CamEd
Business School

STRATEGIC PLAN 2024-2028

JANUARY 2026

STRATEGIC PLAN 2024-2028

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ABOUT THIS STRATEGIC PLAN

This strategic plan incorporates inputs from internal and external sources, key stakeholders, and benchmarkings. The strategic plan is guided by the president and approved by the Board of Governors. The implementation of the plan is the responsibility of the President, and it is monitored by the Internal Quality Assurance (IQA), the President and the Board of Governors.

BOARD OF GOVERNORS

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VISION

To develop a community of business professionals performing on par with those in international business centers, taking initiatives as leaders, and upholding ethical standards.

MISSION

CamEd Business School is committed to providing innovative, industry-oriented business education and research to develop ethical, internationally recognized professionals who create a positive impact on the sustainable economic development of Cambodia.

EDUCATIONAL PHILOSOPHY

CamEd Business School adopts the science of outcomes-based education as its educational philosophy. CamEd implements outcomes-based education in order to achieve the benefits of human capital theory.

Outcomes-Based Education

CamEd follows the principles of outcomes-based education by which learning outcomes are aligned with the current and future needs of employers and the economy. In outcomes-based education, CamEd uses the backward approach of curriculum design, starting with the skills required by employers, and then designing the program learning outcomes, teaching and learning activities, and assessments to achieve those learning outcomes. CamEd believes in research evidencing the effectiveness of outcomes-based education (Saha et al, 2023) and research showing the usefulness of outcomes-based learning in ensuring that higher education services are effective and relevant (An, 2014). Outcomes-based learning emphasizes practical application, aligning education with market demands and real-life experiences. CamEd encourages active learning through projects, simulations, and work placements.

Human Capital Theory

Our educational philosophy of outcomes-based education is supported by human capital theory, the theory that an increase in human capital in the form of skills, abilities, and attitudes increases economic output. CamEd believes in research evidencing positive national economic growth from education (Agasisti et al, 2020; Burgess, 2016) as well as positive economic returns to individual students from higher education (Nathwani et al, 2020; Hastings et al, 2013; Walker et al, 2011). Therefore, in carrying out its mission of higher education, CamEd aims to contribute to both national and individual economic returns.

VALUES

Continuous Improvement

We recognize the need for continuous improvement in our processes and services by promoting efficiency and innovation which lead to profitable growth and result in greater opportunities. We continuously seek to better understand our stakeholders' needs by conducting market and societal needs analysis, to improve all aspects of our programs and services to meet the needs, and to introduce innovative strategies to stay tuned to the constant market and societal changes. In addition, continuous professional development of our people through pursuit of higher qualifications, attending training, and sharing ideas and experiences is also essential to our institute. Moreover, we share local and international expertise to continually improve all aspects of our business and that of our stakeholders. Therefore, continuous improvement in all aspects of our institute is one of the core values that drive our success.

Ethics

Maintaining high ethical standards is one of our values. We always maintain integrity, objectivity, and professional behaviors in all professional and business relationships in order to develop mutual trust, support, and respect from stakeholders. We believe that being ethical is a foundation of our success which leads to the greater responsibility of moral ascendancy.

Practicality

CamEd believes high quality teaching is critical to students' education. CamEd strives to maintain high performing and diverse academic staff, disseminating best practice in their respective fields. We provide international standards and best practices. We respect and learn from local business practices and cultures and provide knowledge tailored to local needs. In addition, we continuously update our programs and services to ensure that they stay relevant and that they are based on real-world applications. We, furthermore, engage guest speakers who currently work in their field to conduct lectures for our students. Our research publications also fully reflect the reality from the ground and are assigned as teaching and learning materials.

The following are the goals to be achieved by the end of 2028.

1. Produce a significant number of graduates with skills and ethics capable of working in international business centers.

2. Achieve social development through successful employment and work performance of graduates.

3. Improve business productivity by teaching innovative business practices, conducting impactful research, and supporting diversity and inclusivity.

4. Enhance the institute's operational efficiency and financial sustainability while creating long-term reputational value.

STRATEGIC OBJECTIVES

The following are the strategic objectives in line with the goals

The following are the strategic objectives in line with the goals.

1.1. Develop business skills and ethics in students via high-quality higher education programs and services.

1.2. Increase the number and academic potential of students admitted.

2.1. Achieve positive societal impact by supplying skilled human capital to support businesses.

2.2. Strengthen career support and networking opportunities.

3.1. Enhance academic staff teaching skills, qualifications, and professional experience.

3.2. Increase the positive impact of research and recommendations to improve business policies and practices

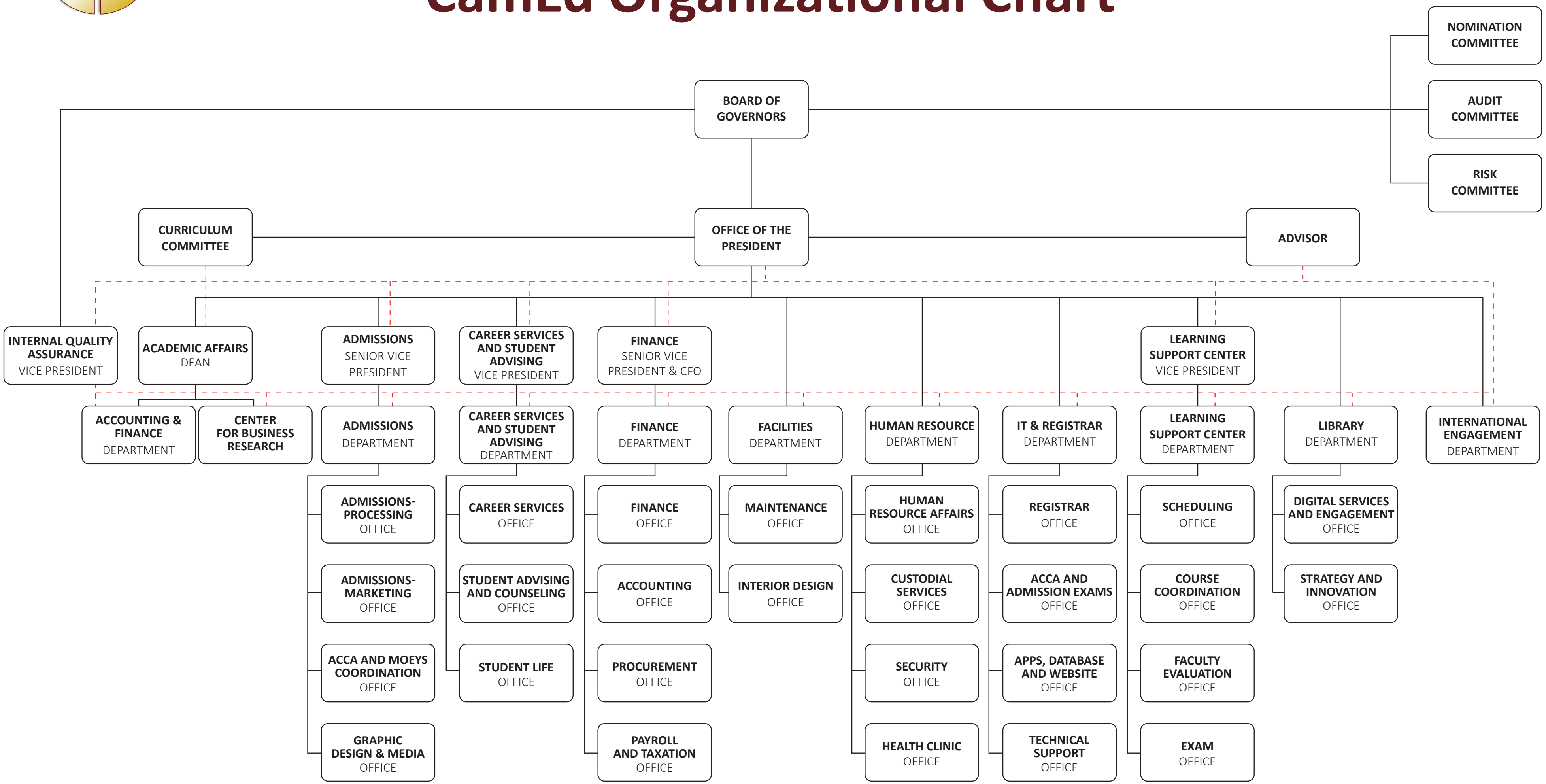
3.3. Support diversity and inclusivity.

4.1. Improve CamEd services, facilities, and processes to support students, academic staff, and support staff.

4.2. Enhance operational efficiency and financial sustainability.

4.3. Elevate CamEd's reputation as a prestigious institute of higher education.

CamEd Organizational Chart



Note: Solid line indicates line of authority; broken line indicates collaboration.

STRATEGIC PLAN 2024-2028

GOAL 1:
Produce a significant number of graduates with skills and ethics capable of working in international business centers.

Strategic Objective	Tactics	Resources and Stakeholder Participation Needed	Measures of Success	2023 Baseline	2024 Target	2025 Target	2026 Target	2027 Target	2028 Target
1.1. Develop business skills and ethics in students via high-quality higher education programs and services.	1.1.1. Review feasibility and establish timelines for additional degree programs in response to the market needs. CCC obj 2	Curriculum Committee IQA Student Council Alumni Council Faculty Council Employer Council	Number of degree programs supporting experiential learning and ethics delivered by faculties	Faculty: 1 Bachelor: 1 Master: 1	Faculty: 1 Bachelor: 1 Master: 1	Faculty: 1 Bachelor: 2 Master: 1	Faculty: 1 Bachelor: 2 Master: 1	Faculty: 2 Bachelor: 3 Master: 1	Faculty: 2 Bachelor: 4 Master: 1
	1.1.2. Review and Improve the curriculum to ensure its alignment with the employers' needs. ACA obj 2	CCC IQA Student Council Alumni Council Faculty Council Employer Council							
	1.1.3. Ensure compliance with standards and requirements of accrediting agencies and relevant authorities. IQA obj 10	IQA QET	Certification, accreditation and ranking	ACC Inst: 1 AUN-QA: 1 ISO: 1 ACBSP: 1 QS: 3 Stars ACCA: Platinum	ACC Inst: 1 AUN-QA: 1 ISO: 1 ACBSP: 1 QS: 4 Stars ACCA: Platinum	ACC Inst: 1 AUN-QA: 1 ISO: 1 ACBSP: 1 QS: 4 Stars ACCA: Platinum	ACC Inst: 1 AUN-QA: 1 ISO: 1 ACBSP: 1 QS: 4 Stars ACCA: Platinum	ACC Inst: 1 AUN-QA: 2 ISO: 1 ACBSP: 1 QS: 4 Stars THE: Register ACCA: Platinum	ACC Inst: 1 AUN-QA: 2 ISO: 1 ACBSP: 1 AACSB: 1 QS: 5 Stars THE: Ranking ACCA: Platinum

	1.1.4. Provide sufficient, high quality support to academic staff and students, monitor course conformity, and deliver high quality exams. LSC obj 1 CSS obj 4	Effective learning resources and LSC and CSSA support services	On-time graduation rate by intake	2020 Intake: BAF: 65%	2021 Intake: BAF: 70% 2022 Intake: MSAF: 68%	2022 Intake: BAF: 70% 2023 Intake: MSAF: 68%	2023 Intake: BAF: 75% 2024 Intake: MSAF: 70%	2024 Intake: BAF: 80% 2025 Intake: MSAF: 75%	2025 Intake: BAF: 85% 2026 Intake: MSAF: 80%
	1.1.5. Provide an effective orientation program that covers academic expectations, resources available, and effective study strategies. ADM obj 2	All departments Students	Student satisfaction of orientation (Survey at the end of the 1st semester)	NA	NA	NA	BAF: 6.0+ n=>35% MSAF: 6.0+ n=>35%	BAF: 6.0+ n=>35% MSAF: 6.0+ n=>35%	BAF: 6.0+ n=>35% MSAF: 6.0+ n=>35%
	1.1.6. Conduct a systematic assessment of learning outcomes and provide feedback for improvement. ACA obj 1 ITR obj 5 IQA obj C11	• Data collection and analysis • IQA monitoring • Continuous improvement and recalibration of teaching, learning, and assessment • LSC coordination	Average GPA	BAF: Y1: 2.53 Y2: 2.77 Y3: 2.54 Y4: 2.65	BAF: Y1: 2.70 Y2: 2.90 Y3: 2.54 Y4: 2.70	BAF: Y1: 2.70 Y2: 2.90 Y3: 2.54 Y4: 2.70	BAF: Y1: 2.80 Y2: 2.90 Y3: 2.80 Y4: 2.80	BAF: Y1: 2.90 Y2: 2.90 Y3: 2.90 Y4: 2.90	BAF: Y1: 3.00 Y2: 3.00 Y3: 3.00 Y4: 3.00
	1.1.7. Conduct a systematic evaluation of the quality of teaching, services and resources. IQA obj B6, B7, B8 ACA obj 1 LSC obj 3	IQA HR FAF FAC LSC		MSAF: Y1: 2.27 Y2: 2.09	MSAF: Y1: 2.4 Y2: 2.4	MSAF: Y1: 2.4 Y2: 2.4	MSAF: Y1: 2.5 Y2: 2.5	MSAF: Y1: 2.6 Y2: 2.6	MSAF: Y1: 2.7 Y2: 2.7

	1.1.8. Provide quality academic advising, tutoring, and mentoring to underperforming students to improve student performance and retention rate. CSS obj 4	CSSA Tutors Students	Student retention rate	BAF: Y1-2: 88% Y2-3: 94% Y3-4: 94% MSAF: Y1: 76% Y2: 72%	BAF: Y1-2: 93% Y2-3: 95% Y3-4: 95% MSAF: Y1: 70% Y2: 70%	BAF: Y1-2: 93% Y2-3: 95% Y3-4: 95% MSAF: Y1: 70% Y2: 70%	BAF: Y1-2: 94% Y2-3: 95% Y3-4: 95% MSAF: Y1: 70% Y2: 70%	BAF: Y1-2: 95% Y2-3: 96% Y3-4: 96% MSAF: Y1: 70% Y2: 70%	BAF: Y1-2: 95% Y2-3: 96% Y3-4: 96% MSAF: Y1: 70% Y2: 70%
	1.1.9. Provide career services to assist students and graduates to get a work placement or a job in international business centers. CSS obj 1,2	CSSA Students Graduates Employers	Percentage of graduates working in international businesses	BAF: Within 3 mo: 69.58% N/A	BAF: Within 3 mo: 65% MSAF: Within 3 mo: 65%	BAF: Within 3 mo: 65% MSAF: Within 3 mo: 65%	BAF: Within 3 mo: 65% MSAF: Within 3 mo: 65%	BAF: Within 3 mo: 65% MSAF: Within 3 mo: 65%	BAF: Within 3 mo: 65% MSAF: Within 3 mo: 65%
1.2. Increase the number and academic potential of students admitted.	1.2.1. Regularly increase the number of new students for degree programs by building brand awareness and conducting applicant evaluation. ADM obj 2	Admissions High schools Coorporates	Number of new local students for degree programs	BAF: 592 MSc: 250 -JD23:142 -JJ24:108 Total: 842	BAF: 553 MSc: 256 -JD24:128 -JJ25:128 Total: 809	BAF: 599 MSc: 258 -JD25:129 -JJ26:129 Total: 857	BAF: 645 MSc: 258 -JD26:129 -JJ27:129 Total: 903	BAF: 645 MSc: 263 -JD27:134 -JJ28:129 Total: 908	BAF: 691 MSc: 263 -JD28:134 -JJ29:129 Total: 954
	1.2.2. Develop student showcases to show how CamEd's programs have impacted student careers in international companies and further studies overseas. ADM obj 2	Admissions High schools Corporates International HEIs Students	Percentage of new intakes for Bachelor degree with high school grades A, B, C, D, E in average	CamEd: A: 10% B: 23% C: 27% D: 23% E: 15%	CamEd: A: 8% B: 20% C: 29% D: 28% E: 15%	CamEd: A: 8% B: 20% C: 29% D: 28% E: 13%	CamEd: A: 9% B: 21% C: 30% D: 28% E: 10%	CamEd: A: 10% B: 21% C: 31% D: 30% E: 8%	CamEd: A: 10% B: 22% C: 32% D: 30% E: 6%
				[National actual: A: 1% B: 8% C: 21% D: 34% E: 36%]	[National actual: A: 2% B: 9% C: 18% D: 35% E: 38%]	To be determined	To be determined	To be determined	To be determined

	1.2.3. Increase collaborations with international universities and other institutions. INE obj 1	International Engagement Professors Embassies Agencies International HEIs	Accumulated number of active collaboration agreements with partner institutions	7	8	10	13	15	18
	1.2.4. Significantly increase the number of new international students ADM obj 2	Admissions International HEIs Students	Number of active international students by year	52	55	60	90	120	150
	1.2.5. Establish collaborations with overseas universities to increase inbound and outbound students. INE obj 1	INE International HEIs	Inbound students by year	18	12	20	30	40	50
			Outbound students by year	15	42	48	55	63	72

GOAL 2:
Achieve social development through successful employment and work performance of graduates.

Strategic Objective	Tactics	Resources and Stakeholder Participation Needed	Measures of Success	2023 Baseline	2024 Target	2025 Target	2026 Target	2027 Target	2028 Target
2.1. Achieve a positive societal impact by supplying skilled human capital to support businesses.	2.1.1. Ensure that the curriculum and teaching and learning activities develop skills required by employers. CCC obj 2 ACA obj 2	Program specifications and course specifications	Employers' (supervisors or managers) satisfaction of graduate quality on a 1-7 scale	BAF: 5.46 n=26	BAF: 5.85+ n=>30	BAF: 5.90+ n=>30	BAF: 5.95+ n=>30	BAF: 6.0+ n=>30	BAF: 6.0+ n=>30
			Percentage of employers (supervisors or managers) rating graduates "good" or "excellent"	50%	BAF: 73% n=>30 MSAF: N/A	BAF: 76% n=>30 MSAF: N/A	BAF: 77% n=>30 MSAF: 77% n=>30	BAF: 79% n=>30 MSAF: 77% n=>30	BAF: 82% n=>30 MSAF: 77% n=>30
	2.1.2. Increase leadership training, project-based learning, capstone projects, business competitions, and soft skill development through real-world experiences in the curriculum. CSS obj 6 CCC obj 1	CCC Acad Staff CSSA Student Clubs	Employers' (supervisors or managers) rating of graduates' management potential on a 1-7 scale	N/A	BAF: 5.2+ n=>30 MSAF: N/A	BAF: 5.4+ n=>30 MSAF: N/A	BAF: 5.6+ n=>30 MSAF: 5.6+ n=>30	BAF: 5.8+ n=>30 MSAF: 5.8+ n=>30	BAF: 6.0+ n=>30 MSAF: 6.0+ n=>30

	2.1.3. Fulfill graduates' desire for meaningful, productive employment. IQA obj D14 CSS obj 2	IQA CSSA Independent Consulting Firm to Run Tracer Study	Graduates' satisfaction of employment on a 1-7 scale	BAF: 5.52 n=657	BAF: 5.85+ n=>35%	BAF: 5.90+ n=>35%	BAF: 5.95+ n=>35%	BAF: 6.0+ n=>35%	BAF: 6.0+ n=>35%
			Percentage of graduates rating employment "good" or "excellent" on a 1-7 scale	BAF: 61% n=657	BAF: 73% n=>35%	BAF: 76% n=>35%	BAF: 77% n=>35%	BAF: 79% n=>35%	BAF: 82% n=>35%
2.2. Strengthen career support and networking opportunities.	2.2.1. Provide career services to assist students and graduates to get a work placement or a job. CSS obj 1, 2	CSSA Students Graduates Employers	Employment rate after graduation	BAF: Within 3 mo: 97%	BAF: Within 3 mo: 80%	BAF: Within 3 mo: 80%	BAF: Within 3 mo: 80%	BAF: Within 3 mo: 90%	BAF: Within 3 mo: 90%
	2.2.2. Establish long-term relationships with international companies across business industries. CSS obj 2	CSSA Employers	Number of international companies participating in joint activities.	2	14	16	18	20	22
	2.2.3. Organize networking events, career fairs, and employer roundtables to engage students with employers. CSS obj 2	CSSA Students Alumni Employers	Accumulated number of events, career fairs, and roundtables	6	2	5	7	9	11

GOAL 3:
Improve business productivity by teaching innovative business practices, conducting impactful research, and supporting diversity and inclusivity.

<table>
<tr><th>Strategic Objective</th><th>Tactics</th><th>Resources and Stakeholder Participation Needed</th><th>Measures of Success</th><th>2023 Baseline</th><th>2024 Target</th><th>2025 Target</th><th>2026 Target</th><th>2027 Target</th><th>2028 Target</th></tr>
<tr><td rowspan="5">3.1. Enhance academic staff teaching skills, qualifications, and professional experience.</td><td>3.1.1. Provide sufficient financial support to academic staff pursuing their doctoral degrees
HRM obj 1, 2</td><td>HR
Acad Staff</td><td rowspan="2">Percentage of academic staff with terminal degrees and the proportion of participating academic staff</td><td rowspan="2">Degree:
Doctor: 50%
Master: 27%

Overall:
Part: 78%
Supp: 22%

Discipline:
N/A</td><td rowspan="2">Degree:
Doctor: 55%
Master: 30%

Overall:
Part: ≥ 75%
Supp: ≤ 25%

Discipline:
N/A</td><td rowspan="2">Degree:
Doctor: 58%
Master: 30%

Overall:
Part: ≥ 75%
Supp: ≤ 25%

Discipline:
Part: ≥ 60%
Supp: ≤ 40%</td><td rowspan="2">Degree:
Doctor: 60%
Master: 26%

Overall:
Part: ≥ 75%
Supp: ≤ 25%

Discipline:
Part: ≥ 60%
Supp: ≤ 40%</td><td rowspan="2">Degree:
Doctor: 63%
Master: 26%

Overall:
Part: ≥ 75%
Supp: ≤ 25%

Discipline:
Part: ≥ 60%
Supp: ≤ 40%</td><td rowspan="2">Degree:
Doctor: 65%
Master: 23%

Overall:
Part: ≥ 75%
Supp: ≤ 25%

Discipline:
Part: ≥ 60%
Supp: ≤ 40%</td></tr>
<tr><td>3.1.2. Recruit qualified academic and support staff and provide orientation and training development
HRM obj 1, 2</td><td>HR
Acad Staff
Students</td></tr>
<tr><td rowspan="3">3.1.3 Provide training, monitoring and feedback to develop academic staff's technical and pedagogical skills
HRM obj 2
ACA obj 3</td><td rowspan="2">IQA
HR
Faculty Council</td><td>Classroom observation score by Faculty Council on a 1-7 scale</td><td>6.71</td><td>6.10+</td><td>6.4+</td><td>6.5+</td><td>6.5+</td><td>6.5+</td></tr>
<tr><td>Academic staff rated by students through Institutional Evaluation score on a 1-7 scale</td><td>6.47</td><td>6.33+</td><td>6.4+</td><td>6.5+</td><td>6.5+</td><td>6.5+</td></tr>
<tr><td>LSC Evaluation Form and Evaluation Report</td><td>Academic Staff Evaluation by Students score on a 1-7 scale</td><td>BAF
6.46

MSAF
N/A</td><td>BAF
6.2+

MSAF
N/A</td><td>BAF
6.2+

MSAF
N/A</td><td>BAF
6.3+

MSAF
6.0+</td><td>BAF
6.4+

MSAF
6.0+</td><td>BAF
6.4+

MSAF
6.0+</td></tr>
</table>

3.2. Increase a positive impact of research and recommendations to improve business policies and practices.	3.2.1. Produce relevant, high quality research in the field of business and publish in JAFESS, Scopus, ABDC, and other recognized international peer-reviewed journals. CBR obj 1, 2	Record of academic staff publications	Percentage of SA publishing in Scopus/ ABDC/ government/ industry publication in the last 6 years	Global SA: 17%	Global SA: 24%	Global SA: 34%	Global SA: 44%	Global SA: 46%	Global SA: 49%
				N/A	N/A	N/A	Discipline SA: -ACCT: 44% -FINC: 44% -ECON: 44% -MGMT 44% -MKTG: 44% -LAWS &TX:44% -ICT&Sta: 44%	Discipline SA: -ACCT: 46% -FINC: 46% -ECON: 46% -MGMT: 46% -MKT: 46% -LX &TX:46% -ICT&Sta: 46%	Discipline SA: -ACCT: 49% -FINC: 49% -ECON: 49% -MGMT: 49% -MKT: 49% -LX &TX: 49% -ICT&Sta: 49%
	3.2.2. Establish a research culture by creating research grants to support research collaborations inside and outside CamEd. CBR obj 3	CamEd authors and external authors	Number of research collabora-tions inside and outside CamEd by year	N/A	Inside: N/A Outside: 5	Inside: N/A Outside: 5	Inside: 10 Outside: 5	Inside: 12 Outside: 5	Inside: 14 Outside: 5
	3.2.3. Transform JAFESS into an internationally recognized journal in its fields of accounting, finance, economics, and social sciences. CBR obj 4	Indexing databases	Accumulated Number of International Indexing Bodies (IIB)	NA	10	11	17	26	Scopus Indexed
	3.2.4. Enhance the impact of research through government and industry publications. CBR obj 2	Government/ industries research report	Accumulated Number of government and industry publications	Gov’t: 2 Industry: 3	Gov’t: 4 Industry: 6	Gov’t: 6 Industry: 9	Gov’t: 8 Industry: 12	Gov’t: 10 Industry: 15	Gov’t: 12 Industry: 18

3.3. Support diversity and inclusivity.	3.3.1. Promote inclusivity by strengthening school-community relationships and addressing the specific needs of different marginalized or underrepresented groups. ADM obj 2 HRM obj 3	Admissions HR CSSA Student clubs	Percentage of international academic staff	NA	50%	55%	60%	60%	60%
			Percentage of students in ethnic minority communities	NA	1%	2%	3%	4%	5%
	3.3.2. Integrate community services into the curriculum such as hands-on projects and organize social activities to address real-world issues. CSS obj 5	CCC CSSA LSC	Number of community services conducted each year	20	20	25	30	35	40
	3.3.3. Collect and review demographic data to identify students from low-income areas and provide them with financial support for study. ADM obj 2	Admissions Communities	Percentage of scholarships awarded to students from low-income communities (provinces)	Total: 20.4%	Total: 3%	Total: 4%	Total: 5%	Total: 6%	Total: 7%

GOAL 4:
Enhance the institute's operational efficiency and financial sustainability while creating long-term reputational value.

Strategic Objective	Tactics	Resources and Stakeholder Participation Needed	Measures of Success	2023 Baseline	2024 Target	2025 Target	2026 Target	2027 Target	2028 Target
4.1. Improve CamEd services, facilities, and processes to support students, academic staff, and support staff.	4.1.1. Provide effective and efficient services to academic staff and students. ADM obj 1; LIB obj 2,4; CSS obj 1,2,6; HRM obj 3; FIN obj 11; LSC obj 1; INE obj 1; FAC obj 2; IT obj 12	IQA QETs All departments	Student satisfaction of CamEd on a 1-7 scale (institutional evaluation)	Average: 5.9 Services: 6 Facilities: 6 Student club: 5.8 (n=1377)	Average: 6.1 Services: 6.2 Facilities: 6.3 Student club: 5.8 (n=1000+)	Average: 6.1 Services: 6.2 Facilities: 6.3 Student club: 5.8 (n=1000+)	Average: 6.1 Services: 6.2 Facilities: 6.3 Student club: 5.8 (n=1000+)	Average: 6.2 Services: 6.3 Facilities: 6.4 Student club: 5.9 (n=1000+)	Average: 6.2 Services: 6.3 Facilities: 6.4 Student club: 6.0 (n=1000+)
	4.1.2. Provide effective and efficient services to academic staff and students. ADM obj 1; LIB obj 2,4; CSS obj 1,2,6; HRM obj 3; FIN obj 11; LSC obj 1; INE obj 1; FAC obj 2; IT obj 12		Percentage of students who recommend CamEd	90% (n=1377)	90% (n=1000+)	90% (n=1000+)	90% (n=1000+)	90% (n=1000+)	90% (n=1000+)
			Support staff engagement on a 1-7 scale (support staff self-evaluation)	**Average: 6.3** Challenge: 6.3 Commit: 6.5 Workload: 6.6 (n=57)	**Average: 6.3** Challenge: 6.3 Commit: 6.3 Workload: 6.6 (n=50)	**Average: 6.3** Challenge: 6.3 Commit: 6.3 Workload: 6.6 (n=50)	**Average: 6.3** Challenge: 6.3 Commit: 6.3 Workload: 6.6 (n=50)	**Average: 6.3** Challenge: 6.3 Commit: 6.3 Workload: 6.6 (n=50)	**Average: 6.4** Challenge: 6.4 Commit: 6.4 Workload: 6.6 (n=50)
			Acad staff engagement on a 1-7 scale (acad. Staff self-evaluation)	**Average: 6.6** Challenge: 6.6 Commit: 6.7 Workload: 6.7 (n=27)	**Average: 6.5** Challenge: 6.5 Commit: 6.5 Workload: 6.5 (n=30)	**Average: 6.3** Challenge: 6.3 Commit: 6.3 Workload: 6.5 (n=30)	**Average: 6.3** Challenge: 6.3 Commit: 6.3 Workload: 6.6 (n=30)	**Average: 6.3** Challenge: 6.3 Commit: 6.3 Workload: 6.6 (n=30)	**Average: 6.5** Challenge: 6.5 Commit: 6.5 Workload: 6.6 (n=30)
	4.1.3. Develop and implement an integrated IT system to support the teaching, learning, research, and services. IT obj 3	IT Relevant departments	Stakeholder satisfaction of ICT system on a 1-7 scale (Institutional evaluation)	NA	NA	NA	Wifi: 6.0+ Digital Library: 6.0+ Mobile App: 6.0+ Software/ hardware: 6.0+	Wifi: 6.0+ Digital Library: 6.0+ Mobile App: 6.0+ Software/ hardware: 6.0+	Wifi: 6.0+ Digital Library: 6.0+ Mobile App: 6.0+ Software/ hardware: 6.0+

4.2. Enhance operational efficiency and financial sustainability.	4.2.1. Increase surplus, margin, and net cash flow margin by ensuring effective budget control FIN obj 8	CFO/Senior Finance Manager	running mean growth in operating surplus, adjusted for fair value gains and losses	Mean: 13% 2021: 10% 2022: 17% 2023: 11%	Mean: 13% 2022: 17% 2023: 11% 2024: 12%	Mean: 12% 2023: 11% 2024: 12% 2025: 13%	Mean: 13% 2024: 12% 2025: 13% 2026: 15%	Mean: 14% 2025: 13% 2026: 15% 2027: 15%	Mean: 15% 2026: 15% 2027: 15% 2028: 15%
		CFO/Senior Finance Manager	3-year running mean growth in net surplus, adjusted for fair value gains and losses	Mean: 13% 2021: 19% 2022: 7% 2023: 14%	Mean: 10% 2022: 7% 2023: 14% 2024: 8%	Mean: 10% 2023: 14% 2024: 8% 2025: 9%	Mean: 9% 2024: 8% 2025: 9% 2026: 10%	Mean: 10% 2025: 9% 2026: 10% 2027: 11%	Mean: 11% 2026: 10% 2027: 11% 2028: 12%
		CFO/Senior Finance Manager	3-year running mean operating surplus margin, adjusted for fair value gains and losses	Mean: 30% 2021: 30% 2022: 30% 2023: 31%	Mean: 29% 2022: 30% 2023: 31% 2024: 25%	Mean: 27% 2023: 31% 2024: 25% 2025: 25%	Mean: 25% 2024: 25% 2025: 25% 2026: 25%	Mean: 25% 2025: 25% 2026: 25% 2027: 25%	Mean: 25% 2026: 25% 2027: 25% 2028: 25%
		CFO/Senior Finance Manager	3-year running mean net surplus margin, adjusted for fair value gains and losses	Mean: 26% 2021: 27% 2022: 24% 2023: 27%	Mean: 24% 2022: 24% 2023: 27% 2024: 20%	Mean: 22% 2023: 27% 2024: 20% 2025: 20%	Mean: 20% 2024: 20% 2025: 20% 2026: 20%	Mean: 20% 2025: 20% 2026: 20% 2027: 20%	Mean: 20% 2026: 20% 2027: 20% 2028: 20%
		CFO/Senior Finance Manager	3-year running median growth in net operating cash flow	Median:17% 2021: 58% 2022: 17% 2023: 7%	Median:7% 2022: 17% 2023: 7% 2024: 12%	Median:12% 2023: 7% 2024: 12% 2025: 13%	Median:13% 2024: 12% 2025: 13% 2026: 15%	Median:15% 2025: 13% 2026: 15% 2027: 15%	Median:15% 2026: 15% 2027: 15% 2028: 15%
		CFO/ Senior Finance Manager	Average annual net tuition income	BAF: $3,924 MSAF: $677 Dip: $578	BAF: $4,348 MSAF: $745 Dip: $607	BAF: $4,750 MSAF: $820 Dip: $637	BAF: $5,225 MSAF: $902 Dip: $669	BAF: $5,748 MSAF: $922 Dip: $702	BAF: $6,319 MSAF: $1,089 Dip: $735

4.3. Elevate CamEd's reputation as a prestigious institute of higher education.	4.3.1. Maintain a high level of educational quality, engagement with international stakeholders, and institutional brand promotion IQA obj D14 CSS obj 2	IQA CSSA Independent Consulting Firm	Ranking among higher education institutions for business in Cambodia by employers	NA	NA	NA	Top 10	Top 8	Top 5
	4.3.2. Regularly build CamEd's brand awareness among potential clients to achieve target enrollments in degree programs. ADM obj 4	Admissions High schools Corporates	Conversion rate	BAF: 35% MSAF:NA	BAF: 31% MSAF:NA	BAF: 30% MSAF:NA	BAF: 32% MSAF: 80%	BAF: 32% MSAF: 80%	BAF: 32% MSAF: 80%

Legend:

AACSB	=	Association to Advance Collegiate Schools of Business
ACA	=	Academic Affairs Department
ACAR	=	Accounting and Auditing Regulator
ACCA	=	Association of Chartered Certified Accountants
ADM	=	Admissions Department
ACBSP	=	Accreditation Council for Business Schools and Programs
ACC	=	Accreditation Committee of Cambodia
AUN-QA	=	ASEAN University Network Quality Assurance
BAF	=	Bachelor of Accounting and Finance
CBR	=	Center for Business Research
CCC	=	Curriculum Committee
CSSA	=	Career Services and Student Advising Department
Dip	=	Diploma
GDT	=	General Department of Tax
FAC	=	Facilities Department
FAF	=	Faculty of Accounting and Finance
FIN	=	Finance Department
HRM	=	Human Resource Department
INE	=	International Engagement Department
IQA	=	Internal Quality Assurance Department
ITR	=	IT and Registrar Department
JAFESS	=	Journal of Accounting, Finance, Economics and Social Sciences
JJ	=	June-July
JD	=	July-December
LIB	=	Library Department
LSC	=	Learning Support Center
MoC	=	Ministry of Commerce
MSAF	=	Master of Science in Accounting and Finance
QET	=	Quality Enhancement Team
QS	=	Quacquarelli Symonds
THE	=	Times Higher Education

Risk Assessment and Contingency Planning

CamEd Business School adopts a risk management framework developed by the Risk Management Committee and approved by the Board of Governors. This framework aims to identify, measure, prioritize and respond to risks challenging CamEd Business School's goals, strategic objectives and operations. To support the implementation of this framework, we integrated a systematic, dynamic process of risk assessment in the Internal Quality Assurance Framework, the annual budgeting processes, and the policy and procedure reviews. Risk assessments are done at two levels, departmental and institutional. The departmental risk assessment is conducted by the Quality Enhancement Team (QET) within their own department, while the institutional risk assessment is done by peers. This means the QET of one department assesses risks of another department. Coordinated by the IQA department, each QET makes a written and oral report during the QET meetings twice a year when the management team thoroughly discusses the identified risks and determines appropriate actions. The IQA department is responsible for integrating the risk assessment reports and presents the integrated report to the Board of Governors twice a year.

Strategic Plan Monitoring

The overall direction and management of CamEd Business School are guided by the 5-year strategic plan. The CamEd strategic plan is developed through a systematic process. It begins with an environmental scanning to ensure responsiveness of the plan. The Pentagonal Strategy- Phase 1 Vision 2050 and the Higher Education Vision 2030 were reviewed, and five peer universities and 3 aspirational universities were benchmarked to identify their common practices. The IQA department integrated the findings and made a revision to the strategic plan. The first draft was circulated through stakeholders for their comments and suggestions for improvement. In this 2024 revision, we received feedback from 90 stakeholders including academic staff, QETs, executive management members, Board members, alumni and employers. The IQA department presented the second draft to the Board of Governors for their advice or approval.

Monitoring and evaluation of the Strategic Plan and Action Plans are conducted by the IQA Department, the Office of the President, and the Board of Governors on an annual basis, with significant review of medium and long-term goals at least every five years. Each department must submit a self-assessment report to the IQA department at the end of each semester. The departments conduct a checklist against the set targets indicated in the action plan and describe the strengths and areas for improvement. Then, they determine actions for improvement. The IQA department is responsible for following up with each department and making an integrated annual report for the President to review. Then, the IQA department makes a presentation to the Board of Governors for their approval before sending the report to the design department and printing house.

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EXHIBITS

Mission and Strategic Plan Benchmarking Report 2024

https://docs.google.com/document/d/17e-gpXYKZ9w1jVWSuwUdXPKXLVdDKn_elFnO1b5BbVk/edit?usp=sharing

Survey Feedback and Analysis Report

https://docs.google.com/spreadsheets/d/1moV89yNKEpoFP7y3w0m3hUN5lJJg4khHoM931_-Ze8o/edit?usp=sharing

Risk Management Policy

https://docs.google.com/document/d/1geeNim8w_0D2h3_ezrKcYjogDimyRt4znnvWlZlSl5U/edit?usp=sharing

Risk Assessment Report

https://docs.google.com/spreadsheets/d/1GBg0x4cT48JXrtL_OSQITy9U-eB-hZzzq8hu8sU1tXw/edit?usp=sharing

Internal Quality Assurance Framework

https://docs.google.com/document/d/1IpR9Bg80lapuapR7LZq05sMvAVYaan8lQkuJJWGcR7g/edit?usp=sharing