รายงานผลการประเมินตนเองตามมาตรฐานการอุดมศึกษา

มหาวิทยาลัยอัสสัมชัญ

ปีการศึกษา 2563 (CHE QA 3D Online 2563)

22 กันยายน 2564

สารบัญ

รายงานผลการประเมินตนเองตามมาตรฐานการอุดมศึกษา มหาวิทยาลัยอัสสัมชัญ
ปีการศึกษา 2563 (CHE QA 3D Online 2563) **1**

ส่วนที่ 1 รายงานการกำกับมาตรฐาน 1

ส่วนที่ 2 การรายงานผลการดำเนินงานตามมาตรฐานการอุดมศึกษา 9

เอกสารอ้างอิง Assumption University Internal Quality Assessment Report 26
Academic Year 2020

รายงานผลการประเมินตนเองตามมาตรฐานการอุดมศึกษา

มหาวิทยาลัยอัสสัมชัญ ปีการศึกษา 2563 (CHE QA 3D Online 2563)

ส่วนที่ 1 รายงานการกำกับมาตรฐาน:

คำอธิบาย มีผลการดำเนินการด้านการกำกับมาตรฐาน (องค์ประกอบที่ 1) ของแต่ละหลักสูตรในสถาบันอุดมศึกษา

In academic year 2020, the existing sixty-one programs Assumption University is offering were assessed based on the assessment criteria specified in OHEC's internal quality assurance manual. All sixty-one programs successfully passed the program standard control criteria, with four programs obtained scores of "Very Good" quality level, fitty-seven programs obtained scores of "Good" quality level.

The Results of Program Internal Quality Assessment (2014-2020)

Academic Year	NOT PASS	Low	Fair	Good	Very Good	Total Programs
	0.00	0.01-2.00	2.01-3.00	3.01-4.00	4.01-5.00	
2020	-	-	-	57	4	61
2019	1	-	-	64	4	69
2018	-	-	1	66	2	69
2017	-	-	1	65	3	69
2016	-	-	8	61	1	70
2015	2	1	33	35	1	72
2014	5	20	44	6	-	75

The Vice-President for Academic Affairs in its academic senate meetings has monitored all Schools to ensure that all Programs meet standard control of the Program in particular qualification of faculty members who are responsible for the program including educational background, number of the publications within five years and ratio of thesis advisors and advisees.

Results of Program Administration

No.	Program (International Program)	Program (International Program)	Academic Year	Program Internal Quality Assessment Results (by Component)						Assessment 0.01-2.00 = Low 2.01-3.00 = Fair 3.01-4.00 = Good 4.01-5.00 = Very Good	
				1 Standard Control	2 Graduates	3 Students	4 Faculty Member	5 Program, Teaching-Learning and Student Evaluation	6 Learning Support Facilities	Assessment Score	Assessment Result
Bachelor's Degree Program											
1	25150741100043	หลักสูตรบริหารธุรกิจบัณฑิต (หลักสูตรนานาชาติ) Bachelor of Business Administration Program (International Program)	2020	Pass	4.26	3.33	3.62	4.25	4.00	3.87	Good
			2019	Pass	4.45	3.00	3.44	4.00	4.00	3.71	Good
			2018	Pass	4.51	3.33	3.44	3.75	3.00	3.64	Good
2	25500741106904	หลักสูตรบัญชีบัณฑิต (หลักสูตรนานาชาติ) Bachelor of Accountancy Program (International Program)	2020	Pass	4.40	3.33	3.48	3.50	3.00	3.56	Good
			2019	Pass	4.53	3.33	4.04	3.50	4.00	3.78	Good
			2018	Pass	4.56	3.33	3.81	3.50	3.00	3.66	Good
3	25480741100883	หลักสูตรเศรษฐศาสตรบัณฑิต สาขาวิชาเศรษฐศาสตร์ธุรกิจ (หลักสูตรนานาชาติ) Bachelor of Economics Program in Business Economics (International Program)	2020	Pass	4.26	3.33	3.30	3.50	3.00	3.49	Good
			2019	Pass	4.52	3.33	3.08	3.50	3.00	3.48	Good
			2018	Pass	4.33	3.00	3.60	3.50	3.00	3.50	Good
4	25290741100048	หลักสูตรศิลปศาสตรบัณฑิต สาขาวิชาภาษาอังกฤษธุรกิจ (หลักสูตรนานาชาติ) Bachelor of Arts Program in Business English (International Program)	2020	Pass	4.36	3.33	3.48	4.00	3.00	3.70	Good
			2019	Pass	4.40	3.33	3.81	3.75	3.00	3.71	Good
			2018	Pass	4.14	3.33	3.81	3.75	3.00	3.67	Good
5	25290741100037	หลักสูตรศิลปศาสตรบัณฑิต สาขาวิชาภาษาฝรั่งเศสธุรกิจ (หลักสูตรนานาชาติ) Bachelor of Arts Program in Business French (International Program)	2020	Pass	4.30	3.00	3.11	3.50	3.00	3.38	Good
			2019	Pass	4.75	3.33	2.89	3.75	3.00	3.55	Good
			2018	Pass	4.73	3.67	2.67	4.25	4.00	3.80	Good
6	25300741100084	หลักสูตรศิลปศาสตรบัณฑิต สาขาวิชาภาษาจีนธุรกิจ (หลักสูตรนานาชาติ) Bachelor of Arts Program in Business Chinese (International Program)	2020	Pass	4.33	3.67	2.56	3.75	4.00	3.56	Good
			2019	Pass	4.59	3.33	3.22	3.50	4.00	3.60	Good
			2018	Pass	4.66	3.00	3.22	3.50	3.00	3.46	Good
7	25310741100096	หลักสูตรศิลปศาสตรบัณฑิต สาขาวิชาภาษาญี่ปุ่นธุรกิจ (หลักสูตรนานาชาติ) Bachelor of Arts Program in Business Japanese (International Program)	2020	Pass	4.23	3.00	2.89	3.50	4.00	3.39	Good
			2019	Pass	4.36	3.33	2.56	3.75	3.00	3.41	Good
			2018	Pass	4.59	3.00	3.44	3.50	3.00	3.50	Good
8	25320741100255	หลักสูตรพยาบาลศาสตรบัณฑิต (หลักสูตรนานาชาติ) Bachelor of Nursing Science Program (International Program)	2020	Pass	4.64	3.67	3.15	4.25	4.00	3.90	Good
			2019	Pass	4.62	4.00	4.15	4.38	4.00	4.24	Very Good
			2018	Pass	4.51	3.67	4.15	4.38	4.00	4.15	Very Good
9	25330741100188	หลักสูตรวิทยาศาสตรบัณฑิต สาขาวิชาวิทยาการคอมพิวเตอร์ (หลักสูตรนานาชาติ) Bachelor of Science Program in Computer Science (International Program)	2020	Pass	4.57	3.33	2.74	3.50	4.00	3.49	Good
			2019	Pass	4.44	3.33	3.07	3.25	4.00	3.47	Good
			2018	Pass	4.31	3.33	2.96	3.50	3.00	3.42	Good

No.	Program (International Program)	Program (International Program)	Academic Year	Program Internal Quality Assessment Results (by Component)						Assessment 0.01-2.00 = Low 2.01-3.00 = Fair 3.01-4.00 = Good 4.01-5.00 = Very Good	
				1	2	3	4	5	6		
				Standard Control	Graduates	Students	Faculty Member	Program, Teaching-Learning and Student Evaluation	Learning Support Facilities	Assessment Score	Assessment Result
10	25330741100199	หลักสูตรวิทยาศาสตรบัณฑิต สาขาวิชาเทคโนโลยีสนเทศศาสตร์ (หลักสูตรนานาชาติ) Bachelor of Science Program in Information Technology (International Program)	2020	Pass	3.87	3.00	4.00	3.75	3.00	3.60	Good
			2019	Pass	4.32	3.33	3.67	3.50	4.00	3.66	Good
			2018	Pass	4.38	3.00	3.67	3.50	3.00	3.52	Good
11	25340741100055	หลักสูตรวิศวกรรมศาสตรบัณฑิต สาขาวิชาวิศวกรรมคอมพิวเตอร์ (หลักสูตรนานาชาติ) Bachelor of Engineering Program in Computer Engineering (International Program)	2020	Pass	4.34	2.67	2.11	3.25	4.00	3.08	Good
			2019	Pass	4.52	3.00	2.44	3.00	4.00	3.18	Good
			2018	Pass	4.74	3.00	2.67	3.00	3.00	3.19	Good
12	25330741100177	หลักสูตรวิศวกรรมศาสตรบัณฑิต สาขาวิชาวิศวกรรมไฟฟ้า (หลักสูตรนานาชาติ) Bachelor of Engineering Program in Electrical Engineering (International Program)	2020	Pass	4.25	3.00	3.42	3.00	3.00	3.29	Good
			2019	Pass	4.50	3.00	3.24	2.75	4.00	3.29	Good
			2018	Pass	4.35	2.67	2.75	2.75	4.00	3.07	Good
13	25490741101119	หลักสูตรวิศวกรรมศาสตรบัณฑิต สาขาวิชาวิศวกรรมเมคคาทรอนิกส์ (หลักสูตรนานาชาติ) Bachelor of Engineering Program in Mechatronics Engineering (International Program)	2020	Pass	4.53	2.67	2.63	3.13	3.00	3.11	Good
			2019	Pass	4.57	3.00	3.48	3.50	4.00	3.58	Good
			2018	Pass	4.50	3.00	3.48	3.25	3.00	3.42	Good
14	25540741100362	หลักสูตรวิศวกรรมศาสตรบัณฑิต สาขาวิชาวิศวกรรมการบิน (หลักสูตรนานาชาติ) Bachelor of Engineering Program in Aeronautic Engineering (International Program)	2020	Pass	3.98	3.00	2.93	3.50	3.00	3.29	Good
			2019	Pass	3.76	3.00	3.02	3.50	2.00	3.20	Good
			2018	Pass	4.87	3.00	2.93	3.75	5.00	3.66	Good
15	25350741100067	หลักสูตรนิเทศศาสตรบัณฑิต สาขาวิชาการโฆษณา (หลักสูตรนานาชาติ) Bachelor of Communication Arts Program in Advertising (International Program)	2020	Pass	4.46	3.00	3.11	3.50	4.00	3.48	Good
			2019	Pass	4.59	3.00	3.33	3.50	3.00	3.48	Good
			2018	Pass	4.40	3.00	2.78	3.50	3.00	3.32	Good
16	25470741100882	หลักสูตรนิเทศศาสตรบัณฑิต สาขาวิชาการประชาสัมพันธ์ (หลักสูตรนานาชาติ) Bachelor of Communication Arts Program in Public Relations (International Program)	2020	Pass	4.47	3.33	3.44	3.50	4.00	3.64	Good
			2019	Pass	4.47	3.00	3.11	3.50	4.00	3.48	Good
			2018	Pass	4.17	3.00	3.44	3.50	3.00	3.44	Good
17	25470741100893	หลักสูตรนิเทศศาสตรบัณฑิต สาขาวิชาการสร้างสรรค์และการจัดการงานแสดง (หลักสูตรนานาชาติ) Bachelor of Communication Arts Program in Live Event Creation and Management (International Program)	2020	Pass	4.84	3.00	3.30	3.38	4.00	3.54	Good
			2019	Pass	4.58	2.67	3.30	3.50	3.00	3.39	Good
			2018	Pass	5.00	2.67	3.01	3.50	3.00	3.39	Good

No.	Program (International Program)	Program (International Program)	Academic Year	Program Internal Quality Assessment Results (by Component)						Assessment 0.01-2.00 = Low 2.01-3.00 = Fair 3.01-4.00 = Good 4.01-5.00 = Very Good	
				1 Standard Control	2 Graduates	3 Students	4 Faculty Member	5 Program, Teaching-Learning and Student Evaluation	6 Learning Support Facilities	Assessment Score	Assessment Result
18	25470741100871	หลักสูตรนิเทศศาสตรบัณฑิต สาขาวิชาการสื่อสารผ่านสื่อดิจิทัล (หลักสูตรนานาชาติ) Bachelor of Communication Arts Program in Digital Media Communication (International Program)	2020	Pass	4.40	3.33	2.78	3.75	4.00	3.55	Good
			2019	Pass	4.53	3.00	3.02	3.50	3.00	3.39	Good
			2018	Pass	4.61	3.00	3.11	3.50	3.00	3.43	Good
19	25550741100429	หลักสูตรศิลปกรรมศาสตรบัณฑิต สาขาวิชาการออกแบบนิเทศศิลป์ (หลักสูตรนานาชาติ) Bachelor of Fine and Applied Arts Program in Visual Communication Design (International Program)	2020	Pass	4.51	3.00	2.74	3.50	4.00	3.40	Good
			2019	Pass	4.61	3.00	2.74	3.50	4.00	3.42	Good
			2018	Pass	4.27	3.00	2.74	3.50	4.00	3.37	Good
20	25550741100958	หลักสูตรศิลปกรรมศาสตรบัณฑิต สาขาวิชากระบวนจินตภาพคอมพิวเตอร์ (หลักสูตรนานาชาติ) Bachelor of Fine and Applied Arts Program in Computer Generated Imagery (International Program)	2020	Pass	3.16	3.00	2.74	3.50	3.00	3.12	Good
			2019	Pass	4.61	3.00	2.74	3.50	3.00	3.34	Good
			2018	Pass	4.64	3.00	2.74	3.50	4.00	3.42	Good
21	25350741100135	หลักสูตรนิติศาสตรบัณฑิต (หลักสูตรภาษาไทย) Bachelor of Laws Program (Thai Program)	2020	Pass	4.36	3.67	3.08	4.25	4.00	3.84	Good
			2019	Pass	4.37	3.67	2.93	3.75	3.00	3.66	Good
			2018	Pass	4.65	3.00	3.30	3.75	4.00	3.63	Good
22	25500741105161	หลักสูตรวิทยาศาสตรบัณฑิต สาขาวิชาเทคโนโลยีการอาหาร (หลักสูตรนานาชาติ) Bachelor of Science Program in Food Technology (International Program)	2020	Pass	4.55	3.00	3.81	3.50	3.00	3.58	Good
			2019	Pass	4.67	3.33	3.48	3.50	3.00	3.60	Good
			2018	Pass	4.50	3.00	3.48	3.50	3.00	3.50	Good
23	25360741100237	หลักสูตรวิทยาศาสตรบัณฑิต สาขาวิชาอุตสาหกรรมเกษตร (หลักสูตรนานาชาติ) Bachelor of Science Program in Agro-Industry (International Program)	2020	Pass	3.67	2.67	4.00	3.75	2.00	3.39	Good
			2019	Pass	4.40	3.00	4.00	3.50	3.00	3.61	Good
			2018	Pass	4.69	3.00	3.63	3.50	3.00	3.56	Good
24	25400741100669	หลักสูตรสถาปัตยกรรมศาสตรบัณฑิต สาขาวิชาสถาปัตยกรรม (หลักสูตรนานาชาติ) Bachelor of Architecture Program in Architecture (International Program)	2020	Pass	4.39	4.00	4.15	4.25	4.00	4.17	Very Good
			2019	Pass	4.59	4.00	3.41	4.25	4.00	4.03	Very Good
			2018	Pass	4.48	3.67	3.96	3.75	3.00	3.83	Good
25	25400741100658	หลักสูตรสถาปัตยกรรมศาสตรบัณฑิต สาขาวิชาสถาปัตยกรรมภายใน (หลักสูตรนานาชาติ) Bachelor of Architecture Program in Interior Architecture (International Program)	2020	Pass	4.76	4.00	3.22	4.25	4.00	4.01	Very Good
			2019	Pass	4.77	4.00	3.22	4.00	4.00	3.94	Good
			2018	Pass	4.48	3.67	2.89	4.00	4.00	3.74	Good

No.	Program (International Program)	Program (International Program)	Academic Year	Program Internal Quality Assessment Results (by Component)						Assessment 0.01-2.00 = Low 2.01-3.00 = Fair 3.01-4.00 = Good 4.01-5.00 = Very Good	
				1	2	3	4	5	6		
				Standard Control	Graduates	Students	Faculty Member	Program, Teaching-Learning and Student Evaluation	Learning Support Facilities	Assessment Score	Assessment Result
26	25540741100384	หลักสูตรศิลปกรรมศาสตรบัณฑิต สาขาวิชาการออกแบบภายใน (หลักสูตรนานาชาติ) Bachelor of Fine and Applied Arts Program in Interior Design (International Program)	2020	Pass	4.46	4.00	4.00	4.25	3.00	4.07	Very Good
			2019	Pass	4.65	3.67	3.33	4.25	4.00	3.95	Good
			2018	Pass	4.62	3.67	2.89	4.25	3.00	3.76	Good
27	25540741100373	หลักสูตรศิลปกรรมศาสตรบัณฑิต สาขาวิชาการออกแบบผลิตภัณฑ์ (หลักสูตรนานาชาติ) Bachelor of Fine and Applied Arts Program in Product Design (International Program)	2020	Pass	4.68	4.00	4.15	4.25	4.00	4.22	Very Good
			2019	Pass	4.48	4.00	4.04	4.25	4.00	4.16	Very Good
			2018	Pass	4.55	4.00	3.37	4.25	4.00	4.02	Very Good
28	25460741100543	หลักสูตรศิลปศาสตรบัณฑิต สาขาวิชาการเป็นผู้ประกอบการทางดนตรี (หลักสูตรนานาชาติ) Bachelor of Arts Program in Music Entrepreneurship (International Program)	2020	Pass	4.44	2.67	3.48	3.50	4.00	3.49	Good
			2019	Pass	4.59	3.00	3.63	3.50	3.00	3.54	Good
			2018	Pass	4.58	3.00	3.63	3.50	3.00	3.54	Good
29	25480741102097	หลักสูตรดุริยางคศาสตรบัณฑิต (หลักสูตรนานาชาติ) Bachelor of Music Program (International Program) *Remark: Program Closed (Enrolment of Music Performance Program is Stopped*)	2020	Pass	3.84	2.67	3.27	3.50	4.00	3.34	Good
			2019	Pass	4.11	2.67	3.11	3.25	3.00	3.20	Good*
			2018	Pass	4.59	3.00	3.11	3.50	3.00	3.42	Good
Master's Degree Program											
30	25500741104889	หลักสูตรวิทยาศาสตรมหาบัณฑิต สาขาวิชาธุรกิจและเศรษฐศาสตร์ (หลักสูตรนานาชาติ) Master of Science Program in Business and Economics (International Program)	2020	Pass	N/A	3.00	2.82	3,25	4.00	3.13	Good
			2019	Pass	2.89	3.00	2.78	3.75	3.00	3.16	Good
			2018	Pass	2.38	3.00	3.02	3.50	3.00	3.06	Good
31	25500741104834	หลักสูตรวิทยาศาสตรมหาบัณฑิต สาขาวิชาการจัดการโซ่อุปทาน (หลักสูตรนานาชาติ) Master of Science Program in Supply Chain Management (International Program)	2020	Pass	3.85	3.33	3.44	3.75	4.00	3.62	Good
			2019	Pass	4.13	3.33	3.44	3.50	4.00	3.58	Good*
			2018	Pass	3.78	3.33	3.44	3.50	4.00	3.53	Good
32	25510741105577	หลักสูตรวิทยาศาสตรมหาบัณฑิต สาขาวิชาวิทยาการคอมพิวเตอร์ (หลักสูตรนานาชาติ) Master of Science Program in Computer Science (International Program)	2020	Pass	4.86	3.00	3.57	3.50	3.00	3.57	Good
			2019	Pass	N/A	3.33	3.20	3.50	3.00	3.33	Good
			2018	Pass	4.57	3.00	3.57	3.50	3.00	3.53	Good

No.	Program (International Program)	Program (International Program)	Academic Year	Program Internal Quality Assessment Results (by Component)						Assessment 0.01-2.00 = Low 2.01-3.00 = Fair 3.01-4.00 = Good 4.01-5.00 = Very Good	
				1	2	3	4	5	6		
				Standard Control	Graduates	Students	Faculty Member	Program, Teaching-Learning and Student Evaluation	Learning Support Facilities	Assessment Score	Assessment Result
33	25510741105555	หลักสูตรวิทยาศาสตรมหาบัณฑิต สาขาวิชาเทคโนโลยีสนเทศศาสตร์ (หลักสูตรนานาชาติ) Master of Science Program in Information Technology (International Program)	2020	Pass	N/A	3.00	3.57	3.50	4.00	3.43	Good
			2019	Pass	2.74	3.00	3.44	3.50	3.00	3.22	Good
			2018	Pass	2.62	3.00	3.57	3.25	3.00	3.15	Good
34	25550741102095	หลักสูตรนิติศาสตรมหาบัณฑิต (หลักสูตรภาษาไทย) Master of Laws Program (Thai Program)	2020	Pass	3.00	3.00	3.68	4.00	4.00	3.54	Good
			2019	Pass	4.61	3.00	3.79	4.00	4.00	3.81	Good
			2018	Pass	3.85	3.33	3.34	4.13	4.00	3.71	Good
35	25500741104812	หลักสูตรนิติศาสตรมหาบัณฑิต (หลักสูตรนานาชาติ) Master of Laws Program (International Program)	2020	Pass	3.03	3.00	3.67	3.50	4.00	3.39	Good
			2019	NOT PASS	2.60	3.00	3.67	3.50	4.00	0.00	Fail
			2018	Pass	2.77	3.00	3.34	3.38	4.00	3.24	Good
36	25450741100621	หลักสูตรวิทยาศาสตรมหาบัณฑิต สาขาวิชาเทคโนโลยีชีวภาพทางอาหาร (หลักสูตรนานาชาติ) Master of Science Program in Food Biotechnology (International Program)	2020	Pass	4.39	3.00	3.67	3.50	3.00	3.52	Good
			2019	Pass	4.42	3.00	3.58	3.50	3.00	3.51	Good
			2018	Pass	4.69	2.67	3.16	3.50	3.00	3.37	Good
37	25490741104451	หลักสูตรบริหารธุรกิจมหาบัณฑิต (หลักสูตรนานาชาติ) Master of Business Administration Program (International Program)	2020	Pass	2.22	3.00	3.72	3.75	4.00	3.35	Good
			2019	Pass	2.22	2.67	3.86	3.50	4.00	3.23	Good
			2018	Pass	2.41	2.67	3.65	3.75	4.00	3.29	Good
38	25500741104979	หลักสูตรการจัดการมหาบัณฑิต สาขาวิชาการพัฒนาองค์การ (หลักสูตรนานาชาติ) Master of Management Program in Organization Development (International Program)	2020	Pass	4.54	3.00	3.44	3.75	3.00	3.57	Good
			2019	Pass	2.94	3.00	3.44	3.75	4.00	3.40	Good
			2018	Pass	4.74	3.00	3.44	3.50	4.00	3.60	Good
39	25500741104981	หลักสูตรบริหารธุรกิจมหาบัณฑิต สาขาวิชาการจัดการการบริการและการท่องเที่ยว (หลักสูตรนานาชาติ) Master of Business Administration Program in Hospitality and Tourism Management (International Program)	2020	Pass	4.65	2.67	3.34	3.50	4.00	3.49	Good
			2019	Pass	4.27	3.00	3.34	3.50	4.00	3.51	Good
			2018	Pass	3.16	3.00	3.25	3.75	4.00	3.39	Good
40	25500741104992	หลักสูตรวิทยาศาสตรมหาบัณฑิต สาขาวิชาการวิเคราะห์และจัดการการลงทุน (หลักสูตรนานาชาติ) Master of Science Program in Investment Analysis and Management (International Program)	2020	Pass	N/A	2.33	3.44	3.50	4.00	3.21	Good
			2019	Pass	2.77	2.67	3.17	3.75	4.00	3.23	Good
			2018	Pass	N/A	2.67	3.11	3.75	3.00	3.21	Good
41	25500741108028	หลักสูตรวิทยาศาสตรมหาบัณฑิต สาขาวิชาการจัดการ (หลักสูตรนานาชาติ/ระบบการศึกษาทางไกล) Master of Science Program in Management (International Program/eLearning Mode)	2020	Pass	2.73	3.33	3.11	3.50	4.00	3.29	Good
			2019	Pass	2.93	3.00	3.11	4.00	3.00	3.32	Good
			2018	Pass	1.94	3.00	3.11	3.38	4.00	3.05	Good

No.	Program (International Program)	Program (International Program)	Academic Year	Program Internal Quality Assessment Results (by Component)						Assessment 0.01-2.00 = Low 2.01-3.00 = Fair 3.01-4.00 = Good 4.01-5.00 = Very Good	
				1 Standard Control	2 Graduates	3 Students	4 Faculty Member	5 Program, Teaching-Learning and Student Evaluation	6 Learning Support Facilities	Assessment Score	Assessment Result
42	22510741105689	หลักสูตรวิทยาศาสตรมหาบัณฑิต สาขาวิชาเทคโนโลยีสารสนเทศและการจัดการ (หลักสูตรนานา ชาติ/ระบบการศึกษาทางไกล) Master of Science Program in Information Technology and Management (International Program/eLearning Mod	2020	Pass	2.62	2.67	3.34	3.38	4.00	3.14	Good
			2019	Pass	3.13	3.00	3.34	3.50	4.00	3.33	Good
			2018	Pass	4.90	2.67	3.34	3.25	4.00	3.45	Good
43	25550741102646	หลักสูตรศึกษาศาสตรมหาบัณฑิต สาขาวิชาการสอนและเทคโนโลยี (หลักสูตรนานาชาติ/ระบบการศึกษาทางไกล) Master of Education Program in Teaching and Technology (International Program/eLearning Mode)	2020	Pass	2.98	3.33	3.34	4.00	3.00	3.46	Good
			2019	Pass	2.54	3.00	3.72	3.38	3.00	3.21	Good
			2018	Pass	3.65	3.00	3.72	3.50	3.00	3.42	Good
44	25350741100056	หลักสูตรวิทยาศาสตรมหาบัณฑิต สาขาวิชาจิตวิทยาการให้คำปรึกษา (หลักสูตรนานาชาติ) Master of Science Program in Counseling Psychology (International Program)	2020	Pass	4.63	3.67	3.44	3.75	3.00	3.74	Good
			2019	Pass	4.32	3.33	3.11	3.50	3.00	3.46	Good
			2018	Pass	4.74	3.00	3.11	3.60	3.00	3.45	Good
45	25510741105746	หลักสูตรศึกษาศาสตรมหาบัณฑิต สาขาวิชาหลักสูตรและการสอน (หลักสูตรนานาชาติ) Master of Education Program in Curriculum and Instruction (International Program)	2020	Pass	4.59	3.00	4.00	3.50	4.00	3.71	Good
			2019	Pass	4.50	3.00	3.67	3.38	3.00	3.50	Good
			2018	Pass	4.66	3.00	3.67	3.50	3.00	3.56	Good
46	25510741105757	หลักสูตรศึกษาศาสตรมหาบัณฑิต สาขาวิชาการบริหารและภาวะผู้นำทางการศึกษา (หลักสูตรนานาชาติ) Master of Education Program in Educational Administration and Leadership (International Program)	2020	Pass	4.59	3.00	3.67	3.75	3.00	3.63	Good
			2019	Pass	2.77	3.00	3.67	3.50	3.00	3.27	Good
			2018	Pass	4.63	3.00	3.33	3.38	3.00	3.44	Good
47	25550741105447	หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาปรัชญาและศาสนา (หลักสูตรนานาชาติ) Master of Arts Program in Philosophy and Religion (International Program)	2020	Pass	4.51	3.00	3.34	3.50	3.00	3.38	Good
			2019	Pass	4.75	3.00	3.34	3.50	3.00	3.50	Good
			2018	Pass	4.66	3.00	3.34	3.50	3.00	3.49	Good
48	25500741105025	หลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษ (หลักสูตรนานาชาติ) Master of Arts Program in English Language Teaching (International Program)	2020	Pass	4.79	3.33	3.57	3.50	4.00	3.71	Good
			2019	Pass	4.12	3.00	3.57	3.50	4.00	3.54	Good
			2018	Pass	4.79	3.00	3.57	3.50	3.00	3.56	Good

No.	Program (International Program)	Program (International Program)	Academic Year	Program Internal Quality Assessment Results (by Component)						Assessment 0.01-2.00 = Low 2.01-3.00 = Fair 3.01-4.00 = Good 4.01-5.00 = Very Good	
				1 Standard Control	2 Graduates	3 Students	4 Faculty Member	5 Program, Teaching-Learning and Student Evaluation	6 Learning Support Facilities	Assessment Score	Assessment Result
Doctoral Degree Program											
49	25500741104845	หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาบริหารธุรกิจ (หลักสูตรนานาชาติ) Doctor of Philosophy Program in Business Administration (International Program)	2020	Pass	4.80	3.33	2.83	4.00	3.00	3.62	Good
			2019	Pass	4.74	2.67	3.39	3.50	3.00	3.43	Good
			2018	Pass	4.88	3.00	3.06	3.75	3.00	3.53	Good
50	25510741105599	หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาวิทยาการคอมพิวเตอร์ (หลักสูตรนานาชาติ) Doctor of Philosophy Program in Computer Science (International Program)	2020	Pass	5.00	3.00	3.67	3.50	3.00	3.62	Good
			2019	Pass	N/A	3.33	3.34	3.50	3.00	3.37	Good
			2018	Pass	4.70	3.00	3.67	3.50	3.00	3.57	Good
51	25510741105678	หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาเทคโนโลยีสนเทศศาสตร์ (หลักสูตรนานาชาติ) Doctor of Philosophy Program in Information Technology (International Program)	2020	Pass	4.44	3.00	3.67	3.50	4.00	3.61	Good
			2019	Pass	4.61	3.00	4.00	3.50	4.00	3.71	Good
			2018	Pass	4.23	3.00	3.28	3.25	3.00	3.33	Good
52	25460741100532	หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาเทคโนโลยีชีวภาพทางอาหาร (หลักสูตรนานาชาติ) Doctor of Philosophy Program in Food Biotechnology (International Program)	2020	Pass	N/A	3.00	3.86	3.50	3.00	3.42	Good
			2019	Pass	5.00	3.00	3.86	3.50	3.00	3.66	Good
			2018	Pass	N/A	2.67	3.53	3.50	3.00	3.23	Good
53	25500741105003	หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาการพัฒนาองค์การ (หลักสูตรนานาชาติ) Doctor of Philosophy Program in Organization Development (International Program)	2020	Pass	3.13	2.67	3.25	3.50	3.00	3.15	Good
			2019	Pass	3.88	3.00	2.92	3.50	4.00	3.35	Good
			2018	Pass	4.58	3.00	3.17	3.50	4.00	3.51	Good
54	25500741105014	หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาการจัดการการบริการและการท่องเที่ยว (หลักสูตรนานาชาติ) Doctor of Philosophy Program in Hospitality and Tourism Management (International Program)	2020	Pass	3.78	3.00	3.39	3.50	4.00	3.44	Good
			2019	Pass	3.57	3.00	3.72	3.75	4.00	3.56	Good
			2018	Pass	4.69	3.00	3.39	3.75	4.00	3.66	Good
55	25610741100156	หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาการจัดการเทคโนโลยีแห่งนวัตกรรม (หลักสูตรนานาชาติ) Doctor of Philosophy Program in Innovative Technology Management (International Program)	2020	Pass	N/A	3.00	3.72	3.50	3.00	3.38	Good
			2019	Pass	N/A	2.67	3.39	3.50	3.00	3.20	Good
			2018	Pass	N/A	2.33	3.06	3.25	3.00	2.92	Fair

No.	Program (International Program)	Program (International Program)	Academic Year	Program Internal Quality Assessment Results (by Component)						Assessment 0.01-2.00 = Low 2.01-3.00 = Fair 3.01-4.00 = Good 4.01-5.00 = Very Good	
				1	2	3	4	5	6		
				Standard Control	Graduates	Students	Faculty Member	Program, Teaching-Learning and Student Evaluation	Learning Support Facilities	Assessment Score	Assessment Result
56	25500741108041	หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาเทคโนโลยีการศึกษา และการจัดการ (หลักสูตรนานาชาติ) Doctor of Philosophy Program in Technology, Education and Management (International Program)	2020	Pass	3.54	3.00	3.39	3.50	3.00	3.33	Good
			2019	Pass	4.69	3.00	3.42	3.50	4.00	3.59	Good
			2018	Pass	4.26	3.00	3.42	3.50	3.00	3.44	Good
57	25550741102657	หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาการสอนและเทคโนโลยี (หลักสูตรนานาชาติ) Doctor of Philosophy Program in Teaching and Technology (International Program)	2020	Pass	4.79	3.33	2.97	4.00	3.00	3.65	Good
			2019	Pass	2.38	3.00	3.72	3.38	3.00	3.45	Good
			2018	Pass	4.67	3.00	3.75	3.50	3.00	3.58	Good
58	25510741105768	หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาจิตวิทยาการให้คำปรึกษา (หลักสูตรนานาชาติ) Doctor of Philosophy Program in Counseling Psychology (International Program)	2020	Pass	3.09	3.33	3.92	3.75	3.00	3.53	Good
			2019	Pass	3.52	3.33	3.58	3.50	3.00	3.45	Good
			2018	Pass	3.05	3.00	3.25	3.50	3.00	3.22	Good
59	25510741105735	หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาการบริหารและภาวะผู้นำทางการศึกษา (หลักสูตรนานาชาติ) Doctor of Philosophy Program in Educational Administration and Leadership (International Program)	2020	Pass	3.24	3.00	3.19	3.75	3.00	3.31	Good
			2019	Pass	4.58	3.00	3.19	3.50	3.00	3.44	Good
			2018	Pass	4.46	3.00	3.33	3.25	3.00	3.38	Good
60	25550741105436	หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาปรัชญาและศาสนา (หลักสูตรนานาชาติ) Doctor of Philosophy Program in Philosophy and Religion (International Program)	2020	Pass	4.70	3.33	2.97	3.50	3.00	3.49	Good
			2019	Pass	4.10	3.67	3.40	3.50	3.00	3.57	Good
			2018	Pass	4.46	3.00	3.42	3.50	3.00	3.47	Good
61	25520741101754	หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาการสอนภาษาอังกฤษ (หลักสูตรนานาชาติ) Doctor of Philosophy Program in English Language Teaching (International Program)	2020	Pass	4.03	3.33	4.00	3.50	4.00	3.70	Good
			2019	Pass	3.52	3.00	3.67	3.50	4.00	3.46	Good
			2018	Pass	3.69	3.00	3.48	3.75	3.00	3.45	Good

ส่วนที่ 2 การรายงานผลการดำเนินงานตามมาตรฐานการอุดมศึกษา:

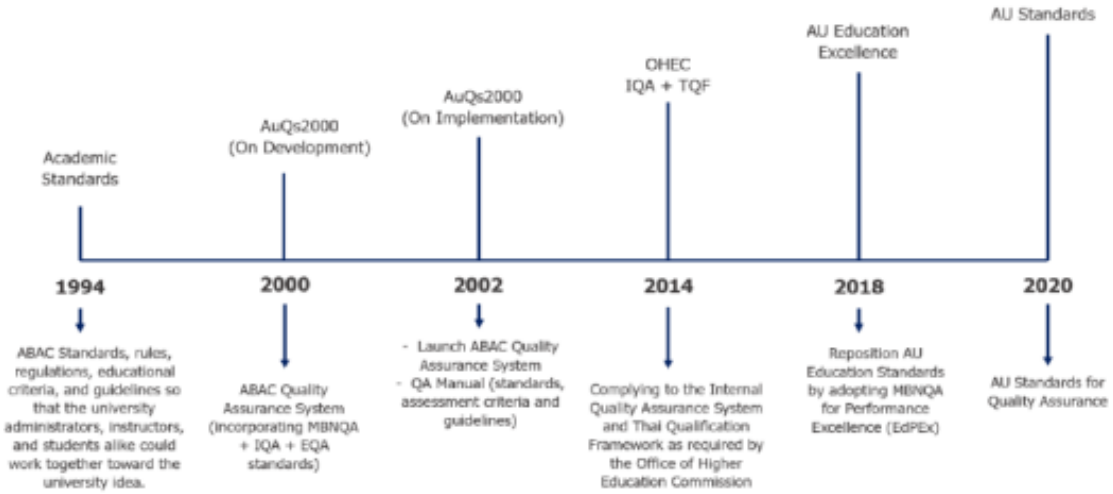
ผลการประเมินตนเองตามมาตรฐานการอุดมศึกษา

1) **ระบบประกันคุณภาพการศึกษา**

Assumption University has promoted an education quality by incorporating QA systems and mechanisms in all of its operations to ensure that the quality education and services are continuously and regularly rendered to its stakeholders, and high quality academic standard is maintained throughout the provision of its education and services. Given an effective, systematic approach, responsive to the overall missions of higher education, the University incorporates a procedural PDCA cycle in planning, implementing, monitoring, assessing and improving of the education quality in all QA processes.

Quality Development

The main objectives of AU education are to foster personal development of the students, to facilitate the achievement of academic excellence and to inculcate in the students right attitudes and ideologies through a carefully integrated educational plan (*source: ABAC Academic Standards, page 11*). Throughout the periods, applications of QA standards could present complexities of the standards and criteria, readiness of administrators, faculty members, staff and students and right attitudes for QA implementations. Problems, conflicts and controversy required the University to review standards and criteria, reproduce AU QA manuals and retrain AU personnel many times. The following diagram is timelines illustrating an evolution of the QA development of Assumption University.



QA System

To comply with the Higher Education Standard and Thai Qualification Framework for Higher Education and strengthen education quality for excellence as well, the OHEC's internal quality system (IQA) and the Education Criteria for Performance Excellence (EdPEx) are key building blocks of the internal quality systems of the University. All Programs are adherent and conformable to the requirements of Program standard criteria set in the OHEC's internal quality system whereas all Schools have risen to the challenge of EdPEx criteria.

Level	Current System
Program	OHEC's Internal Quality Assurance System for Higher Education B.E. 2557
School	Education Criteria for Performance Excellence (EdPEx)
Support Unit	AU's Internal Quality Assurance System for Support Units
University	OHEC's Internal Quality Assurance System for Higher Education B.E. 2557

QA Mechanism

With respect to education quality, the core business of Assumption University is to deliver quality. Achieving this goal will require strong commitment of all AU personnel then quality assurance is AU business. Considerably, the need for well-established QA mechanism in planning, development and deployment of the internal quality system deems necessary. In this essence, the University has established structural QA committees to communicate the QA policy to all faculty members and staff as well as monitor all administrative QA works set forth by the University. The organization of QA committees are structured top-down as follows.

Level 1:	
University QA Board	Set QA direction and policy for Assumption University
Level 2:	
QA Executive Committees AU Performance Excellence Committee	Formulate and translate the QA direction and policy into plan and procedures to ensure the appropriate administration of QA policy and procedure within and outside the University.
Level 3:	
QA Coordinating Committees	Coordinate with faculty members and staff to carry QA operations set by the University.

QA Support

The Center for Excellence (CFE) an authorized unit in the Office of Policy, Planning and Quality Assurance is in charge to coordinate and facilitate the AU community for the administration and implementation of all QA matters.

- Document, templates and information related to quality assurance are provided to Schools and Support Units at the OPPQA's website: http://oppqa.au.edu
- CHE QA Online support and help desk services are also given.
- EdPEx online coaching via MS Team Meeting has been organized to advise and mentor Schools by AU Performance Excellence Committee.

Quality Control and Audit

To oversee that all units are in compliance with the AU philosophy to deliver quality, the University makes use of the QA Manual, incorporating of QA policies, QA framework and PDCA procedures to control and audit all QA operational works of the University. Several key mechanisms in the QA manual such as the AU IQA master plan, the EdPEx milestones and QA site visit enables all Schools and Support Units to perform their QA activities in uniformity as required and set forth by the University. During site visits, for instance, the performance achievements are audited by the QA committees concerned for each unit level. Key issues are pointed out to Schools and Support Units for their future development and improvement.

Key issues in quality control and audit

Schools	Support Units
• Higher Education Standard • Desired Outcomes of Education • Standard Control Program and TQFs • Teaching and Learning • Advising	• Operation • Service quality • Environmental and Safety

Quality Assessment

To ascertain that all Programs, Schools and Support Units of the University maintain Higher Education Standards, the University appoints the internal and/or external assessors who are expertise in the fields to assess the performance and quality of the University, Schools, Programs, and Support Units.

The results of internal quality assessment at the all levels were reported to QA Board and Top Management on September 2, 2021 and the University Council on September 22, 2021.

University Performance

Assumption University performs its self-assessment report in compliance of the OHEC-Internal Quality Assessment criteria B.E. 2557 on 5 components comprising 13 indicators stipulated by OHEC, and 2 components comprising 6 indicators related to the Institution's Uniqueness and Identity. In academic year 2020, from the maximum score of 5 for quality level of each component, the University earned the score of 4.22 indicating "Good" quality level for self-assessment; 2.57, "Fair" quality level for "Input" component; 5.00, "Very Good" quality level for the "Process" component; 3.98, "Good" quality level for the "Output" component; and score of 5.00, "Very Good" quality level for the "institution's identity and uniqueness".

As the table below shows, the results indicate that the University has made gradual improvements in internal quality assurance and the average scores outperformed in 2020 over the past six years.

Assessment result 0.00 – 1.50 Need urgent improvement 1.51 – 2.50 Need improvement 2.51 – 3.50 Fair 3.51 – 4.50 Good 4.51 – 5.00 Very Good	AU Performance on Internal Quality Assessment Academic Year 2014 - 2020					Average Score
	COMPONENT					
Academic Year	1 Graduate Production	2 Research	3 Academic Service	4 Preservation of Arts and Culture	5 Administration and Management	
2020	3.95	3.64	5.00	5.00	5.00	4.22
2019	3.95	3.61	5.00	5.00	4.50	4.13
2018	3.73	3.91	5.00	5.00	5.00	4.20
2017	3.69	3.97	5.00	3.00	4.71	4.04
2016	3.65	4.01	5.00	5.00	4.68	4.18
2015	3.54	3.82	5.00	5.00	4.30	4.00
2014	3.30	3.81	5.00	5.00	3.76	3.79

Based on the outcomes of several key performance indicators verified above, it confirms that the University achieves the high level of effective and efficient graduate production and Program/School management, provides impactful academic services, significantly contributes to research and creative work, has successfully instilled appreciation for Thai and International Art and Culture, and maintains its quality education and services.

School Performance

All Schools reported their EdPEx performance on the School EdPEx Year-End Review 2020 on August 5-6, 2021. Thereafter, the AU Performance Excellence Committee evaluated the performance of each School and prepared the feedback report to Schools. The Chair of the AU Performance Excellence Committee reported the result of School

EdPEx performance review as shown below to the QA Board and Top Management on September 2, 2021.

Three levels of evaluations for School EdPEx Year-ended Review 2020

- Level of understanding
- Level of acceptance
- Performance outcome

With respect to the level of understanding, the result of level of understanding of the EdPEx self-evaluated by Schools indicates that all Schools have gained more understanding of the EdPEx.

With respect to the level of School Acceptance, the AU Performance Excellence Committee oversaw the participation and engagement of the Schools during the EdPEx workshop in order to evaluate their level of acceptance in implementing the EdPEx in Schools. Obviously, all Schools are well cooperated and engaged in the workshop with participation of Deans and their senior leaders.

With respect to the performance outcomes from the School EdPEx Year-ended Review 2020, all 12 Schools presented their works to the AU Performance Excellence Committee for review and evaluation. Significant improvement found in the following matters:

- Clear goals and direction
- Leadership actions
- Clear strategic goals aligned with AU Strategic Direction
- More Customer focuses
- More Workforce focuses
- More systematic operational focuses
- Clear targets and measures

Program Performance

The average score of the internal quality assessment of the Program in 2020 is 3.52, demonstrating “Good” quality level. It appears that the performance and quality of the Program was a gradual improvement every year with the highest score in 2020 over the past six years.

Academic Year	Program Internal Quality Assessment Results2014-2020 (by Component)						Assessment 0.01-2.00 = Low 2.01-3.00 = Fair 3.01-4.00 = Good 4.01-5.00 = Very Good	
	1 Standard Control	2 Graduates	3 Students	4 Faculty Member	5 Program, Teaching-Learning and Student Evaluation	6 Learning Support Facilities	Assessment Score	Assessment Result
2020	61 programs (Pass)	4.14	3.14	3.37	3.59	3.51	3.52	Good
2019	68 programs (Pass) and 1 program (Not Pass)	4.11	3.12	3.35	3.56	3.46	3.49	Good
2018	69 programs (Pass)	4.30	3.08	3.35	3.57	3.30	3.49	Good
2017	69 programs (Pass)	4.22	3.07	3.26	3.56	3.23	3.45	Good
2016	70 programs (Pass)	4.27	2.93	3.10	3.39	2.99	3.31	Good
2015	70 programs (Pass) and 2 programs (Not Pass)	3.93	2.48	2.46	2.94	2.50	2.87	Fair
2014	70 programs (Pass) and 5 programs (Not Pass)	3.45	1.59	1.82	2.03	1.59	2.12	Fair

Support Units Performance

With respect to the performance and quality of the Support Units, the results reveal that Support Units obtain “Very Good” quality level in consecutive years since 2017 with the highest average score of 4.77 in academic year 2020.

Support Units Internal Quality Assessment Result

Academic Year	Assessment Score	Assessment Result
2020	**4.77**	**Very Good**
2019	4.65	Very Good
2018	4.74	Very Good
2017	4.66	Very Good

2) ผลลัพธ์ด้านผู้เรียน ผลลัพธ์ด้านการวิจัยและนวัตกรรม ผลลัพธ์ด้านการบริการวิชาการแก่สังคม ผลลัพธ์ด้านศิลปวัฒนธรรมและความเป็นไทย ตามมาตรฐานการศึกษาของสถาบันอุดมศึกษา ซึ่งเป็นไปตามมาตรฐานการอุดมศึกษา พ.ศ. 2561

2.1) ผลลัพธ์ด้านผู้เรียน

Assumption University has existed by design and applied interdisciplinary/ multidisciplinary programs with the incorporation of the 3 dimensions of Desired Outcomes of Education (i.e., learner person, innovative co-creator and active citizen) and 3Es of AU Identity (Ethics, English proficiency and Entrepreneurial spirit).

With respect to Graduate Production, encompassing program administration, qualification of faculty members, student activities and services, the University obtained an average score of 3.95, illustrating that the elements pertaining to the graduate production is of "Good" quality level.

The University emphasizes on creating a conducive learning environment through innovating teaching pedagogies and curriculum design, establishing university/institutional collaborations at both national and international levels, as well as creating industry linkage to provide an active and experiential learning environment for students. For student service and activities, the University achieved a "Very Good" quality level. The University has strengthened the activities pertaining to student services and supports to enhance desired graduates' characteristics in 21th Century. Various support units and projects have been initiated to strengthen the AU Identity of graduates (3E: Ethics, English Proficiency and Entrepreneurial Spirit): The Assumption Business Leading Entrepreneurship (ABLE) Center, The Center of IT Support Learning (CiSSLe) Center, and Center for Student Leadership and Experiential Learning (CSLEL) focus on developing the students' entrepreneurial and professional skills; St. Martin Center for Professional Ethics Seminar (CPEL) focuses on the students' continuous improvement on personal integrity and professional ethics by organizing ethic seminars and service learning projects; and 'English for All' project focuses on strengthening the students' English proficiency.

Key performance outcomes to reflect the quality of graduate production are shown in the following tables.

Satisfaction of Graduates on Program Quality (2017 – 2020) – AU Level				
Degree	**2020**	**2019**	**2018**	**2017**
Bachelor's Degree	4.29	4.33	4.21	3.90
Master's Degree	4.42	4.36	4.33	4.07
Doctoral Degree	4.48	4.36	4.64	4.22
Average Score out of 5 Points: AU Level	**4.40**	**4.35**	**4.39**	**4.06**

Satisfaction of Market Employers on Five Domains (2017 – 2020) – AU Level				
Degree	**2020**	**2019**	**2018**	**2017**
Bachelor's Degree	4.12	4.16	4.05	4.08
Master's Degree	4.14	4.27	4.08	4.18
Doctoral Degree	4.25	4.28	3.70	4.07
Average Score out of 5 Points: AU Level	**4.17**	**4.24**	**3.94**	**4.11**

Job Placement Survey (2017 – 2020) – AU Level				
Degree	**2020**	**2019**	**2018**	**2017**
Bachelor's Degree	88.04%	92.19%	96.16%	94.73%
Master's Degree	94.07%	96.3%	98.4%	97.6%
Doctoral Degree	98.03%	100%	100%	100%
Average Job Placement: AU Level	**93.38%**	**96.16%**	**98.19%**	**97.44%**

AU Identity (2017-2020)				
Dimension	**2020**	**2019**	**2018**	**2017**
AU Identity Development	**4.38**	**4.10**	**4.00**	**4.06**
English Competency	4.24	4.11	4.08	4.15
Ethics	4.56	4.14	3.97	4.03
Entrepreneurial Spirit	4.32	4.05	3.95	4.01

2.2) ผลลัพธ์ด้านการวิจัยและนวัตกรรม

The University achieved a "Good" quality level in research with an average score of 3.64. The University's system and mechanism for research was well established, as reflected by the score of 5, the maximum score on 5-point scale, indicating that its pertinent research system and mechanism is of "Very Good" quality level.

In the academic year 2020, the University has constantly encouraged all Schools to conduct research projects to be in compliance with the new AU Higher Education Standards, Academic Year 2018 (B.E 2561), Standard II: Research and Innovation which comprises of 7 categories as follows:

Cat. 1: HEIs have research works which give new knowledge and can be applied.

Cat. 2: HEIs have research works which create the innovation or intellectual property ownership.

Cat. 3: HEIs have research works which are connected to economy, society, art and culture, or the environment according to their own potentialities and identities.

Cat. 4: HEIs network with other institutions government organization and international organizations.

Cat. 5: HEIs have research works and innovations in response to national policies, social needs, communities, government and private sector as well as the nation.

Cat. 6: The outcome of research works and innovations has a high impact on learner's development.

Cat. 7: The outcome of research works and innovations has a high impact on creating quality of life or values added and competitive capacity at the international level.

Some Schools' research projects were fitted-in with each category as shown in the table as follows.

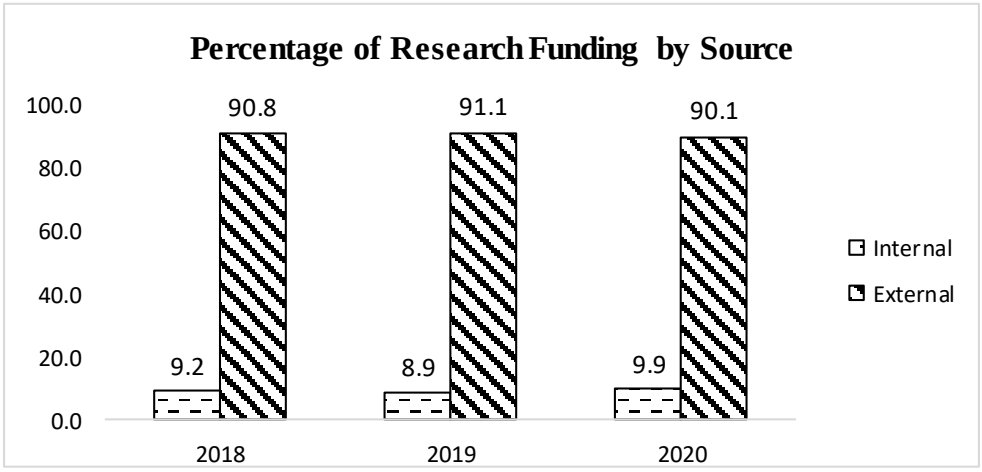
Project Title	Related Categories
1. Materiality of Narration: Reading COVID-19 as Rhetorical Agency in Social News in and about South Africa	Cat: 1,3,4,6,7
2. Keyword Analytics: Analysing & Tracking Trends on Twitter	Cat: 1,2,6,7
3. Smart Residence: A Sensor Network Approach to Smart Nursing Homes	Cat: 2,3,6,7
4. Technology Transfer Center Establishment Phase I: Development of Plant-based Fish ball ITAP	Cat: 2,3,4,7
5. กิจกรรมการเพิ่มมูลค่าผลิตภัณฑ์ด้วยงานวิจัยนวัตกรรมและเทคโนโลยีให้สอดคล้องกับความต้องการของตลาดภายใต้โครงการยกระดับอุตสาหกรรมอาหารทะเลให้เป็นศูนย์กลางผลิตอาหารทะเลแห่งอนาคต (Transforms Seafood Industries to Hub of Seafood)	Cat: 3,4,5,7
6. การพัฒนาต้นแบบผลิตภัณฑ์เพิ่มมูลค่าจากสารสกัดจากปลิงทะเล	Cat: 2,3,4,7
7. กิจกรรมเพิ่มศักยภาพการผลิตในอุตสาหกรรมเกษตรแปรรูป (Agro Genius Academy) ภายใต้ค่าใช้จ่ายเพิ่มศักยภาพการผลิตในอุตสาหกรรมเกษตรแปรรูป	Cat: 3,4,5,7
8. การศึกษาความเป็นไปได้ในการจัดตั้งอนุญาโตตุลาการของการกีฬาแห่งประเทศไทย	Cat: 1,3,4,5,7
9. สำรวจภาพลักษณ์สำนักงานสลากกินแบ่งรัฐบาล	Cat: 3,5,7
10. The study of the performance data of the Governor of the Sports Authority of Thailand.	Cat: 7

In the academic year 2020, the total amount of both internal and external funds was 10,637,103.94 Baht, less than that of the academic year 2019 (17,957,606.00 Baht). The score obtained was 1.46, lower than that of 2019 (1.64). The external funds have decreased when compared with the previous academic year due to the overall economic depression from COVID-19 pandemic situation which affect both public and private sectors to spend less money for research.

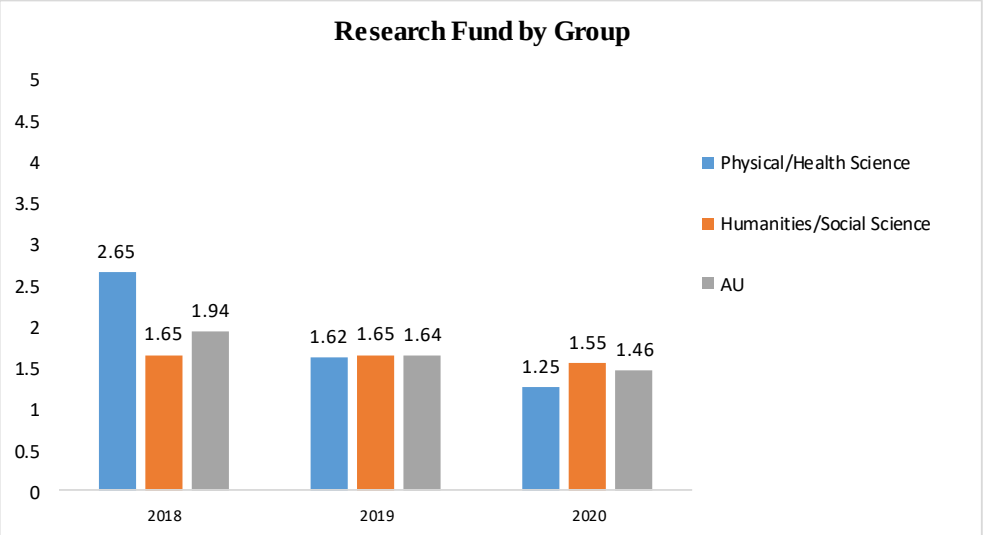
Major external research organizations that granted research funds to AU faculty members include government agencies, private enterprises, private-sector companies, etc. The table below are examples of some external research fund projects from both public and private sector organizations for academic year 2020:

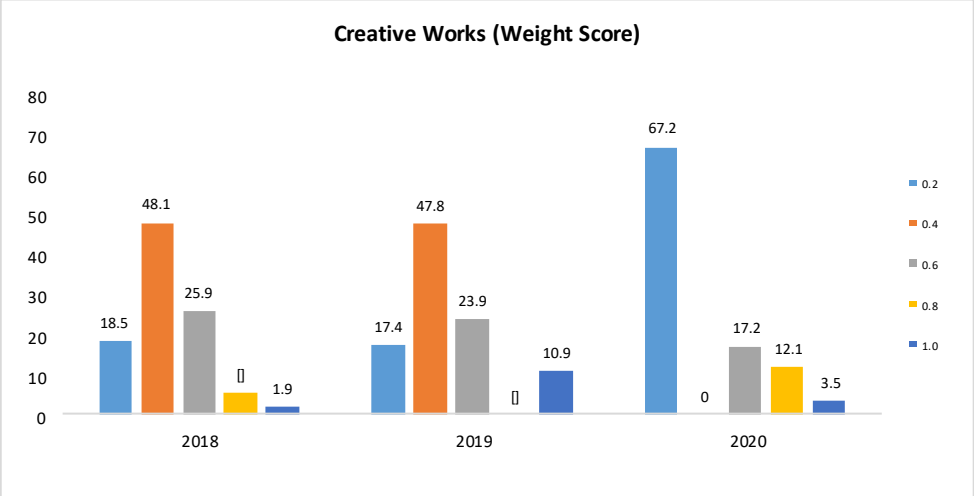
Projects	Granter	Schools
1. Materiality of Narration: Reading COVID-19 as Rhetorical Agency in Social News in and about South Africa	Africa Multiple of Excellence, University of Bayreuth	Arts
2. การศึกษาความเป็นไปได้ในการจัดตั้งอนุญาโตตุลาการของการกีฬาแห่งประเทศไทย	Sports Authority of Thailand (กกท.)	Law
3. สำรวจภาพลักษณ์สำนักงานสลากกินแบ่งรัฐบาล	บริษัท โอกิลวี่ พับลิค รีเลชั่นส์ เวิลด์วายด์ จำกัด	IRAS
4. The study of the performance data of the Governor of the Sports Authority of Thailand.	Sports Authority of Thailand (กกท.)	IRAS

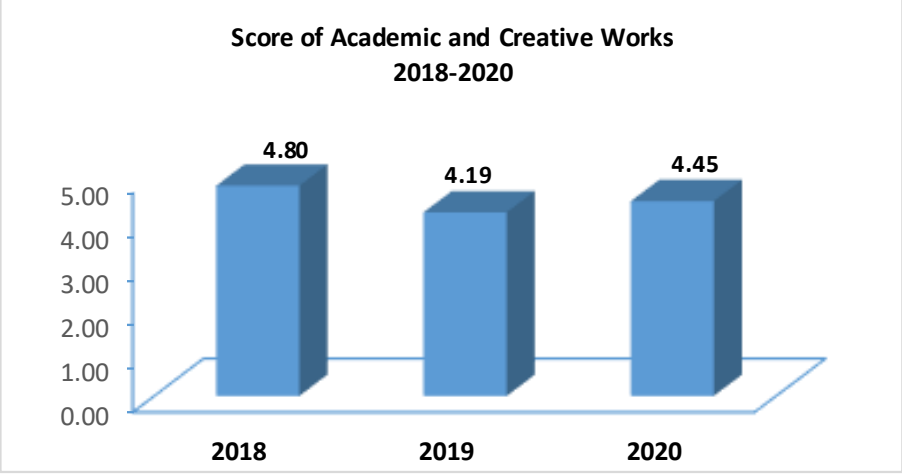
Projects	Granter	Schools
5. กิจกรรมเพิ่มศักยภาพการผลิตในอุตสาหกรรมเกษตรแปรรูป(Agro Genius Academy) ภายใต้ค่าใช้จ่ายเพิ่มศักยภาพการผลิตในอุตสาหกรรมเกษตรแปรรูป ปีงบประมาณ 2563	ศูนย์ส่งเสริมอุตสาหกรรมภาคที่ 8 กรมส่งเสริมการเกษตร	Biotechnology
6. การพัฒนาต้นแบบผลิตภัณฑ์เพิ่มมูลค่าจากสารสกัดจากปลิงทะเล	สกว. ฝ่ายสนับสนุนการวิจัยในอุตสาหกรรม	Biotechnology
7. Consumer test for healthy appetizer and ready meal	Betagro Group	Biotechnology
8. From Water Hyacinth Parasite to Energy Using Hydrothermal Carbonisation	TRF and British Council	Biotechnology
9. SMS Sensory Evaluation Training	SMS Corperation	Biotechnology
10. Development of protein isolate products from rambutan seeds, a waste from canned fruit process, for utilization as food emulsifiers and stabilizers	Agricultural Research Development Agency	Biotechnology



The proportion of the external research funds (2020) to that of the previous year (2019) was a bit lower (90.1) due to the increase in proportion of the internal research funds (2020) (9.9). When classified research funding by group, it was found that research funding in the physical/health science and humanities/social science discipline were reduced with the average score of 1.25 and 1.55, compared to the average score of 1.62 and 1.65 in 2019 respectively.


Research Fund by Group
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
2.65
1.65
1.94
1.62
1.65
1.64
1.25
1.55
1.46
2018
2019
2020
Physical/Health Science
Humanities/Social Science
AU


Creative Works (Weight Score)
80
70
60
50
40
30
20
10
0
18.5
48.1
25.9
1.9
17.4
47.8
23.9
10.9
67.2
0
17.2
12.1
3.5
2018
2019
2020
0.2
0.4
0.6
0.8
1.0


Score of Academic and Creative Works
2018-2020
5.00
4.00
3.00
2.00
1.00
0.00
4.80
4.19
4.45
2018
2019
2020

In the academic year 2020, the score of full-time faculty members' academic and research works was 4.45, which is higher than the score of the previous year (4.19). The creative works showed significant increase in proportion of online dissemination caused by the impact of the COVID-19 pandemic.

2.3) ผลลัพธ์ด้านการบริการวิชาการแก่สังคม

With respect to academic service to society, Assumption University is highly committed to providing academic services at different levels: institution, community, national and international level. The University achieved an average score of 5 "Very Good" quality level for the past consecutive years since 2014. Most of the academic services provided were aimed to improve the quality of life and prepare the communities to be part of the ASEAN community. Furthermore, there are projects regarding social responsibility or service learning by students to instill the students' social responsibility awareness and ethical mind.

The Institute for Research and Academic Services (IRAS) has been assigned by the University to be responsible for coordinating the University academic services. It has had its strategies in providing academic services in different forms and channels for sustainable development of the communities and external organizations and in promoting social engagement and supporting collaboration between AU and its surrounding local schools or communities as well as AU and external organizations at the national and international levels which are aligned with the AU Five-Year Strategic Plan 2018-2022 (Strategy 3: Increasing social engagement within and beyond AU communities, Objective: 1 – To promote strong collaborations and partnerships between AU and stakeholders, Objective: 2 – To connect public engagement with researches and academic activities). The target communities around Suvarnabhumi Campus (i.e., Bang Sao Thong and Bang Bo Districts) as well as public sectors and external organizations were considered and identified by the Committee for Research and Academic Service Strategy (CRASS) appointed by the University as the core unit to oversee and support all academic services provided by AU.

In the academic year 2020, CRASS together with the Academic Service Coordinators of all Schools had a meeting to discuss about the academic services plan. The meeting consensus was to continue the projects which were conducted in the academic year 2019 (as presented in the table of strategic plan I, II A, and II B), for example, "**โครงการประสานงานเพื่อให้บริการวิชาการแก่สังคมและสร้างความสัมพันธ์กับชุมชนรอบมหาวิทยาลัยอัสสัมชัญ**" , "Earthworms Culture Training for Community", "Preceptorship Training for Clinical Nursing Practicum", "AU School Mentoring", "Community Design Research and Academic Service", and "The Study of the Performance Data of the Governor of the Sports Authority of Thailand".

Moreover, the University has continuously encouraged all Schools to participate in academic services given to elementary schools around Suvarnabhumi Campus. A multidisciplinary academic services project in collaboration with all Schools and the

IRAS was conducted in response to the needs of the local schools and their communities around the campus. These academic services would help to create a good image for the University and enhance a good relationship between the University and the communities around the campus. Before starting the multidisciplinary academic service project, a working team meeting was created to share information, knowledge and experience in implementing each activity. The evaluation results were discussed among the working team as well as the committee members to reflect upon the ideal outcome and impact of the project. And, the insight information was disseminated to parties concerned for improvements in the next year. Based on the activities that provided to the local schools and their communities, some projects have been carried out at least 3 years for sustainable developments, such as the project of English language for the communities by the School of Arts. In addition, each School and its communities will be monitored and followed up every four years for the sake of sustainable development.

The University has constantly encouraged all Schools to conduct academic service projects to be in compliance with the new AU Higher Education Standards, the Academic Year 2018 (B.E 2561), Standard III: Academic Services which comprise of 4 categories as follows:

Cat.1: HEIs provide academic services appropriate and correspondent to community/social needs according to their expertise and identities.

Cat. 2: HEIs have management in collaboration with other universities, both public and private, at the national and international levels.

Cat. 3: HEIs supervise and monitor academic service processes with transparency and accountability.

Cat. 4: The outcome of academic services leads to the strengthening and maintaining the strengths of learners, families, communities, societies, and the country.

Schools' academic service projects were fitted-in with each category as shown in the table below:

Project Title	Categories Related
1. **โครงการประสานงานเพื่อให้บริการวิชาการแก่สังคมและสร้างความสัมพันธ์กับชุมชนรอบมหาวิทยาลัยอัสสัมชัญ** (A multidisciplinary academic services project at Wat Bang Phli Noi School)	Cat: 1-4
2. AU School Mentoring	Cat: 1-4
3. **โครงการยุวพัฒน์รักษ์ถิ่น**	Cat: 1-4
4. Personal Data Protection Act Workshop	Cat: 1-4
5. Earthworms Culture Training for Community	Cat: 1-4
6. Assumption University Digital Transformation (AU DX2021)	Cat: 1,3,4
7. GLOBE 2020 Project	Cat: 1-3
8. Digital Media for Thai Royal Airforce	Cat: 1-4

Project Title	Categories Related
9. Community Design Research and Academic Service	Cat: 1-4
10. Educational Services	Cat: 2-4

In the academic year 2020, the multidisciplinary academic services project was supposed to be undertaken at Wat Sri Waree Noi School. The activities would include short dramas about laws used in everyday life, English language project for the community, mental health promotion and obesity prevention, learning about savings behavior, music training/ music contest, etc. These activities were intended to integrate academic services, teaching and researches, with respect to the community's quality of life in terms of physical health, education, occupation and income. However, the activities could not be operated and would have to be postponed to the next academic year due to the COVID-19 outbreak.

Apart from the AU surrounding communities, the committee has agreed to continue providing academic services in different forms at the national level depending on the requests of external organizations both public and private sectors such as the Sports Authority of Thailand, Bank of Ayudhya Public Company Limited and Siam Cement Group (SCG). Some projects have been implemented for 5 consecutive years since 2015. Furthermore, the AU Poll of Assumption University has conducted a public opinion survey about interesting issues which can benefit the society in general, i.e. online learning during COVID-19 pandemic, and stress index survey. The target population included people living in Bangkok and nearby areas, and also metropolitan regions. All of the research survey findings were disseminated to the mass media, people and the public.

At the international level, several academic services projects have been on-going, e.g., student exchange programs with universities around the world and providing academic services related to Chinese language and culture to scholars at AU and to the public by the Confucius Institute funded by the Chinese Government through the Embassy of China.

2.4) ผลลัพธ์ด้านศิลปวัฒนธรรมและความเป็นไทย

For the preservation of art and culture, as an international community of scholars, AU has continuously promoted both Thai and International art and culture, and earned the assessment score of 5.00, a "Very Good" quality level.

The University Art and Culture Preservation committee has evaluated the achievement indicators of the plan for art and culture preservation in academic year 2020 by the evidences of successful projects / activities. Referring to the set of strategic plan that employed the AU strategy from the University Five-Year Strategic Plan (2018-2022) as Strategy IV: ensuring AU sustainable development and Objective 2: to make known to public the distinctive features of AU with the initiative 2: to create uniqueness and good image for the University as well as the

Action Plan 2.1: organize projects / activities preserving art and culture. The objectives and achievement indicators (KPI) were set by the University Art and Culture Preservation Committee and the University Units and Schools based on ASAP2020. The use of objectives as the guideline for the proper implementation of the preservation art and culture are as to encourage and support Thai and International art and cultural activities organized within and outside the University and to develop appreciation of Thai Art and Culture among AU students.

There were projects/ activities for University community such as the projects/ activities organized towards the Royal Institution, tradition and culture: Alms Giving and Merit Making on the Buddhist Lent Day, Loy Krathong Festival, and Songkran Festival Aside from the projects/ activities for the University community, there were also the projects/activities for students such as Thai speech contest, Student On-campus Concerts and Student Off-campus Concerts. There were 62 projects/activities organized by the Office of Thai Art and Culture, Assumption University Student Organization (AUSO), and Student Activity Units.

Performance achievements are as shown in the table below.

KPI	**Target**	**Academic Years**		
		Results 2018	**Results 2019**	**Results 2020**
Number of projects/ activities preserving Art and Culture	60 projects/ activities	92 projects/ activities	101 projects/ activities	62 projects/ activities

KPI	**Target Year 2020**	**Results Year 2020**
Level of participants' satisfaction/ appreciation.	Level of participants' satisfaction/ appreciation is at least 3.51.	Level of participants' satisfaction/appreciation is 4.41

KPI	**Target Year 2020**	**Results Year 2020**
Number of international students attending the activities	300 persons (10 activities) of international students attend the activities	449 persons (12 activities) of international students attended the activities

Apart from the achievement indicators in the above mentioned, the University Art and Culture Preservation Committee also applied other methods of evaluation for examples; an interview for Thai value's perception after attending Songkran Festival, a rubric score of student assignments, etc.

3) หากการดำเนินการไม่เป็นไปตามมาตรฐานการศึกษาของสถาบัน สถาบันอุดมศึกษามีแผนดำเนินการปรับปรุงอย่างไร

Improvement Measures

1. Establishing diversified communication channels to transmit policy, direction and academic standard of the University to students and key stakeholders to ensure that quality education and services are continuously and regularly rendered to its stakeholders, and high quality academic standard is maintained throughout the provision of its education and services.
2. Monitoring each individual school's human resource development plan to ensure the achievement of the planned academic title holders, thus increasing number of qualified faculty members.
3. Enhancing faculty's interest and motivating them to conduct research/creative works that are aligned with the Government's policy or social needs.

4) และหากดำเนินการเป็นไปตามมาตรฐานการศึกษาของสถาบันแล้ว สถาบันอุดมศึกษามีแนวทางพัฒนาให้ดีขึ้นอย่างไร

Strengthening Measures

1. Maintaining international learning environment to strengthen international community of scholars as well as international students.
2. Raising quality of all programs to heighten level of graduates' competitiveness and achieve Thai Qualification Register and Professorship.
3. Increasing collaboration with strategic partners and stakeholders, in particular private sectors locally and internationally in research, academic services, curriculum designs and practicums

เอกสารอ้างอิง

Assumption University
Internal Quality Assessment Report
(AU-IQA Report)

Academic Year 2020
(September 20, 2021)

BY: AU Internal Quality Assessment Committee

September 20, 2021

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มหาวิทยาลัยอัสสัมชัญ
ASSUMPTION UNIVERSITY

Assumption University Order

No.247/2021

Subject: Appointment of Assumption University Internal Quality Assessment Committee
Academic Year 2020

The President - Rector Magnificus of Assumption University, empowered under the provisions in Article 43 of the Private Higher Education Institutions Act B.E. 2546 Amendment (No.2) B.E. 2550, makes the appointment of the Assumption University Internal Quality Assessment Committee for Academic Year 2020 as follows:

1.	Assistant Professor Dr. Warayuth	Sriwarakuel	Chair
2.	Assistant Professor Dr. Uree	Cheasakul	Member
3.	Dr. Kitikorn	Dowpiset	Member
4.	Assistant Professor Dr. Thanawan	Phongsatha	Member
5.	Dr. Chayada	Thanavisuth	Member
6.	Mr. Suparwat	Charoenvikrom	Secretary
7.	Dr. Chutamas	Sundrarajun	Assistant Secretary

Duties and Responsibilities

1. Assess the education quality at the University level in accordance with the internal quality assurance indicators stipulated by the Office of Permanent Secretary, Ministry of Higher Education, Science, Research and Innovation.
2. Follow up the University's progress and performance in accordance with the University's quality improvement plan.
3. Give recommendations to the School/University for quality improvement.
4. Submit the Report of Internal Quality Assessment Result in compliance with the CHE QA Online to the University and the Office of Permanent Secretary, Ministry of Higher Education, Science, Research and Innovation.

Given on August 17, 2021

Rev. Bro. Bancha Saenghiran, f.s.g., Ph.D.
President - Rector Magnificus

Office of Human Resources Management

ADDRESS : **ABAC, ASSUMPTION UNIVERSITY,** HUA MAK, BANGKOK 10240, TEL. 0-2300-4543, 0-2300-4553, FAX. 0-2300-4563, http://www.au.edu

Assumption University
Internal Quality Assessment Report
Academic Year 2020

Assessment Date: September 17 and 20, 2021

By:

1.	Asst. Prof. Dr. Warayuth Sriwarakuel	Chairman
2.	Asst. Prof. Dr. Uree Cheasakul	Member
3.	Dr. Kitikorn Dowpiset	Member
4.	Asst. Prof. Dr. Thanawan Phongsatha	Member
5.	Dr. Chayada Thanavisuth	Member
6.	Mr. Suparwat Charoenvikrom	Secretary
7.	Dr. Chutamas Sundrarajun	Assistant Secretary

PART I: ASSESSMENT RESULTS

Results of Internal Quality Assessment Classified by Components

Component	Average score					Assessment result
	Number of Indicators	Input	Process	Output	Assessment score	0.00 - 1.50 Need urgent improvement 1.51 - 2.50 Need improvement 2.51 - 3.50 Fair 3.51 - 4.50 Good 4.51 - 5.00 Very good
1 Graduate Production	(5)	3.12	5.00	3.52	3.95	Good
2 Research	(3)	1.46	5.00	4.45	3.64	Good
3 Academic Service	(1)	-	5.00	-	5.00	Very good
4 Preservation of Art and Culture	(1)	-	5.00	-	5.00	Very good
5 Administration	(2)	-	5.00	N/A	5.00	Very good
Total Number of Indicators	(12)	(3)	(7)	(2)		
Assessment Score		2.57	5.00	3.99	**4.22**	**Good**
Assessment Result		Fair	Very Good	Good		

Results of Internal Quality Assessment Classified by Indicators

<table>
<tr><td colspan="2" rowspan="3">Indicator</td><td colspan="8">Performance outcome</td><td rowspan="3">Score</td></tr>
<tr><td colspan="6">Numerator</td><td colspan="2" rowspan="2">Result</td></tr>
<tr><td colspan="6">Denominator</td></tr>
<tr><td>1.1</td><td>Results of program administration</td><td colspan="6">214.68
61</td><td colspan="2">3.52 scores</td><td>3.52 scores</td></tr>
<tr><td>1.2</td><td>Full-time faculty members holding a doctoral degree</td><td colspan="6">346.50
692</td><td colspan="2">50.07%</td><td>5.00 scores</td></tr>
<tr><td>1.3</td><td>Full-time faculty members holding an academic title</td><td colspan="6">103
692</td><td colspan="2">14.88 %</td><td>1.24 scores</td></tr>
<tr><td>1.4</td><td>Bachelor’s degree student service</td><td colspan="8">Yes or No
1 2 3 4 5 6
Y Y Y Y Y Y
6 items</td><td>5.00 scores</td></tr>
<tr><td>1.5</td><td>Bachelor’s degree student activities</td><td colspan="8">Yes or No
1 2 3 4 5 6
Y Y Y Y Y Y
6 items</td><td>5.00 scores</td></tr>
<tr><td>2.1</td><td>System and mechanism for research or creative work administration and development</td><td colspan="8">Yes or No
1 2 3 4 5 6
Y Y Y Y Y Y
6 items</td><td>5.00 scores</td></tr>
<tr><td>2.2</td><td>Research and creative work funds</td><td colspan="6">18.99
13</td><td colspan="2">1.46 scores</td><td>1.46 scores</td></tr>
<tr><td>2.3</td><td>Full-time faculty members’ and researchers’ academic works</td><td colspan="6">57.85
13</td><td colspan="2">4.45 scores</td><td>4.45 scores</td></tr>
<tr><td>3.1</td><td>Academic service to society</td><td colspan="8">Yes or No
1 2 3 4 5 6
Y Y Y Y Y Y
6 items</td><td>5.00 scores</td></tr>
<tr><td>4.1</td><td>System and mechanism for preservation of art and culture</td><td colspan="8">Yes or No
1 2 3 4 5 6 7
Y Y Y Y Y Y N
6 items</td><td>5.00 scores</td></tr>
<tr><td>5.1</td><td>University’s monitoring and following up of performance in compliance with the University’s mission, the category of the institution and the University’s uniqueness</td><td colspan="8">Yes or No
1 2 3 4 5 6 7
Y Y Y Y Y Y Y
7 items</td><td>5.00 scores</td></tr>
<tr><td>5.2</td><td>Results of School administration</td><td colspan="6">N/A
N/A</td><td colspan="2">N/A</td><td>N/A</td></tr>
</table>

Indicator		Performance outcome						Score
		Numerator / Denominator			Result			
5.3	System for monitoring Program and School quality assurance	Yes or No						5.00 scores
		1	2	3	4	5	6	
		Y	Y	Y	Y	Y	Y	
		6 items						
6.1*	Achievements in the development of institution's identity	Yes or No						5.00 scores
		1	2	3	4	5		
		Y	Y	Y	Y	Y		
		5 items						
7.1*	Achievements in the development of institution's uniqueness	Yes or No						5.00 scores
		1	2	3	4	5		
		Y	Y	Y	Y	Y		
		5 items						
							Average score	**4.22 scores**

*Specific Indicators of Institution's Uniqueness and Identity

PART II: PERFORMANCE ASSESSMENT

Component 1 Graduate Production

Observation and Recommendations

1. It is remarkable that trends can be easily recognized when scores were given three consecutive years. However, in some cases, one or two more years should be added in order to see clearer trends.
2. It is found that many student services and activities were cancelled or postponed because of the outbreak of Covid-19. It seems to be that this pandemic will still last for a long time. Therefore, appropriate student services and activities to be conducted online should be developed.
3. Since teaching online becomes a must during the outbreak of the Covid-19 pandemic, lecturers' online teaching skills need to be improved, and attractive teaching methodologies and techniques should be applied.
4. Comments and recommendations in the previous academic year were used in the improvement plans. This is a good practice to be continuously conducted.
5. It is observed that some goals were set too low. They should be set higher year after year in order to see the progress.
6. It is observed that not only the University has used its website and social media as channels to keep in touch with its alumni but most Schools have also used them to communicate with their alumni. These are good means to be maintained. The number of alumni should be added more and more.
7. It is appropriate that the University has decided to use EdPEx system for its quality assurance. Thus all key measures and indicators should be appropriately revised and adjusted to evaluate the quality of teaching and learning outcomes.
8. Apart from increasing the number of full-time instructors holding Ph.D. and academic titles, interdisciplinary approaches, teamwork, sharing human resources among different schools should be put into practice.
9. A benchmark needs to be set because it will be an obvious destination to be reached.

Indicator 1.1 Results of Program administration

Type of indicator Output

Assessment criteria

Average score of assessment results of all programs offered by the University

Score obtained = 214.68/ 61 = 3.52 scores

Assessment Outcome

Assumption University Average score 3.52 Scores

Assessment Result

Indicator	Target	Assessment outcome	Score	Achievement (Yes/ No)
Indicator 1.1 Results of program administration	3.49 scores	3.52 scores	3.52 scores	Yes

Indicator 1.2 Full-time faculty members holding a doctoral degree

Type of indicator Input

Assessment criteria

Convert the per cent of full-time faculty members holding a doctoral degree to a score ranging from 0-5.

1. Criteria for Group B and Group C2 institutions

40% or higher of faculty members holding a doctoral degree = 5 scores

Calculation

1. Calculate the per cent of full-time faculty members holding a doctoral degree.

   346.50 x 100 /592 = 50.07%

2. Convert the per cent in no.1 to a score ranging from 0-5.
   Score obtained =

   50.07 x 5 /40 = 6.26 => 5.00 score

Assessment Outcome

Number of full-time faculty members working and on leave based on the duration of employment				Per cent of full-time faculty members holding Ph.D. (%)	Score (5 = ≥40%)
Bachelors' degree	Masters' degree	Doctoral degree	Total		
7	**337.50**	**346.50**	**692**	**50.07**	**5.00**

Assessment Result

Indicator	Target	Assessment outcome	Score	Achievement (Yes/ No)
Indicator 1.2 Full-time faculty members holding a doctoral degree	40.00 %	50.07 %	5.00 scores	Yes

Indicator 1.3 Full-time faculty members holding an academic title

Type of indicator Input

Assessment criteria

Convert the per cent of full-time faculty members holding an academic title to a score ranging from 0-5.

1. Criteria for Group B and Group C2 institutions

60% or higher of faculty members holding an academic title: Assistant Professor, Associate Professor and Professor = 5 scores

Calculation

1. Calculate the per cent of full-time faculty members holding an academic title.

   103 x 100 / 692 = 14.88 %

2. Convert the per cent in no.1 to a score ranging from 0-5.
   Score obtained =

   14.88 x 5 / 60 = 1.24

Assessment Outcome

Number of full-time faculty members with no academic title	Number of full-time faculty members with an academic title				Number of full-time faculty members working and on leave	Per cent of full-time faculty members with an academic title	Score (5 = ≥60%)
	Asst. Prof.	Assoc. Prof.	Prof.	Total			
589	**86**	**15**	**2**	**103**	**692**	**14.88**	**1.24**

Assessment Result

Indicator	Target	Assessment outcome	Score	Achievement (Yes/ No)
Indicator 1.3 Full-time faculty members holding an academic title	12.00 %	14.88 %	1.24 scores	Yes

Indicator 1.4 Bachelor's degree student service

Assessment criteria

1 score	2 scores	3 scores	4 scores	5 scores
1 item	2 items	3-4 items	5 items	6 items

Assessment Outcome

☑	Standard Criteria
☑ 1.	Students are provided with academic advising and counseling about how to spend their life in university and how to work.
☑ 2.	Students are provided with information about service units, extra-curricular activities, full-time and part-time work placements.
☑ 3.	Activities are organized to prepare students for work.
☑ 4.	The quality of activities and services in no.1-3 is assessed. Each item must score more than 3.51 out of the total score of 5.
☑ 5.	The evaluation results of no.4 are used for developing the service and information provision to improve the performance or meet students' expectation.
☑ 6.	Information and knowledge beneficial to careers are provided to alumni.

Assessment Result

Indicator	Target	Assessment outcome	Score	Achievement (Yes/ No)
Indicator 1.4 Bachelor's degree student service	6 items	6 items	5.00 scores	Yes

Indicator 1.5 Bachelor's degree student activities

Assessment criteria

1 score	2 scores	3 scores	4 scores	5 scores
1 item	2 items	3-4 items	5 items	6 items

Assessment Outcome

☑	Standard Criteria
☑ 1.	Student development activities of the University are planned. Students are encouraged to participate in planning and organizing activities.
☑ 2.	For bachelor's degree students, student development activities must include - activities to enhance graduates' characteristics specified by the University - sports or health activities - activities for social benefits or environmental preservation - moral and ethical development activities - art and culture promotion activities
☑ 3.	Activities to provide students with knowledge and skills in quality assurance are organized.
☑ 4.	Achievement of the objectives of all activities is evaluated and the evaluation results are used for further development.
☑ 5.	Achievement of the objectives of the plan for student development activities is evaluated.
☑ 6.	The evaluation results are used for the development of the plan or student development activities.

Assessment Result

Indicator	Target	Assessment outcome	Score	Achievement (Yes/ No)
Indicator 1.5 Bachelor's degree student activities	6 items	6 items	5.00 scores	Yes

Component 2 Research

Observations

1. It is evident that for this academic year, a total number of publications and creative works had been increased 27% from the previous academic year.
2. Considering the quality of the publications and creative work, it is apparent that the publications and creative work published in the TCI Tier II and higher have been increased 28%. However, when considering publications published in TCI Tier I and international databases alone, both showed the decrease numbers of publications.
3. The research grants funded both internal and external by the University are less than the last academic year.
4. The research projects have covered and compliance all 7 categories as identified in the Higher Education Standards, B.E. 2561, Standard II: Research and Innovation. Four out of 10 projects in response to national policies, social needs, communities, government and private sector as well as the nation.
5. Overall feedback from faculty members regarding the facilities to support conducting research is positive; however, it would be more encouraging if the internal research fund is increased as well as more availability of online databases

Recommendations

1. System and mechanism for internal research grant fund application may be reviewed and adjusted.
2. Facilities to support conducting research such as online database journals, laboratory equipment or software should be taken to consideration.
3. The University would encourage and support faculty members to published research/creative works in the TCI Tier I and international databases.
4. The citations of publications should be focus since it is one of the indicators to assure the quality of research.

Indicator 2.1 System and mechanism for research and creative work administration and development

Assessment criteria

1 score	2 scores	3 scores	4 scores	5 scores
1 item	2 items	3-4 items	5 items	6 items

Assessment Outcome

☑	Standard Criteria
☑ 1.	There is an information system for research and creative work administration which can be utilized for the benefit of research and creative work administration.
☑ 2.	Research and creative work mission is supported at least in the following aspects: - laboratories or research units or equipment centers or counseling and research promotion centers - libraries or sources of research support data - facilities or safety while conducting research e.g. information technology system, security system in research laboratories, etc. - academic activities to promote research e. g. academic conferences, creative work exhibitions, visiting professors, etc.
☑ 3.	The University allocates budgets for research and creative work funds.
☑ 4.	The University allocates budgets to promote the dissemination of research and creative works in conferences or the publication of research and creative works in national or international journals.
☑ 5.	The capability of researchers is developed. The University supports and appreciates researcher/ faculty members who produce excellent research and creative works.
☑ 6.	There is a system and a mechanism to protect the rights of research or creative works and they are implemented accordingly.

Assessment Result

Indicator	Target	Assessment outcome	Score	Achievement (Yes/ No)
Indicator 2.1 System and mechanism for research and creative work administration and development	6 items	6 items	5.00 scores	Yes

Indicator 2.2 Research and creative work funds

Assessment criteria

Score obtained at the University level is the average score of assessment results (research or creative work funds from internal and external sources) of all Schools and research units of the University.

Calculation

Score obtained = 18.99 / 13 = 1.46

Assessment Outcome

Amount of research or creative work funds			Score
Internal (Baht)	External (Baht)	Total (Baht)	
1,050,157.00	**9,586,946.94**	**10,637,103.94**	**1.46**
		Assumption University Average Score	

Assessment Result

Indicator	Target	Assessment outcome	Score	Achievement (Yes/ No)
Indicator 2.2 Research and creative work funds	1.64 scores	1.46 scores	1.46 scores	Yes

Indicator 2.3 Full-time faculty members' and researchers' academic works

Assessment criteria

Score obtained at the University level is the average score of assessment results of all full-time faculty members' and researchers' academic works.

Calculation

Score obtained = 57.85 / 13 = 4.45

Assessment Outcome

Number of academic works					Number of creative works					Score
0.20	0.40	0.60	0.80	1.00	0.20	0.40	0.60	0.80	1.00	
3	**55**	**95**	**18**	**72**	**39**	**-**	**10**	**7**	**2**	**4.45**
Assumption University Average Score										

Assessment Result

Indicator	Target	Assessment outcome	Score	Achievement (Yes/ No)
Indicator 2.3 Full-time faculty members' and researchers' academic works	4.19 scores	4.45 scores	4.45 scores	Yes

Component 3 Academic Service

Observations

1. Due to the Pandemic of Corona Virus-19, the projects were reduced from 51 projects in the Academic year 2019 to 40 projects in 2020.
2. The Academic Service Projects revised the implementation process to align with the limitation of the target and activities.
3. Academic Service Projects are covered from the institutional, community, national, and international levels and guided by the Committee for Research and Academic Service Strategy (CRASS). This practice makes the Academic Service under Assumption University move in the same direction and sharing resources. By interview, some academic projects were implemented by the School level as the decentralization under the same policy by CRASS.
4. The response units have disseminated the impact and outcomes of the academic service projects to the public in many channels.
5. There is an academic service to the local communities (elementary schools around Suvarnabhumi Campus) called "the multidisciplinary academic services" running for more than five years. Unfortunately, this academic year, this academic service cannot deliver as a plan because of the pandemic of corona virus-19.

Recommendation

1. However, the National and International Academic Services were organized and implemented at the school level. The University should consider creating collaboration among Schools and units to synergize the resources sharing to strengthen the academic service's impact to the national and international level.
2. Academic Service projects should design the proportion of the target to ensure the coverage of all the targets (Institutional, community, national, and international level) with the right resources and serve the AU Strategy.
3. To make a high impact on the academic service outcomes dissemination to the public, the AU should consider defining the communication plan in terms of the critical message, target, channel, and collect feedback from people interested in the academic service outcome message.

Indicator 3.1 Academic service to society

Assessment criteria

1 score	2 scores	3 scores	4 scores	5 scores
1 item	2 items	3-4 items	5 items	6 items

Assessment Outcome

☑	**Standard Criteria**
☑ 1.	The University identifies target communities or organizations for academic service with the participation of Schools.
☑ 2.	The target communities or organizations identified in no.1 participate in developing an academic service plan.
☑ 3.	There is a clear evidence to prove that the target communities or organizations are developed and strengthened.
☑ 4.	The target communities or organizations develop themselves continuously.
☑ 5.	The University establishes a network of cooperation with external units/ organizations in developing the target communities or organizations.
☑ 6.	At least 5% of the faculty members representing all Schools participate in the implementation of the University's academic service plan.

Assessment Result

Indicator	Target	Assessment outcome	Score	Achievement (Yes/ No)
Indicator 3.1 Academic service to society	6 items	6 items	5.00 scores	Yes

Component 4 Preservation of Art and Culture

Observation

1. Due to Covid 19 pandemic, many activities could not be carried out however, assessment result was very good.
2. AU Thai art and culture is unique, as an international university, it has well integrated Thai local art and culture into global context. The University creates environment for international students to learn Thai art and culture such as art paintings of Thai history and culture around the University buildings and Thai pavilion. The University organizes activities and functions of art and culture for both Thai and international students. Teaching them good Thai values and international students will have a good take home of Thai culture.
3. There are system and mechanism in AU preservation of Art and culture
4. The University has allocated budget to support preservation
5. In 2020, the University organized many important activities to support preservation of Art and Culture

Recommendation

1. To make preservation of Thai art and culture more impactful and reflect the uniqueness of AU Thai and Art culture. The University should have systematic way to tell stories of Thai art and culture from AU environment, for example making video clip to tell story of AU, AU Thai Pavilion, Seat of Wisdom, Chapel. This can be good stories of Thai and Western cultures.
2. Find more effective way to evaluate projects on preservation of Thai art and culture. Participation and satisfaction may not reflect impact of art and culture unless the University consider it as part of routine projects.
3. Align the University preservation of art and culture projects with the schools and other units.

Indicator 4.1 System and mechanism for preservation of art and culture

Assessment criteria

1 score	2 scores	3 scores	4 scores	5 scores
1 item	2 items	3-4 items	5 items	6-7 items

Assessment Outcome

☑	Standard Criteria
☑ 1.	The University assigns persons to be in charge of art and culture preservation.
☑ 2.	The University formulates a plan to preserve art and culture, specifies achievement indicators according to the plan's objectives and allocates budgets for the plan implementation.
☑ 3.	The University monitors and follows up the art and culture preservation as planned.
☑ 4.	The achievement indicators of the plan for art and culture preservation are evaluated.
☑ 5.	The evaluation results are used for developing the plan or activities concerning art and culture preservation.
☑ 6.	The art and culture preservation service or activities are disseminated to the public.
☐ 7.	Quality standard for art and culture is specified and accepted at the national level.

Assessment Result

Indicator	Target	Assessment outcome	Score	Achievement (Yes/ No)
Indicator 4.1 System and mechanism for preservation of art and culture	6 items	6 items	5.00 scores	Yes

Component 5 Administration

Observation

1. Assessment result was very good because there are system and mechanism in policies, plans and administration.
2. Formulation and implementation of strategic planning are well deployed.
3. Allocation of budget to all plans.
4. Most indicators were achieved.
5. Many important survey results are highly satisfied.
6. The University has plan to implement EdPEx which is a tool for performance excellent framework and it is international quality management framework.

Recommendation

1. There are too many KPIs of strategies and action plans, therefore, The University should classify KPIs into different levels and units for performance management purpose. There should be KPI or key measures for the University's goals such as being international university, employer satisfaction, retention rate, research works, teaching quality depending on the University's priority.
2. There should be system and mechanism to monitor and support for alumni or stakeholder networking of the schools.
3. Communication channels should be improved; students service should be improved which will increase their satisfaction.

Indicator 5.1 University's monitoring and following up of performance in compliance with the University's mission, the category of the institution and the University's uniqueness

Assessment criteria

1 score	2 scores	3 scores	4 scores	5 scores
1 item	2 items	3-4 items	5-6 items	7 items

Assessment Outcome

☑	Standard Criteria
☑ 1.	A strategic plan based on SWOT analysis is set and is in alignment with the University's vision. It must also be developed into a financial strategic plan and annual action plan within the time frame so as to achieve the indicators as well as the objectives of the strategic plan.
☑ 2.	Direct, follow up, support, and encourage each Faculty to analyze financial data composed of unit costs for each curriculum, ratios of expenses to develop students, instructors, employees, and instructional management on an ongoing basis. Analyze cost effective curricular management, effective and efficient graduate production, and opportunities to be competitive.
☑ 3.	The University manages risks to reduce risks according to the risk management plan which results from the analysis and the identification of external risk factors or uncontrollable risk factors which affect the University's administration according to its mission. The degree of risk should be lowered.
☑ 4.	The University applies the 10 principles of Good Governance in Administration.
☑ 5.	The University monitors and supports all units to manage knowledge according to knowledge management system.
☑ 6.	The University monitors the plan for administration and development of faculty members and support staff.
☑ 7.	The University monitors and supports all units in implementing the quality assurance system in compliance with the University's system and mechanism comprising quality control, quality audit, and quality assessment.

Assessment Result

Indicator	Target	Assessment outcome	Score	Achievement (Yes/ No)
Indicator 5.1 School's monitoring and following up of performance in compliance with the University's mission, the category of the institution and the School's uniqueness	7 items	7 items	5.00 scores	Yes

Indicator 5.2 Results of School administration

(Schools complied with the EdPEx criteria)

Indicator 5.3 System for monitoring Program and School quality assurance

Assessment criteria

1 score	2 scores	3 scores	4 scores	5 scores
1 item	2 items	3-4 items	5 items	6 items

Assessment Outcome

☑	Standard Criteria
☑ 1.	A system and a mechanism for monitoring Program and School quality assurance in accordance with the components of Program and School quality assurance are set up.
☑ 2.	A committee for monitoring and following up the performance specified in no. 1 is set up and the performance results are reported to the committee at the University level for consideration.
☑ 3.	Resources for supporting the Program's and School's performance to achieve outcomes based on the components of Program and School quality assurance are allocated.
☑ 4.	The Program and School assessment results are reported to the committee at the University level for consideration.
☑ 5.	The assessment results and the University Council's suggestions are used for developing the Schools continuously.
☑ 6.	All programs pass all the standard control criteria specified in Component 1.

Type of indicator Process

Standard criteria

Assessment Result

Indicator	Target	Assessment outcome	Score	Achievement (Yes/ No)
Indicator 5.3 System for monitoring Program and School quality assurance	6 scores	6 items	5.00 scores	Yes

Component 6 Institution's Identity

Observation

1. There is a clear and effective system and mechanisms as seen by the evidence (Assumption University's Uniqueness and Identity Strategic Plan (2018-2022) Revised version on April 10, 2020 and Appointment Order of the UUISC No. 246/2018)
2. No written report regarding the English proficiency based on CEFR/equivalent scales of graduating students at the undergraduate and postgraduate level
3. Based on the survey of 'Student Leader Performance in relation to the University's Identity (3Es)' by the Center for Student Leadership and Experiential Learning (CSLEL), the overall result is 4.38; however, English proficiency ranked the lowest (4.16)

Recommendations

1. Enhance students' knowledge about identity and uniqueness through various communication channels
2. More activities/projects to enhance the students' English proficiency should be implemented

Indicator 6.1 Achievements in the development of institution's identity

Assessment criteria

1 score	2 scores	3 scores	4 scores	5 scores
1 item	2 items	3 items	4 items	5 items

Assessment Outcome

☑	Standard Criteria
☑ 1.	There is a proper and practical rationale in identifying student identity.
☑ 2.	Appropriate indicators and levels of achievement are specified.
☑ 3.	A system and a mechanism for continuous enhancement of the student identity are specified.
☑ 4.	Students, faculty members and support staff participate fully.
☑ 5.	There is an evaluation of satisfaction. The evaluation result is not less than 80%.

Assessment Result

Indicator	Target	Assessment outcome	Score	Achievement (Yes/ No)
Indicator 6.1 System and mechanism for ethics development	5 items	5 items	5.00 scores	Yes

Component 7 Institution's Uniqueness

Observation

1. It is evident that the University can maintain the number of international faculty members and students which leads to conducive learning environment.
2. Despite the COVID-19 pandemic, the University unceasingly organized a number of events to promote AU uniqueness.

Recommendation

1. More communication channels should be used to promote the understanding of University's Identity and Uniqueness.

Indicator 7.1 Achievements in the development of institution's uniqueness

Assessment criteria

1 score	2 scores	3 scores	4 scores	5 scores
1 item	2 items	3 items	4 items	5 items

Assessment Outcome

☑	Standard Criteria
☑ 1.	There is a proper and practical rationale in identifying the University uniqueness.
☑ 2.	Appropriate indicators and levels of achievement are specified.
☑ 3.	A system and a mechanism for continuous development of the University's uniqueness are specified.
☑ 4.	Students, faculty members and support staff participate fully.
☑ 5.	There is an evaluation of satisfaction. The evaluation result is not less than 80%.

Assessment Result

Indicator	Target	Assessment outcome	Score	Achievement (Yes/ No)
Indicator 7.1 Achievements in the development of institution's uniqueness	5 items	5 items	5.00 scores	Yes