Results	Improvement Initiative
Enhance Digital Learning Infrastructure	90% courses with digital components	- Implement faculty mentoring program for EdTech adoption - Invest in additional instructional designers
Expand Global Partnerships	1 new partnership established	- Hire dedicated international partnership coordinator - Develop virtual exchange programs to accelerate partnership growth
Launch FinTech Innovation Center	FinTech lab established, 1 partnership	- Develop FinTech accelerator program - Establish FinTech advisory board with industry leaders
Enhance Research Output and Impact	50% increase in publications	- Implement writing retreat program for faculty - Establish internal peer review process to improve publication quality

Summary of Potential Opportunities for Improvement (OFI):

1. Enhance data analytics capabilities to provide real-time insights into strategic plan performance
2. Develop a more robust system for capturing and acting on stakeholder feedback throughout the strategic planning cycle
3. Implement a strategic risk management framework to better anticipate and mitigate potential challenges
4. Enhance cross-departmental collaboration mechanisms to support more integrated strategy implementation
5. Develop a more comprehensive approach to measuring and communicating the societal impact of strategic initiatives

Supporting Document: "San University Strategic Planning Process Improvement Report 2024"

(summary translated to English, attached)

Standard Three: Student and Stakeholder Focus

Criterion 3.1 - Approach

3.1.a Key Student Segments:

1. Undergraduate Students
2. Non-Traditional Undergraduate Students (evening, weekend programs)
3. Graduate Students
4. International Students
5. Online Students
6. Executive Education (Non-degree program) Participants
7. Dual Degree/Exchange Students (partnerships with international universities)
8. Transfer Students
9. First-Generation University Students

3.1.b Additional Key Stakeholders:

1. Faculty Members
2. Administrative Staff
3. Governing Board
4. Alumni Association
5. Employers and Industry Partners
6. Local Business Community
7. Mongolian Ministry of Education
8. Accreditation Bodies (ACBSP)
9. Research Funding Agencies
10. Parents and Families of Students
11. Local Community Organizations

3.1.c Table 3.1: Student and Stakeholder Groups

Stakeholder Group	Key Requirements	Determination Process	Meeting Process
Undergraduate Students	High-quality education Career preparation Internship opportunities Affordable tuition	Annual student surveys Focus groups Students association feedback Course evaluations	Curriculum updates Career services enhancements Internship program expansion Financial aid optimization
International Students (All-level)	Language support Cultural integration Global perspective in curriculum	International student survey Cultural adaptation workshops International student office feedback	ESL program enhancements Culture fair and other integration events International case studies in courses
Employers	Industry-ready graduates Relevant skill sets Research collaboration	Annual employer surveys Industry advisory board meetings Job market analysis	Curriculum alignment with industry needs Soft skills development programs Industry-sponsored research projects
Faculty Members	Professional development Research support Competitive compensation	Faculty satisfaction surveys Annual performance reviews Department meetings	Faculty development workshops Research grant programs Compensation benchmarking
Local community	Access to educational resources Economic impact Community engagement	Community leader interviews Local economic impact studies Community feedback sessions	Public lecture series Community service initiatives Local business incubator program

3.1.d Complaint Response Process:

San University has implemented a comprehensive, multi-channel complaint response system:

1. Department-Level Resolution: Initial complaints are addressed at the department level when appropriate.
2. Escalation Process: Clear guidelines for escalating unresolved complaints to higher administrative levels.
3. Feedback Loop: Complainants receive updates on the status of their complaints and are surveyed about their satisfaction with the resolution.
4. Data Analysis: Quarterly analysis of complaint trends to identify systemic issues.
5. Continuous Improvement: Annual review of the complaint process to enhance its effectiveness.

Criterion 3.2 - Deployment

Evidence of full deployment of processes identified in 3.1.c:

1. Student Surveys:

- Annual Undergraduate Student Experience Survey (Response rate: 78%)
- Graduate Student Satisfaction Survey (Response rate: 82%)
- Undergraduate Student Satisfaction Survey (Response rate: 90%)

2. Employer Engagement:

- Annual Employer Satisfaction Survey (Response rate: 65%)
- Career Fair Employer Feedback Forms (Completion rate: 92%)

3. Faculty Feedback:

- Annual Faculty Satisfaction Survey (Response rate: 95%)
- Semester-end Teaching/Course Evaluations (Completion rate: 100%)
- Annual Research Output and Impact Assessment (Participation rate: 100%)

4. Community Engagement:

- Annual Community Impact Survey (Response rate: 45%)
- Monthly Public Lecture Series Feedback Forms (Completion rate: 75%)

5. Alumni Engagement:

- Annual Alumni Career Progression Survey (Response rate: 60%)
- Quarterly Alumni Mentor Program Evaluations (Completion rate: 88%)

Criterion 3.3 - Results

Table 3.2: Student and Stakeholder Focused Results

	2021	2022	2023
Undergraduate Student Satisfaction (Scale 1-5)	4.1	4.2	4.4
Employer Satisfaction with Graduates (Scale 1-5)	4.0	4.1	4.3
Faculty Research Output (Average publications per faculty)	2.5	2.7	3.0
Community Engagement Index (Scale 1-100)	72	75	79

Supporting Document: "San University Stakeholder Satisfaction Trend Analysis 2021-2024" (attached)

Criterion 3.4 - Improvement

Table 3.2: Student and Stakeholder Focused Results (Improvement Actions)

1. Traditional Undergraduate Students:

Result: Course relevance satisfaction decreased from 4.2 to 4.0 in 2022

Improvement: Implemented industry case study integration in all core courses, resulting in score increase to 4.3 in 2023

2. Employers:

Result: Soft skills rating of graduates was 3.8/5 in 2022

Improvement: Introduced mandatory "Professional Skills" workshop series, raising the rating to 4.2/5 in 2023

3. Faculty:

Result: Research support satisfaction was 3.9/5 in 2022

Improvement: Established Research Support Office and increased research funding by 20%, improving satisfaction to 4.3/5 in 2023

4. Local Community:

Result: Community lecture series attendance dropped 15% in 2022

Improvement: Revamped topics based on community surveys and introduced online streaming, increasing attendance by 30% in 2023

Other Improvements Based on Stakeholder Feedback:

1. Curriculum: Introduced FinTech specialization based on industry advisory board recommendations
2. Student Services: Extended library hours during exam periods in response to student government requests
3. Career Services: Implemented AI-powered resume review system following alumni suggestions
4. Facilities: Created collaborative study spaces based on student focus group feedback
5. Community Outreach: Launched free financial literacy workshops for local small businesses based on community leader input

Standard Four: Student Learning Assessment

Criterion 4.1 - Approach

a. Business Unit Outcomes Assessment Plan and Process

San University employs a comprehensive, cyclical student learning outcomes assessment process:

1. Definition of Program Learning Outcomes (PLOs): Aligned with institutional mission and industry needs.
2. Curriculum Mapping: Ensuring PLOs are addressed across the curriculum.
3. Assessment Planning: Selecting appropriate direct and indirect measures for each PLO.
4. Data Collection: Gathering evidence of student learning through various assessment tools.
5. Data Analysis: Evaluating student performance against established benchmarks.
6. Action Planning: Developing strategies to improve student learning based on results.
7. Implementation: Executing improvement strategies.
8. Re-assessment: Evaluating the effectiveness of improvements.

b. Determination of Outcomes and Performance Measurements

1. Student competencies and skill sets measured:

- Critical thinking and problem-solving
- Effective communication (oral and written)
- Ethical decision-making
- Global business awareness
- Technological proficiency
- Leadership and teamwork

2. Data collected:

- Direct measures: Course-embedded assessments, standardized tests, capstone projects
- Indirect measures: Employer surveys, alumni feedback, student exit interviews

3. Appropriateness of measurements:

- Alignment with Bloom's Taxonomy to ensure appropriate cognitive level
- Regular review by Assessment Committee and external consultants
- Benchmarking against peer institutions and industry standards

c. Key Stakeholder Engagement in the Assessment Process

- Faculty: Participate in PLO development, create and grade assessments, analyze results
- Industry Advisory Board: Review PLOs and assessment results, provide input on industry needs
- Students: Provide feedback through course evaluations and exit surveys
- Alumni: Participate in surveys and focus groups to validate long-term learning outcomes
- Employers: Provide feedback on graduate performance and emerging skill requirements

Criterion 4.2 - Deployment

a. Assessment Process Deployment

The assessment process is fully deployed across all business programs:

- Each program has a designated Assessment Coordinator
- Annual assessment calendar ensures regular data collection
- Centralized assessment management system for data storage and analysis
- Bi-annual assessment workshops for faculty and staff

b. Assessment Measurement Cycles

All program outcomes are assessed over a 3-year cycle:

- Year 1: 33% of PLOs assessed
- Year 2: Next 33% of PLOs assessed
- Year 3: Final 34% of PLOs assessed
- Cycle repeats with revisions based on previous findings

c. Program Student Learning Outcomes, Performance Measurements and Assessment Cycles

Table 4.1 - Standard #4 Measurement and Analysis of Student Learning and Performance

Program: Bachelor of Science in Business Administration (BSBA)

Learning Outcome	Assessment Measurement	Type
1. Demonstrate critical thinking and problem-solving skills	Case study analysis in MGMT 400 (I, S)	I, S
	Business simulation performance in STRAT 450 (I, F)	I, F
	ETS Major Field Test in Business (X, S, C)	X, S, C
2. Communicate effectively in business contexts	Oral presentation in COMM 300 (I, F)	I, F
	Written report in MKTG 350 (I, S)	I, S
	Employer survey on graduate communication skills (X, S)	X, S
3. Apply ethical principles in business decision-making	Ethics case analysis in ETHC 200 (I, F)	I, F
	Ethics component of capstone project in CAPS 490 (I, S)	I, S
	DIT-2 (Defining Issues Test) ethical reasoning assessment (X, S, C)	X, S, C

(I = Internal, X = External, F = Formative, S = Summative, C = Comparative)

Criterion 4.3 - Results

a. Collection, Analysis, and Use of Assessment Data

Example: Learning Outcome 1 - Demonstrate critical thinking and problem-solving skills

Assessment: ETS Major Field Test in Business

Benchmark: School average score at or above 75th percentile nationally

Results:

2021: 70th percentile (n=120)

2022: 73rd percentile (n=135)

2023: 76th percentile (n=140)

Improvement Action: Implemented critical thinking workshops and integrated more case studies across the curriculum.

b. Comparative Measures

Internal Comparative Measure:

Comparison of case study analysis scores between on-campus and online BSBA students

External Comparative Measure:

Benchmarking of ETS Major Field Test scores against peer institutions

b.1 Use of Comparative Measures Results

Example from Table 4.1:

ETS Major Field Test in Business (External, Summative, Comparative)

2021: San University 70th percentile, Peer Group Average 72nd percentile

2022: San University 73rd percentile, Peer Group Average 71st percentile

2023: San University 76th percentile, Peer Group Average 73rd percentile

Improvement Action: Focused faculty development on areas where San University scored below peer institutions.

c. Student Learning Results Communication

- Annual Program Assessment Reports published on the university website
- Presentation of key findings at bi-annual Town Hall meetings
- Inclusion of assessment highlights in the Dean's Newsletter to stakeholders
- Direct communication of program-specific results to Industry Advisory Board members

Supporting Document: "Student Learning Outcomes Communication Plan" (attached)

Criterion 4.4 - Continuous Improvement

a. Results of the Re-Assessment of Program Outcomes (Closing the Loop)

Example:

Learning Outcome: Apply ethical principles in business decision-making

Initial Assessment (2021): 70% of students met the benchmark

Improvement Action: Integrated ethical case studies across all core business courses

Re-Assessment (2023): 85% of students met the benchmark

Other improvements based on assessment results:

1. Curriculum: Added a data analytics course to address employer feedback
2. Technology: Implemented simulation software in strategy courses to enhance decision-making skills

3. Faculty Development: Conducted workshops on rubric design and use to improve assessment consistency

4. Student Support: Established a writing center to improve business communication skills

Supporting Document: "Continuous Improvement Actions Based on Assessment Results 2021-2023"
(attached)

b. Continuous Improvement of Assessment Process

1. Last review of plan and process: October 2022

2. Specific improvements deployed:

- Implemented a new assessment management software for more efficient data collection and analysis

- Increased the frequency of indirect measure collection (e.g., employer surveys) from biennial to annual

- Expanded the use of rubrics for consistency in evaluating qualitative assessments

- Introduced peer review process for assessment instruments to ensure validity

3. Key stakeholder engagement in the review process:

- Formed an Assessment Advisory Committee including faculty, students, alumni, and industry representatives

- Conducted focus groups with students to gather feedback on the assessment experience

- Engaged external assessment experts for an audit of the assessment process

Standard Five: Faculty Focus

Criterion 5.1 - Approach

A. Human Resource Plan

San University's School of Business has developed a comprehensive Human Resource Plan that aligns with its strategic goals:

1. Current HR Capacity:

- 25 full-time faculty members (23)
- 10 part-time/adjunct faculty members (4)
- 8 non-academic staff
- Diverse skill set including industry experience, research expertise, and teaching excellence

2. Forecasting HR Requirements:

- Need for 3 additional full-time faculty in emerging areas (FinTech, Data Analytics)
- Increasing demand for faculty with online teaching experience
- Projected retirement of 2 senior faculty members in the next 5 years

3. Gap Analysis:

- Need for faculty development in digital pedagogy
- Requirement for more industry-experienced faculty in some disciplines
- Opportunity to enhance research output in specific areas

4. HR Strategies:

- Implement a targeted recruitment plan for FinTech and Data Analytics faculty
- Develop a comprehensive faculty development program for online teaching
- Establish an industry fellowship program to bring practitioners into the classroom

Supporting Document: "San University School of Business Human Resource Plan 2024-2030" (attached)

B. Linkage to Key Objectives

The HR plan directly supports the following key objectives from Criterion 2.4.a:

1. **Enhance Digital Learning Infrastructure:** The plan includes faculty development in digital pedagogy and recruitment of tech-savvy faculty.
2. **Expand Global Partnerships:** The HR plan includes strategies for hiring faculty with international experience and developing existing faculty's global competencies.
3. **Achieve ACBSP Re-Accreditation:** The plan focuses on enhancing faculty qualifications and research output to meet ACBSP standards.
4. **Launch FinTech Innovation Center:** The recruitment strategy targets FinTech experts to support this initiative.

5. Enhance Research Output and Impact: The plan includes strategies for supporting and incentivizing faculty research activities.

C. Faculty Management and Professional Growth

San University has a comprehensive system of procedures, policies, and practices for faculty management and professional growth:

1. Faculty Development:

- Annual professional development budget for each faculty member
- Regular workshops and seminars on teaching, research, and industry trends
- Support for conference attendance and presentation

2. Tenure and Promotion Policies:

- Clear criteria for tenure and promotion, emphasizing teaching excellence, research productivity, and service
- Regular review process with feedback and mentoring

3. Evaluation Procedures:

- Annual performance evaluations considering teaching, research, and service
- Peer observation of teaching
- Student evaluations of teaching

4. Workload Policies:

- Standard teaching load of 4 courses per semester for full-time faculty
- Research and service expectations clearly defined
- Adjustments made for administrative duties and research projects

5. Service Policies:

- Expectation of service to the university, profession, and community
- Service activities considered in promotion and tenure decisions

6. Professional Expectations:

- Maintaining current knowledge in the field

- Engaging with industry through consulting, guest speaking, or research partnerships

7. Scholarly Expectations:

- Research output requirements tailored to faculty rank and specialization
- Support for various forms of scholarship (discovery, integration, application, teaching)

8. Termination Policies:

- Clear procedures for non-renewal of contracts and termination
- Due process and appeal mechanisms in place

All these policies and procedures are available to faculty through the university's intranet and are discussed during new faculty orientation.

Supporting Document: "San University Internal Labour Policy"

Criterion 5.2 - Deployment

A. Faculty Qualifications

San University ensures that faculty are qualified to teach all required business courses:

1. 100% of undergraduate credit hours in business are taught by faculty with Master's or Doctorate degrees.
2. 26% of undergraduate and 81% of graduate credit hours in business are taught by Doctorate degree faculty.

B. Academic Leadership

For each academic major, San University provides strong academic leadership:

1. Business:

- Ms. Bayaraa Zorigt, MBA University of Texas, Dallas
- 11 full-time faculty members (6 Ph.D., 5 Master's with industry experience)

2. Accounting:

- Ms. Buyannast Lkhagvasuren, MBA, CPA membership pending
- 6 full-time faculty members (3 Ph.D., 3 Master's with CPA affiliate status or full membership)

3. Finance:

- Dr. Selmaa Batkmunkh, Ph.D.
- 6 full-time faculty members (2 Ph.D., 4 Master's)

Each department ensures depth and breadth of knowledge through:

- Regular curriculum reviews
- Industry advisory boards
- Faculty development in emerging areas

Faculty Development Process:

1. New Faculty Orientation: One-week program covering university policies, teaching expectations, and available resources (Two-week for incoming international member of faculty)
2. Mentor Assignment: Each new faculty member is paired with a senior faculty mentor
3. Course Preparation Support: Department chairs work closely with new faculty on course design and delivery
4. Regular Faculty Meetings: Monthly meetings to discuss teaching strategies and share best practices
5. Teaching Workshops: Quarterly workshops on effective teaching methods and use of technology in the classroom
6. Peer Observation: Each faculty member is observed by a peer at least once per year, with constructive feedback provided

Criterion 5.3 - Results

A. Faculty Evaluation System

1. Evaluation Components:
 - Teaching effectiveness (40%)
 - Research and scholarly activities (30%)

- Service to the university and community (20%)
- Professional development and industry engagement (5%)
- Student body engagement (5%)

2. Evaluation Process:

- Annual self-evaluation report submitted by faculty
- Student evaluations of teaching effectiveness/engagement
- Peer observation of teaching
- Review of research output and service activities
- Annual performance review meeting with department chair

3. Use of Evaluation Results:

- Inform merit pay increases
- Guide promotion and tenure decisions
- Identify areas for professional development
- Recognize outstanding performance through awards

Supporting Document: "Performance Evaluation Policy" (attached)

B. Human Resource Management for Multiple Delivery Systems

1. Recruitment:

- Specific hiring criteria for online and hybrid teaching experience
- Demonstration teaching sessions in various formats (in-person, online, hybrid)

2. Training:

- Mandatory online teaching certification program for all faculty
- Regular workshops on best practices in various delivery modes

3. Observation and Evaluation:

- Tailored evaluation criteria for each delivery mode
- Regular observation of online and hybrid courses

4. Development:

- Continuous training in emerging educational technologies
- Peer mentoring program for online and hybrid teaching

C. Scholarly and Professional Activities

San University encourages and supports a balance of scholarly and professional activities:

1. Scholarship of Teaching:

- Faculty learning communities focused on pedagogical innovation
- Annual Teaching Innovation Grants program

2. Scholarship of Discovery:

- Research seed grants for new projects
- Reduced teaching load for faculty with significant research agendas

3. Scholarship of Integration:

- Support for interdisciplinary research initiatives
- Funding for editing and publishing academic books

4. Scholarship of Application:

- Partnerships with local businesses for applied research projects
- Consulting opportunities through the university's business outreach center

5. Professional Activities:

- Support for professional certifications and memberships
- Engagement with professional organizations encouraged and recognized in evaluations

Criterion 5.4 - Improvement

A. Faculty Development System

1. Needs Assessment:

- Annual faculty survey on development needs
- Analysis of student feedback and performance data
- Review of industry trends and emerging technologies

2. Development Programs:

- New Faculty Orientation Program
- Mid-career Faculty Renewal Program
- Leadership Development Program for aspiring academic leaders

3. Resource Allocation:

- Individual professional development budgets
- Competitive internal grants for innovative teaching and research projects
- Travel funds for conference attendance and presentation

4. Alternative Instructional Methods Training:

- Online Teaching Certification Program
- Workshops on flipped classroom and hybrid teaching models
- Training in the use of virtual reality and simulation in business education

5. Approval and Evaluation Process:

- Faculty submit development proposals to department chairs
- Proposals evaluated based on alignment with strategic goals and individual development plans
- Post-activity reports required to assess outcomes and share learning with colleagues

6. Impact on Teaching Effectiveness:

- Improved student satisfaction scores (from 4.2 to 4.5 on a 5-point scale over three years)
- Increased use of innovative teaching methods (75% of courses now incorporate active learning techniques)

- Higher retention rates in courses taught by faculty who completed development programs

B. Opportunities for Improvement

Based on the results presented, San University plans to address the following areas for improvement:

1. Enhance support for junior faculty research to increase publication output
2. Develop more robust industry partnership programs to keep faculty current with business practices
3. Implement a more comprehensive peer mentoring system for teaching excellence
4. Increase faculty diversity through targeted recruitment initiatives
5. Expand interdisciplinary collaboration opportunities for faculty

Supporting Document: "San University School of Business Human Resource Plan 2024-2030"
(attached)

Standard 6 - Curriculum

Criterion 6.1 - Approach

a. Management of Key Processes for Curriculum Design and Delivery

1. Curriculum Committee: A standing committee of faculty members, industry advisors, and student representatives oversees curriculum development and review.
2. Annual Curriculum Review: Each program undergoes a comprehensive review to ensure relevance and alignment with industry needs.
3. Benchmarking: Regular comparison with peer institutions and industry standards to identify areas for improvement.
4. Technology Integration: Continuous assessment of emerging technologies for integration into the curriculum.
5. Stakeholder Feedback Loop: Regular surveys and focus groups with students, alumni, and employers to inform curriculum updates.

b. Securing Curricular Input from Stakeholders

San University actively engages stakeholders in curriculum development:

1. Industry Advisory Board: Quarterly meetings to review curriculum and provide input on industry trends.
2. Alumni Surveys: Annual surveys to assess curriculum relevance in their professional lives.
3. Student Focus Groups: Semester-end sessions to gather feedback on course content and delivery.
4. Employer Interviews: Annual interviews with major employers to identify skill gaps and emerging needs.
5. Faculty Professional Development: Encouragement for faculty to attend industry conferences and bring insights back to curriculum discussions.

c. Linkage of Curricular Development to Strategic Plan and Mission

The curriculum development process is closely aligned with San University's strategic plan and mission:

1. **Mission Alignment:** All new courses and program changes are evaluated against the school's mission of "preparing global business leaders with a focus on innovation and ethical practice."
2. **Strategic Goals Integration:** Curriculum development initiatives are directly linked to strategic goals, such as enhancing digital competencies and global business understanding.
3. **Annual Strategic Review:** The Curriculum Committee participates in the annual strategic planning process to ensure curriculum initiatives support overall strategic direction.
4. **Outcome Mapping:** Learning outcomes for each program are mapped to the school's mission and strategic objectives.

Criterion 6.2 - Deployment

a. Ensuring Comparable Quality and Consistency

San University ensures consistency across courses taught by full-time and part-time faculty through:

1. **Standardized Syllabi:** Core elements of syllabi are standardized across all sections of a course.
2. **Course Coordinators:** Full-time faculty members serve as coordinators for multi-section courses, ensuring consistency in content and assessment.
3. **Regular Faculty Meetings:** Monthly meetings for all faculty teaching the same course to align on objectives and teaching strategies.
4. **Peer Observation:** Cross-observation between full-time and part-time faculty to share best practices.
5. **Standardized Assessments:** Common final exams or projects for core courses to ensure consistent learning outcomes.

b. Abbreviated Course Syllabi

An example course syllabus is added below for reference.

Figure 6.4.b Abbreviated Course Syllabus

Course: FIN 4337 – Business Valuation

Program: Bachelor of Science in Business Administration with specialization in Financial Management

FIN 4337 Business Valuation Course Syllabus

**San University
Ulaanbaatar Mongolia**

Course Description: Valuing businesses based on the following methods

1. Enterprise valuation concepts and premises of value
2. Discounted Cash Flow (DCF) techniques and modelling
3. Market comparable valuations
4. Private equity valuations, control and liquidity issues.

Instructor:

Class:

Cell Phone:

E-mail:

Required Textbooks and Materials:

Titman, Sheridan, and John D. Martin, Valuation, 2nd ed., Prentice Hall

Grading System: Grading Scale:

Grading	%
Exam 1	20%
Exam 2	20%
Final Exam	30%
Case Studies	20%
Attendance	10%

Course Rules:

Exams: Students **MUST** take all exams. **NO** make-up exams will be given. Students with anticipated excused absences should contact me prior to the absence.

Homework and Quizzes: There will be about 20 cases and homeworks throughout the semester. These quizzes are used to reinforce the skills necessary to do well on exams. Your *lowest 2 quiz grades will be dropped*. Because of this, **NO** late quizzes will be accepted and there will be **NO** opportunities to make-up quizzes.

Attendance: It is critical to your success that you attend each session. It is also important to come to class prepared, so I expect that you've read the day's material, listened to the lecture, and completed the quiz.

Business Valuation Course Schedule

Weeks		Topic	Homework
1		Intro	Chapter 1 Sections 1.1, 1.2, 1.3, 1.4
		Overview of Valuation	
2		Forecasting and Valuing Cash flows	Chapter 2 Sections 2.1, 2.2 Homework 2.2, 2.3, 2.4, 2.5
3		Forecasting continued	Chapter 2 Sections 2.1, 2.2 Homework 2.2, 2.3, 2.4, 2.5
4		Estimating a cost of capital	Chapter 4 All Sections Homework 4.1, 4.2
5		Estimating a cost of capital	Chapter 4 All Sections Homework 4.1, 4.2
6		Review	
7		Forecasting Financial performance	Chapter 6 All Sections Homework 6.1, 6.2, 6.3, 6.4 6.10, 6.12, 6.13
8		Forecasting Financial performance	Chapter 6 All Sections Homework 6.1, 6.2, 6.3, 6.4 6.10, 6.12, 6.13
9		Relative Valuation with Market Comparables	Chapter 8 All Sections Homework 8.3, 8.4, 8.6
10		Relative Valuation with Market Comparables	Chapter 8 All Sections Homework 8.3, 8.4, 8.6
11		Enterprise Valuation	Chapter 9 Section 9.1, 9.2, 9.3, 9.4
12		Review	
13		Venture Capital, Private Equity and Leveraged Buyouts	Chapter 10 Sections 10.1, 10.2, 10.3, 10.4, 10.5 Homework 10.1, 10.2, 10.3, 10.9
14		Liquidity/Control	Chapter 10 Sections 10.1, 10.2, 10.3, 10.4, 10.5 Homework 10.1, 10.2, 10.3, 10.9
15		Project Presentation	
16		Final Exam	

Supporting Document: "Curriculum of BBA Program" (attached)

c. Coverage of Business Topics

Table 6.2.c - Business Topic Coverage

Program	Total Credits	Business Credits	Percentage
BBA	120	90	75%
MBA	60	54	90%

All programs exceed the minimum requirement of 25% business content.

Supporting Document: "Curriculum of BBA Program" (attached)

d. Articulation and Transfer Relationships

Table 6.2.d - Articulation and Transfer Arrangements

a. Principal Transfer Institutions:

- National University of Mongolia NUM (receives students)
- Ider University (receives and sends students)
- University of Finance and Economics (sends students)
- Mandakh Burtgel University (receives and sends students)

b. Mechanisms to Avoid Duplication:

- Course equivalency database maintained and updated annually
- Transfer credit evaluation process involving faculty review
- Articulation agreements with key partner institutions

c. Student Advisement Process:

- Dedicated transfer student advisor
- Pre-transfer credit evaluation service

- Transfer student orientation program

- Online transfer credit calculator tool

Supporting Document: "Credit Transfer Policy" (attached)

Criterion 6.4 - Baccalaureate Degree Deployment

a. Undergraduate Common Professional Component (CPC)

Table 6.4.d Template for CPC Compliance

CPC Area	Course(s) Covering the Topic
Marketing	MKT2101 – Principles of Marketing MKT3112 – Advanced Marketing MKT4514 – Marketing Research MKT4214 – Digital Marketing MKT4414 – Content Marketing
Business Finance	FIN2101 – Business Finance FIN3122 - Corporate Finance FIN3322 – International Finance FIN3333 – Financial Management FIN4224 – Financial Markets & Institutions
Accounting	ACCT2101 – Financial Accounting ACCT2102 – Managerial Accounting ACCT3112 – Intermediate Accounting ACCT4112 – Intermediate Accounting II MGMT3413 – Cost Accounting
Management	MGM2101 – Basics of Management HR3101 – Human Resources Management OPER3412 – Operational Management MGMT4322 – Project Management
Legal Environment of Business	LAW3101 – Business Law
Economics	ECON2101 – Macroeconomics ECON2202 - Microeconomics ECON4334 – International Economics
Business Ethics	LAW2101 – Business Ethics and Corporate Responsibility
Global Dimensions of Business	INT2201 – International Business INT3202 – Current Issues in Trade
Business Communications	ENG2203 - Business English ENG3102 - Speech Communication
Information Systems	MIS3102 – Management Information Systems
Quantitative Techniques/Statistics	MIS3233 – Quantitative Analysis STAT2101 – Business Statistics
Integrative Areas	STRA4266 - Strategic Management (Capstone)

Criterion 6.5 - Master's Programs

a. Master's Program Information

Table 6.5.a - Master's Program Information

Program	Minimum Credits	Admission Req.	Other Req.
MBA	60	Bachelor's	Work Exp., Capstone Project

b. Program Requirements Beyond CPC

The MBA program requires 60 credits beyond the undergraduate level:

- 30 credits of advanced core business courses
- 24 credits of specialization courses
- 6 credits of capstone project

Students admitted without an undergraduate business background complete an additional 15 credits of foundation courses covering the CPC areas.

Supporting Document: "Curriculum of MBA Program" (attached)

Standard 7 - Business Unit Performance

Criterion 7.1 - Approach

a. Student Performance Tracking Processes

Table 7.1.a - Student Achievement Tracking

Performance Measure	Measurement Process	Frequency	Responsible Party
Retention Rate	Student Information System Analysis	Annual	Office of Institutional Research
Graduation Rate	Cohort tracking	Annual	Registrar's Office
Job Placement Rate	Alumni survey	Bi-annual	Student Services
CPA Exam Pass Rate	Self reported by students in the program	Annual	Accounting Department
Graduate School Acceptance	Exit survey and alumni survey	Annual	Registrar's Office

b. Business Operation Processes

Table 7.1.b - Business Operation Processes

Process	Description	Monitoring Method	Frequency
Curriculum Review	Systematic evaluation of course content and program structure	Faculty and industry advisory board review	Annual
Faculty Development	Workshops, conferences, and research support for faculty	Participation tracking and outcome assessment	Quarterly
Technology Integration	Implementation of new educational technologies	Usage statistics and student feedback	Per semester
Industry Partnerships	Collaborations for internships and guest lectures	Partnership activity reports	Bi-annual
Student Advising	Academic and career guidance for students	Advising session logs and student satisfaction surveys	Per semester

c. Education Support Processes

Table 7.1.b (continued) - Education Support Processes

Process	Description	Monitoring Method	Frequency
Library Services	Access to research databases and academic resources	Usage Statistics and user satisfaction surveys	Monthly
Computer Lab Support	Maintenance and upgrading of IT facilities	Uptime reports and user feedback	Weekly
Tutoring Services	Peer and professional tutoring for business courses	Session attendance and grade improvement tracking	Monthly
Career Services	Resume workshops, job fairs, and interview preparation	Event participation and placement rates	Per Semester
Financial Aid	Assistance with scholarships and financial planning	Aid distribution reports and student feedback	Annually

d. Sharing Performance Results with the Public

Table 7.1.a (continued) - Public Information Links

Performance Measure	Web Link
Graduation Rate, Retention Rate, Job Placement Rate	https://www.san.edu.mn/#/menudetail/35

Criterion 7.2 - Deployment

a. Deployment of Student Achievement Tracking

Evidence of deployment for student achievement tracking processes:

- Retention Rate: Automated reports generated from the Student Information System at the end of each academic year.

- Graduation Rate: Cohort tracking initiated for each incoming class, with progress monitored annually.
- Job Placement Rate: Career Services Center conducts comprehensive surveys of graduates 6 months and 1 year after graduation.
- CPA Exam Pass Rate: Accounting Department liaison established with State Board of Accountancy for annual reporting.
- Graduate School Acceptance: Exit survey process implemented for all graduating seniors, with follow-up procedures in place.

b. Monitoring of Business Operation Processes

Evidence of monitoring business operation processes:

- Curriculum Review: Annual review cycle established with documented outcomes and action items.
- Faculty Development: Quarterly reports on faculty participation in development activities and resulting improvements in teaching or research.
- Technology Integration: Semester-end reports on technology usage and impact on student learning outcomes.
- Industry Partnerships: Bi-annual review of partnership activities, including internship placements and guest lecture series.
- Student Advising: Semester reports on advising session frequency and outcomes, including student satisfaction metrics.

c. Monitoring of Educational Support Services

Evidence of monitoring educational support services:

- Library Services: Monthly usage reports of digital and physical resources, with user satisfaction survey results.

- Computer Lab Support: Weekly uptime reports and issue resolution statistics.
- Tutoring Services: Monthly reports on tutoring session attendance and correlation with student performance improvement.
- Career Services: Semester-end reports on career event participation and job placement success rates.
- Financial Aid Support: Annual review of aid distribution and its impact on student retention and success.

Criterion 7.3 - Results

a. Student Performance Results

Table 7.1.a (continued) - Student Achievement Results

Performance Measure	2021	2022	2023
Retention Rate	83%	82%	85%
Graduation Rate	71%	75%	74%
Job Placement Rate	88%	89%	93%
CPA Exam Pass	34%	21%	N/A
Grad School Acceptance	21%	27%	18%

b. Business Operation Process Results

Table 7.1.b (continued) - Business Operation Process Results

Process	KPI	2021	2022	2023
Curriculum Review	% of courses updated	11%	8%	3%
Faculty Development	Workshop and other session participation rate	95%	95%	95%
Industry Partnerships	No. of Active Partnerships	7	9	10
Student Advising	Student Satisfaction	78%	73%	81%

c. Educational Support Process Results

Table 7.1.b (continued) - Educational Support Process Results

Process	KPI	2021	2022	2023
Library Services	Digital resource access	3,241 ⁹	891	1,466
Computer Lab Support	Number of support service tickets closed	124	213	178
Tutoring Services	% of students utilizing the service at least once a semester	31%	32%	32%
Career Services	Employer partnerships	8	8	9
Financial Aid	% of students receiving aid	61%	59%	62%

d. Public Access to Student Achievement Results

The link to San University student achievement results is prominently displayed on the university’s website. Users can access detailed information on student achievements on the link below. The link navigates users to the “News” section of the website, where student achievements are published.

Direct link: <https://www.san.edu.mn/#/menulist/23>

Criterion 7.4 - Continuous Improvements

a. Improvements Based on Student Performance Results

Table 7.1.b (continued) - Improvements from Student Performance Results

Performance Measure	Improvement Action
Retention Rate	Early intervention program for at-risk students, 5% increase in retention by 2026
Job Placement Rate	Enhanced industry partnership programs, launch of summer internship agreements, 5% increase in job placements by 2026

⁹ Uptick attributable to COVID-19 and associated increase in distance learning

CPA Exam Pass Rate	Agreement with MonICPA for joint pathway program to CPA membership, 10% increase in alumni membership rate by 2028
CFA Exam Pass Rate	Agreement with Mongolian Society of Financial Analysts for Industry mentorship program, enrollment of students in CFA tutoring sessions, 10% increase in CFA Level 1 examination pass rates before graduation by 2027

b. Improvements in Business Operation Processes

Table 7.1.b (continued) - Business Operation Process Improvements

Process	Improvement Action	Result
Curriculum Review	Implemented data-driven review process	Eliminated the need to review and update curriculum based on frequency
Faculty Development	Introduced personalized development plans	9% increase in faculty satisfaction
Technology Integration	Launched faculty tech mentor program	More efficient use of class time

c. Improvements in Educational Support Processes

Table 7.1.b (continued) - Educational Support Process Improvements

Process	Improvement Action	Result
Library Services	Expanded digital resource subscriptions	25% increase in digital resource usage
Tutoring Services	Implemented online tutoring platform	15% increase in students utilizing tutoring services
Career Services	Alumni mentorship program, Strategic alliance with industry leading companies	20% increase in successful job placements

Appendix A – Organizational Chart

