



ASSUMPTION UNIVERSITY **SELF-ASSESSMENT REPORT** ACADEMIC YEAR 2020



SEPTEMBER 2021
Office of policy, Planning and Quality Assurance



Assumption University Self-Assessment Report

Academic Year 2020

(June 1, 2020 – May 31, 2021)

September 10, 2021

PREFACE

Assumption University has existed by design, with the ultimate aim to serve local and global communities with its quality education, hence its indefatigable quest to strengthen its quality education throughout its fifty years of existence. Such ambitious goal has become the chief driven principle upon which all academic and non-academic units' strategies, action plans, and activities have been mapped out and implemented, the collective efforts that have long produced academically and professionally competent and ethically and morally sound graduates, and have made legendary reputation known among industries. Achieving such ambitious goal requires strong commitment of all AU personnel, therefore, quality assurance is AU business.

Its unremitting determination to continuously excel its quality of education has enabled Assumption University to meet and exceed meticulous requirements of Ministry of Higher Education, Research and Innovation in many aspects. To ascertain the unabating provision of high quality education, it has contrived the AU Quality Assurance Manual, incorporated the OHEC and the EdPEX, the quality assurance system at the national and international level respectively, as well as built in the PDCA cycle in its academic endeavours and operations. The adoption of PDCA and the appointment of QA committee in all academic and non-academic units have empowered the University to monitor and detect the possible deviation of quality education, and instantaneously take corrective actions. The details of the aforementioned systems' implementation and the university's rigorous effort to ensure the sustenance of its quality education, the fulfillment of the University's five education standards, as well as the inculcation of the University's three prime identities into students in the academic year 2020 were presented in the University's SAR 2020, commencing June 1, 2020 and ending May 31, 2021. The increased performance outcomes in five education standards confirm a continuous improvement in education and service quality of the University.

Assumption University would like to express its heartfelt gratitude to all Internal Quality Assessors for their valuable suggestions and comments, and effort in undertaking the AU Internal Quality Assessment. The University also would like to extend its appreciation to all persons and units taking part in AU SAR writing, and to the secretarial team for their attention to details in completing the IQA's entire operation.

Office of Policy, Planning and Quality Assurance
Assumption University

EXECUTIVE SUMMARY

Assumption University has continued exerting its efforts to ascertain the embedment of an insatiable desire for as well as the systems and mechanism of quality development and enhancement, and of the wholehearted commitment to engaging in the activities germane to the quality education's aspects at all operational levels of the University, the essential element enabling the University to competitively deliver quality education to local and international communities.

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; 3.99, "Good" quality level for the "Output" component; and score of 5.00, "Very Good" quality level for the "institution's identity and uniqueness".

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 "Good" quality level. The program administration assessment, which reflects the extent to which 61 programs the University offered in 2020 academic year performed, reveals that 61 programs passed the standard control criteria specified by OHEC, with four programs obtained the scores indicating "Very Good" quality level, and 57 programs obtained the scores illustrating "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 21st 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.

For faculty development, the University obtained score of 5.00 in faculty members holding a doctoral degree, illustrating "Very Good" quality level and score of 1.24 same as in 2019 in the academic title. In academic year 2020, AU has newly appointed 4 Assistant

Professors and 1 Associate Professor, while 38 faculty members, comprising 30 applicants for Assistant Professorship, and 8 Associate Professorship, are in the process of having their research or creative works evaluated.

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 specially 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.

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. In terms of governance and administration, the University achieved an average score of 5.00 a “Very good” quality level. The system and mechanism have been thoroughly devised for the development and implementation of strategic plan, financial strategic plan, risk management plan, and HR development plan and knowledge management to ascertain the University’s sustainable growth.

With respect to AU Uniqueness and Identity, the University achieved an average score of 5.00 a “Very Good” quality level. The University has equipped the students with 3E Identities (Ethics, English Proficiency and Entrepreneurial Spirit), hard skills, soft skills, and digital literacy. It is evident that the employers were satisfied with the graduates’ characteristics based on Ethics, English Proficiency, Entrepreneurial spirit, and 21st century skills.

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.

Strengths

1. Assumption University has a well-established multicultural learning environment, using English as medium of instruction since its foundation in 1969, through which quality of teaching and learning at international level is offered to local as well as international communities.
2. Assumption University has a well-constructed institutional uniqueness and identity recognized by the public (3Es: Ethics, English Proficiency and Entrepreneurial Spirit).
3. Faculty members are from 40 nations with a variety of expertise and experiences related to their teaching disciplines to support an intensive instructional design.

4. Assumption University has long-standing alumni, business partners, and international institution networks.
5. Assumption University has a very incomparable outstanding environment conducive to learning recognized by public at large.

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

Issues for Improvement

1. Improving communication channels at all levels to tighten relationship with students, faculty members, staff, strategic partners and other key stakeholders.
2. Acquiring and maintaining high qualified faculty members with strong academic background in teaching and research.

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.

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ASSUMPTION UNIVERSITY GENERAL INFORMATION

1. Name and Location

Name

Thai Name	มหาวิทยาลัยอัสสัมชัญ	อักษรย่อ มอช.
English Name	Assumption University	abbreviation AU

Location

Hua Mak Campus

592/3 Ramkhamhaeng 24, Hua Mak Bangkapi Bangkok 10240 Thailand
Tel. (662) 300-4553-62 Fax (662) 300-4563

Suvarnabhumi Campus

88 Moo 8 Bang Na-Trad Km. 26 Bangsaothong Samuthprakarn 10540 Thailand
Tel. (662) 723-2222 Fax (662) 707-0395

ACC Campus

101 Soi Satorn 13, South Satorn Road, Bangkok 10120 Thailand
Tel. (662) 675-5769-70 Fax (662) 675-5083
E-mail: accsc@au.edu

2. Historical Background

Assumption University was initially originated from Assumption Commercial College in 1969 as an autonomous Higher Education Institution under the Assumption School of Business. In 1972, with the approval of the Ministry of Education, it was officially established as Assumption Business Administration College or ABAC. In May 1975, it was accredited by the Ministry of University Affairs. In 1990, it was granted new status as “Assumption University” by the Ministry of University Affairs.

The university is a non-profit institution administered by the Brothers of St. Gabriel, a worldwide Catholic Religious Order, founded in France in 1705 by St. Louis Marie de Montfort, devoted to education and philanthropic activities. The Congregation has been operating many educational institutions in Thailand since 1901.

3. AU Vision, Mission, Core Value, Uniqueness, Identity, Goals and Strategies

Vision

Assumption University envisions itself as:

1. an international community of scholars
2. enlivened by Christian inspiration
3. engaged in the pursuit of Truth and Knowledge
4. serving human society, especially through the creative use of interdisciplinary approaches and technology

Mission

Assumption University, an *International Catholic University*, is committed to be the light that leads learners and its internal stakeholders from all parts of the world towards wisdom, Truth, and Christian values and to discover “*Treasure Within*” themselves. Via effective teaching and research pedagogies of international standards as well as community engagement, the University aims to form individuals to be intellectually, morally, and spiritually sound, accountable, righteous, and service-minded citizens; excelling in serving communities comprising of diverse cultures.

Core Values

“CARE”

C = Catholic Spirit

- Faith
- Hope
- Love

A = Accountability

R = Righteousness

E = Excellence

Uniqueness

AU Uniqueness is being an “*International Catholic University*”

Emphasis and Strengths reflecting AU Uniqueness

1. Catholic University
 - Catholic values
 - Catholic symbols
 - Catholic leader
 - Liturgical services

2. International University

- International programs
- International scholars
- International students
- International recognition
- Learning environment

Identity

Identity of Assumption University students and graduates

1. Ethics

- Integrity
- Social consciousness
- Discipline
 - Self-discipline
 - Social discipline

2. English Proficiency

3. Entrepreneurial Spirit

- Leadership
- Management knowledge
- *Labor omnia vincit*

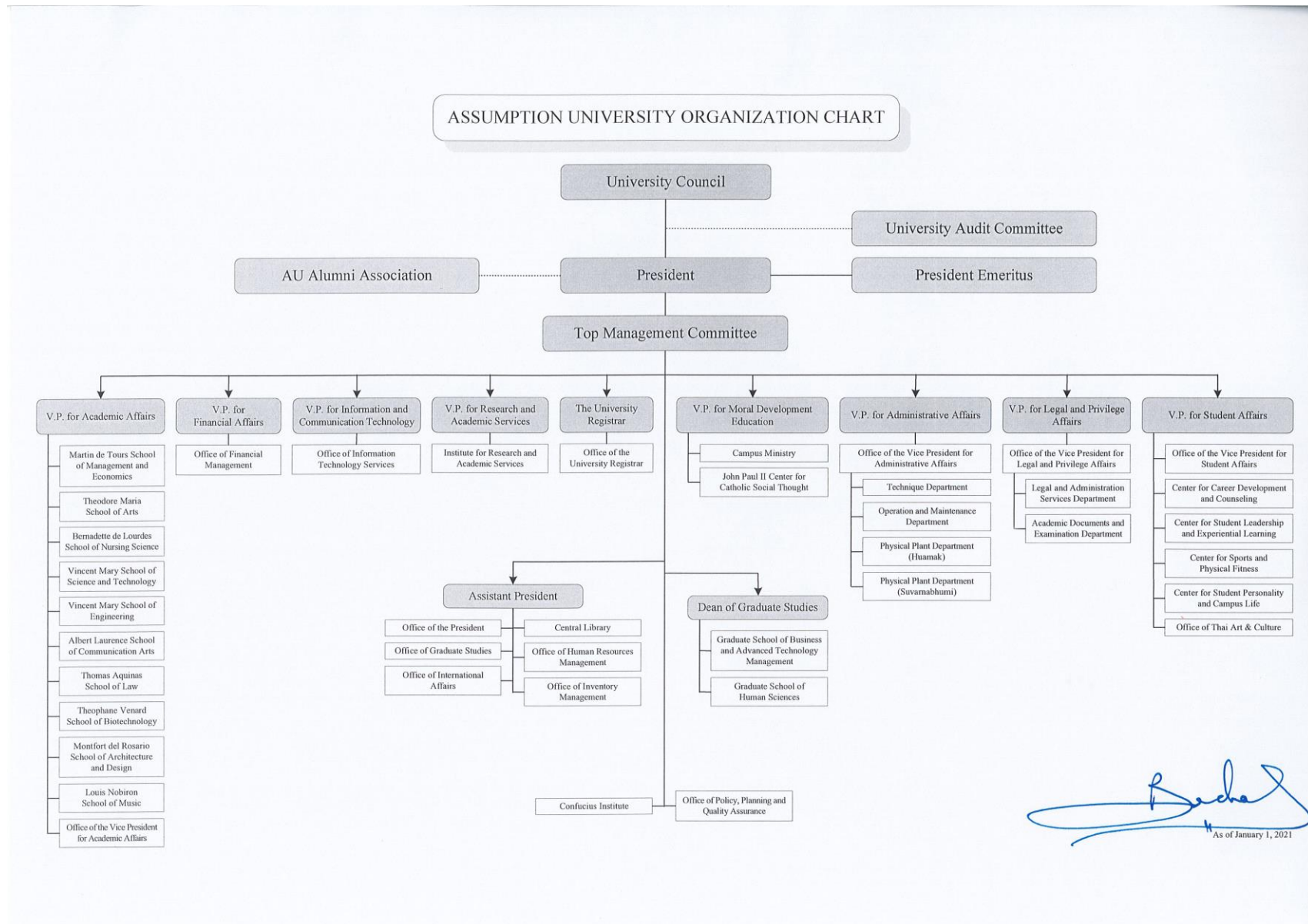
Goals

1. To be a leading international catholic university in the region
2. To produce graduates who excel in serving local and global communities

Strategies

- Strategy 1: Strengthening education quality towards internationalization
- Strategy 2: Gearing AU towards digital transformation
- Strategy 3: Increasing social engagement within and beyond AU communities
- Strategy 4: Ensuring AU sustainable development

4. Assumption University Organization Chart



5. Assumption University Council



คำสั่งกระทรวงการอุดมศึกษา วิทยาศาสตร์ วิจัยและนวัตกรรม

ที่ อว.ด. /๒๕๖๓

เรื่อง แต่งตั้งนายกสภามหาวิทยาลัยและกรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิของมหาวิทยาลัยอัสสัมชัญ

อาศัยอำนาจตามความในมาตรา ๒๘ วรรคสอง แห่งพระราชบัญญัติสถาบันอุดมศึกษาเอกชน พ.ศ. ๒๕๔๖ แก้ไขเพิ่มเติมโดยพระราชบัญญัติสถาบันอุดมศึกษาเอกชน (ฉบับที่ ๒) พ.ศ. ๒๕๕๐ รัฐมนตรีว่าการกระทรวงการอุดมศึกษา วิทยาศาสตร์ วิจัยและนวัตกรรม จึงแต่งตั้งนายกสภามหาวิทยาลัยและกรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิของมหาวิทยาลัยอัสสัมชัญ ดังมีรายชื่อต่อไปนี้

๑. นายเดชาชัย	ศรีพิจรรย์	นายกสภามหาวิทยาลัย
๒. นายศิริชัย	พอนซึกา	กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ
๓. นายอาจิม	เต่งตระกูล	กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ
๔. นายทินรัตน์	คมกฤษ	กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ
๕. นายชำนาญ	เหล้ารักผล	กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ
๖. นายศักดิ์ดา	สกนธวัฒน์	กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ
๗. นายวีรยุทธ	บุญพราหมณ์	กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ
๘. นายพิสูตร	วาปีโส	กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ
๙. นายมนชล	ประทุมราช	กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ
๑๐. นายสุรกิจ	ศรีสรานุกุลวงศ์	กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ
๑๑. นายสมชาย	วงศ์ทรัพย์สิน	กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ
๑๒. นายวีรศักดิ์	อนุสนธิ์วิงษ์	กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ
๑๓. นายอำนาจ	ยุ่นประยงค์	กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ
๑๔. ศาสตราจารย์ประภาส	จงสถิตย์วัฒนา	กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ
๑๕. นายธนู	กุลชล	กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ
๑๖. นางนวลพรรณ	ล้ำค่า	กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ

ทั้งนี้ ตั้งแต่บัดนี้เป็นต้นไป

สั่ง ณ วันที่ ๓๑ สิงหาคม พ.ศ. ๒๕๖๓

(นายเอนก เหล่าธรรมทัศน์)

รัฐมนตรีว่าการกระทรวงการอุดมศึกษา วิทยาศาสตร์ วิจัยและนวัตกรรม

6. AU Top Management Committee



มหาวิทยาลัยอัสสัมชัญ
ASSUMPTION UNIVERSITY

คำสั่งมหาวิทยาลัยอัสสัมชัญ

ที่ ๒๒๙/๒๕๖๓

เรื่อง แต่งตั้งคณะกรรมการผู้บริหารระดับสูงมหาวิทยาลัยอัสสัมชัญ (Top Management Committee)

โดยที่เห็นเป็นการสมควร อธิการบดีอาศัยอำนาจตามความในมาตรา ๔๓ แห่งพระราชบัญญัติ
สถาบันอุดมศึกษาเอกชน พ.ศ. ๒๕๔๖ แก้ไขเพิ่มเติม (ฉบับที่ ๒) พ.ศ. ๒๕๕๐ จึงมีคำสั่งแต่งตั้งคณะกรรมการ
ผู้บริหารระดับสูงมหาวิทยาลัยอัสสัมชัญ (Top Management Committee) ดังนี้

๑. ภราดาประทีป	ม. โกมลมาศ	อธิการบดีกิตติมคุณ	ที่ปรึกษา
๒. ภราดาบัญชา	แสงหิรัญ	อธิการบดี	ประธานกรรมการ
๓. ภราดาอำนวยการ	ยุ่นประยงค์	รองอธิการบดี	กรรมการ
		ฝ่ายการศึกษาพัฒนาจริยธรรม	
๔. ภราดาอาจิม	เต่งตระกูล	รองอธิการบดีฝ่ายบริหาร และ	กรรมการ
		รักษาการรองอธิการบดีฝ่ายกิจการนักศึกษา	
๕. ภราดาวิรัช	บุญพรหมณ์	รองอธิการบดีฝ่ายการเงิน	กรรมการ
๖. ดร. วินัย	โกกระกุล	รองอธิการบดีฝ่ายวิชาการ	กรรมการ
๗. นายสมพล	ณ สงขลา	รองอธิการบดี	กรรมการ
		ฝ่ายกฎหมายและสิทธิประโยชน์	
๘. ผศ.ดร. วรยุทธ	ศรีวรกุล	รองอธิการบดี	กรรมการ
		ฝ่ายวิจัยและบริการวิชาการ	
๙. รศ.ดร. ประทีป	สันติประภาพ	รองอธิการบดี	กรรมการ
		ฝ่ายเทคโนโลยีสารสนเทศและการสื่อสาร	
๑๐. ดร. สุนทร	พิบูลย์เจริญสิทธิ์	นายทะเบียนมหาวิทยาลัยอัสสัมชัญ	กรรมการ
๑๑. ผศ.ดร. กฤษณะ	กิจเจริญ	ผู้ช่วยอธิการบดี	กรรมการ
๑๒. ผศ.ดร. กิตติ	โพธิ์กิตติ	คณบดีบัณฑิตศึกษา	กรรมการ
๑๓. นางสาวนริยา	วงศ์ชาญวุฒิ		เลขานุการ

ทั้งนี้ ตั้งแต่วันที่ ๑ มกราคม ๒๕๖๔ ถึงวันที่ ๓๑ ธันวาคม ๒๕๖๔

สั่ง ณ วันที่ ๓๐ ธันวาคม ๒๕๖๓

(ภราดาบัญชา แสงหิรัญ)

อธิการบดี

สำนักงานบริหารทรัพยากรบุคคล

7. Administrators

University Administrators

- | | |
|---------------------------------------|--|
| 1. Rev.Bro.Dr. Prathip M. Komolmas | President Emeritus |
| 2. Rev.Bro.Dr. Bancha Saenghiran | President - Rector Magnificus |
| 3. Rev.Bro.Dr. Amnuay Yoonprayong | Vice President for Moral Development Education |
| 4. Rev.Bro.Dr. Achin Tengtrakul | Vice President for Administrative Affairs
Acting Vice President for Student Affairs |
| 5. Rev.Bro.Dr. Verayuth Boonpram | Vice President for Financial Affairs |
| 6. Dr. Vindhai Cocracul | Vice President for Academic Affairs |
| 7. Mr. Sompol Na-Songkhla | Vice President for Legal and Privilege Affairs |
| 8. Asst.Prof.Dr. Warayuth Sriwarakuel | Vice President for Research and Academic Services |
| 9. Assoc.Prof.Dr. Pratit Santiprabhob | Vice President for Information and Communication Technology |
| 10. Dr. Soonthorn Pibulcharoensit | The University Registrar |
| 11. Asst.Prof.Dr. Krisana Kitcharoen | Assistant President |

School Administrators

- | | |
|---|--|
| 1. Asst.Prof.Dr. Uree Cheasakul | Dean, Martin de Tours School of Management and Economics |
| 2. Assoc.Prof.Dr. Sureepong Phothongsunan | Dean, Theodore Maria School of Arts |
| 3. Dr. Pimsiri Bhusiri | Dean, Bernadette de Lourdes School of Nursing Science |
| 4. Asst.Prof.Dr. Thitipong Tanprasert | Dean, Vincent Mary School of Science and Technology |
| 5. Asst.Prof.Dr. Narong Aphiratsakun | Dean, Vincent Mary School of Engineering |
| 6. Ms. Darunee Sa-Areddee | Dean, Albert Laurence School of Communication Arts |
| 7. Asst.Prof.Dr. Sthianrapab Naluang | Dean, Thomas Aquinas School of Law |
| 8. Dr. Churdchai Cheowtirakul | Dean, Theophane Venard School of Biotechnology |
| 9. Asst.Prof. Suparath Valaisathien | Dean, Montfort del Rosario School of Architecture and Design |
| 10. Dr. Navaya Shinasharkey | Dean, Louis Nobiron School of Music |
| 11. Asst.Prof.Dr. Kitti Phothikitti | Dean, Graduate School of Business and Advanced Technology Management |
| 12. Assoc.Prof.Dr. Suwattana Eamoraphan | Dean, Graduate School of Human Sciences |

Support Unit Administrators

- | | |
|----------------------------------|--|
| 1. Mr. Sompol Na-Songkhla | Director, Office of the Vice President for Legal and Privilege Affairs |
| 2. Dr. Witaya Chareonsri | Director, Office of the Vice President for Administrative Affairs |
| 3. Dr. Nathaya Pupat | Director, Office of the Vice President for Academic Affairs |
| 4. Dr. Soonthorn Pibulcharoensit | Director, Office of the University Registrar |
| 5. Mrs. Benjaporn Anunwanitcha | Director, Central Library |
| 6. Mrs. Sirirat Jirothphan | Director, Office of Human Resources Management |
| 7. Dr. Preecha Methavasarakhak | Director, Institute for Research and Academic Services |
| 8. Mr. Rangsan Traibutra | Director, Office of Graduate Studies |
| 9. Ms. Chongtip Nawikanjana | Director, Office of Inventory Management |
| 10. Ms. Natthayamon Payonrak | Director, Office of Financial Management |
| 11. Mr. Vichai Sathtachotinun | Director, Office of Information Technology Services |
| 12. Ms. Sasitorn Tassanaiyana | Director, Office of Thai Art and Culture |
| 13. Dr. Yupawadee Horpitakwong | Director, Office of Policy, Planning and Quality Assurance |

8. Quality Assurance Committees

The University Quality Assurance Board

- | | |
|---------------------------------------|----------------------|
| 1. Rev.Bro.Dr. Bancha Saenghiran | Chair |
| 2. Rev.Bro.Dr. Achin Tengtrakul | Member |
| 3. Rev. Bro. Dr. Verayuth Boonpram | Member |
| 4. Dr. Vindhai Cocracul | Member |
| 5. Mr. Sompol Na-Songkhla | Member |
| 6. Asst.Prof.Dr. Warayuth Sriwarakuel | Member |
| 7. Assoc.Prof.Dr. Pratit Santiprabhob | Member |
| 8. Dr. Soonthorn Pibulcharoensit | Member |
| 9. Asst.Prof.Dr. Krisana Kitcharoen | Member |
| 10. Asst.Prof.Dr. Kittit Phothikitti | Member |
| 11. Dr. Kitikorn Dowpiset | Member |
| 12. Dr. Yupawadee Horpitakwong | Member and Secretary |

Quality Assurance Executive Committee for Academic Units

1.	Dr. Vindhai Cocracul	Chair
2.	Asst.Prof.Dr. Warayuth Sriwarakuel	Vice Chair
3.	Asst.Prof.Dr. Chanintorn Jittawiriyankoon	Member
4.	Asst.Prof.Dr. Uree Cheasakul	Member
5.	Assoc.Prof.Dr. Sureepong Phothongsunan	Member
6.	Dr. Pimsiri Bhusiri	Member
7.	Ms. Darunee Sa-Areddee	Member
8.	Dr. Kitikorn Dowpiset	Member
9.	Asst.Prof.Dr. Wanida Ngienthi	Member
10.	Asst.Prof. Prima Viriyavadhana	Member
11.	Asst.Prof.Dr. Tussanai Parthornratt	Member
12.	Asst.Prof.Dr. Wunwisa Krasaekoopt	Member
13.	Dr. Chayada Thanavisuth	Member
14.	Dr. Yupawadee Horpitakwong	Member and Secretary
15.	Dr. Chutamas Sundrarajun	Assistant Secretary
16.	Asst.Prof.Dr. Laura M. Brahmakasikara	Assistant Secretary

Quality Assurance Executive Committee for Support Units

1.	Mr. Sompol Na-Songkhla	Chair
2.	Dr. Soonthorn Pibulcharoensit	Member
3.	Dr. Nathaya Pupat	Member
4.	Mrs. Benjaporn Anunwanitcha	Member
5.	Dr. Preecha Methavasaphak	Member
6.	Mr. Sorana Arunrat	Member
7.	Mr. Vichai Sathatachotinun	Member
8.	Ms. Natthayamon Payonrak	Member
9.	Ms. Chongtip Nawikanjana	Member
10.	Mr. Rangsana Traibutra	Member
11.	Dr. Yupawadee Horpitakwong	Member
12.	Ms. Chutima Charuwitayanan	Member
13.	Mr. Kawis Surapraphan	Member
14.	Mr. Sakda Chaiyalarp	Member and Secretary

9. Infrastructure

Campus	Number of Utility Space (sq. m.)	Number of Building	Number of Rooms			
			Class rooms	Laboratory rooms	Faculty rooms	Other rooms
Hua Mak	51,729.80	17	139	24	231	395
Suvarnabhumi	376,614.96	37	384	51	237	2,347
ACC	1,402.20	1	15	1	1	9
Total	429,746.96	55	538	76	469	2,751

Source: Office of the Vice President for Administrative Affairs: as of May 31, 2021

10. Assumption University Improvement Result Based on IQA Recommendations Academic Year 2019

The University carries on the mission of higher education on quality of graduate production, research, academic services as well as art and culture as the University's core functions. To ensure that the University is geared towards achieving the established mission, the University has continued exerting its efforts to improve its education quality. Major improvements are as follows:

Administration

University Transformation

To drive the University for academic and performance excellence, led by the Rector Magnificus, the University needs TRANSFORMATION. The University is in the process of transforming and repositioning itself, hence AU strategic plan and key measures are revised to accommodate with global challenges.

In many occasions, the meetings have been held by the Rector Magnificus and committees concerned to develop the AU standards and challenged strategic plans of the University with goal-base and fact-base using objective key result measures (OKS). All units shall need to transform themselves to improve quality education and services including:

- Set clear School's position, direction and vision
- Set strategic goals to reach the vision
- Identify objective key results (OKS) on graduate production, research, academic services, arts and culture and AU identities
- Establish close relationship and engagement with students, AU personnel, alumni and strategic partners.
- Transform operational work to accommodate with digital technology
- Transform attitude from ME-ism (self) to WE-ism (others or social)
- Transform to SMART OFFICE for performance excellence

Improve communication channel

The University has reestablished its communication channels to improve voice of stakeholders such as an alumni online network, line groups and Face Book, alumni club, reskilling and upskilling projects for alumni, organize alumni home coming activities. AU Website has been redesigned to provide rich of collective information and relevant contents to students and public.

Graduate Production

Vice President for Academic Affairs set a competent working team, composing of talent and dedicate faculty members, to revise key measures and indicators that are used to evaluate quality of teaching and learning outcomes. Data and strategic information required for decision making are determined.

Research

To improve number of publications, the research committee encouraged the current program faculty members and lecturers to conduct research and creative work, and apply for research funds if they have not applied before. The University encouraged faculty members to seek for external research fund. The IRAS provides information on external research funding sources and research training to apply for research fund. To develop competent researchers, the IRAS and Schools have developed a supportive research environment by having experience researchers as research mentors to support novice researchers. Such research supports enables academic work score improved from 4.19 in 2019 to 4.45 in 2020. To increase research networks, the University has set up plan to establish collaboration with international universities to engage in joint research and seek external research funds for the senior researchers. International networks include ASEACCU ACUCA and IFCU.

Academic Services

The Research and Academic Service Committees, composing of IRAS and representative faculty members of all Schools, monitor the objectives key results of academic services with impactful to community services. Sustainable academic projects include Foreign language for the communities. Besides, there are projects regarding social responsibility or service learning by students to instill the students' social responsibility awareness and ethical mind. In academic year 2020 onwards, the University has emphasized academic services with high impact to quality of life of the community for sustainable social development.

Preservation of Art and Culture

Student Affairs and the working committee for Thai arts and culture have sharpen its strategic academic plan to encourage students, faculty members and staff to partake in preservation of Arts and Culture projects and incorporate Thai values and cultures into courses where applicable.

ASSUMPTON UNIVERSITY

INTERNAL QUALITY ASSESSMENT REPORT 2020

PART I: AU IQA Reports Academic Year 2020

1.1 Program Standard Criteria

In academic year 2020, 61 programs were assessed based on the assessment criteria specified in OHEC's internal quality assurance manual. Out of 61 programs, 4 programs obtained "Very Good" quality level, 57 programs obtained "Good".

1.2 Results of Internal Quality Assessment Classified by Components

Component		Average score					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
		Number of Indicators	Input	Process	Output	Assessment score	
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		

1.3 Results of Internal Quality Assessment Classified by Indicators

Indicator		Performance outcome						Score	
		Numerator		Result					
		Denominator							
1.1	Results of program administration	214.68		3.52 scores				3.52 scores	
		61							
1.2	Full-time faculty members holding a doctoral degree	346.50		50.07 %				5.00 scores	
		692							
1.3	Full-time faculty members holding an academic title	103		14.88 %				1.24 scores	
		692							
1.4	Bachelor’s degree student service	Yes or No						5.00 scores	
		1	2	3	4	5	6		
		Y	Y	Y	Y	Y	Y		
		6 items							
1.5	Bachelor’s degree student activities	Yes or No						5.00 scores	
		1	2	3	4	5	6		
		Y	Y	Y	Y	Y	Y		
		6 items							
2.1	System and mechanism for research or creative work administration and development	Yes or No						5.00 scores	
		1	2	3	4	5	6		
		Y	Y	Y	Y	Y	Y		
		6 Items							
2.2	Research and creative work funds	18.99		1.46 scores				1.46 scores	
		13							
2.3	Full-time faculty members’ and researchers’ academic works	57.85		4.45 scores				4.45 scores	
		13							
3.1	Academic service to society	Yes or No						5.00 scores	
		1	2	3	4	5	6		
		Y	Y	Y	Y	Y	Y		
		6 items							
4.1	System and mechanism for preservation of art and culture	Yes or No						5.00 scores	
		1	2	3	4	5	6		7
		Y	Y	Y	Y	Y	Y		N
		6 items							
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	Yes or No						5.00 scores	
		1	2	3	4	5	6		7
		Y	Y	Y	Y	Y	Y		Y
		7 items							
5.2	Results of School administration	N/A		N/A				N/A	
		N/A							

Indicator		Performance outcome						Score
		Numerator		Result				
		Denominator						
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						
	Assessment Result (12 Indicators of OHEC)							4.22 scores

*Specific Indicators of Institution's Uniqueness and Identity

1.4 Common Data Set Academic Year 2020

(Details are presented in Appendix I)

1.4.1 Academic Programs in Academic Year 2020

No.	School	Number of Programs			
		Bachelor's Degree	Master's Degree	Doctoral Degree	Total
1	Martin de Tours School of Management and Economics	3	2	1	6
2	Theodore Maria School of Arts	4	-	-	4
3	Bernadette de Lourdes School of Nursing Science	1	-	-	1
4	Vincent Mary School of Science and Technology	2	2	2	6
5	Vincent Mary School of Engineering	4	-	-	4
6	Albert Laurence School of Communication Arts	6	-	-	6
7	Thomas Aquinas School of Law	1	2	-	3
8	Theophane Venard School of Biotechnology	2	1	1	4
9	Montfort del Rosario School of Architecture and Design	4	-	-	4
10	Louis Nobiron School of Music	2	-	-	2
11	Graduate School of Business and Advanced Technology Management	-	7	5	12
12	Graduate School of Human Sciences	-	5	4	9
Total		29	19	13	61

Source: Office of the Vice President for Academic Affairs

• **Bachelor's Degree Programs (29 programs)**

No.	Program Code	Program Name	Academic Year Starting
Martin de Tours School of Management and Economics			
1	25150741100043	Bachelor of Business Administration Program (International Program)	1/2020 (Criteria B.E. 2558)
2	25500741106904	Bachelor of Accountancy Program (International Program)	1/2020 (Criteria B.E. 2558)
3	25480741100883	Bachelor of Economics Program in Business Economics (International Program)	1/2020 (Criteria B.E. 2558)
Theodore Maria School of Arts			
4	25290741100048	Bachelor of Arts Program in Business English (International Program)	1/2020 (Criteria B.E. 2558)
5	25290741100037	Bachelor of Arts Program in Business French (International Program)	1/2020 (Criteria B.E. 2558)
6	25300741100084	Bachelor of Arts Program in Business Chinese (International Program)	1/2020 (Criteria B.E. 2558)
7	25310741100096	Bachelor of Arts Program in Business Japanese (International Program)	1/2020 (Criteria B.E. 2558)
Bernadette de Lourdes School of Nursing Science			
8	25320741100255	Bachelor of Nursing Science Program (International Program)	1/2017 (Criteria B.E. 2558)
Vincent Mary School of Science and Technology			
9	25330741100188	Bachelor of Science Program in Computer Science (International Program)	1/2019 (Criteria B.E. 2558)
10	25330741100199	Bachelor of Science Program in Information Technology (International Program)	1/2019 (Criteria B.E. 2558)
Vincent Mary School of Engineering			
11	25340741100055	Bachelor of Engineering Program in Computer Engineering (International Program)	1/2017 (Criteria B.E. 2558)
12	25330741100177	Bachelor of Engineering Program in Electrical Engineering (International Program)	1/2017 (Criteria B.E. 2558)
13	25490741101119	Bachelor of Engineering Program in Mechatronics Engineering (International Program)	1/2017 (Criteria B.E. 2558)
14	25540741100362	Bachelor of Engineering Program in Aeronautic Engineering (International Program)	1/2016 (Criteria B.E. 2548)
Albert Laurence School of Communication Arts			
15	25350741100067	Bachelor of Communication Arts Program in Advertising (International Program)	1/2017 (Criteria B.E. 2558)
16	25470741100882	Bachelor of Communication Arts Program in Public Relations (International Program)	1/2017 (Criteria B.E. 2558)
17	25470741100893	Bachelor of Communication Arts Program in Live Event Creation and Management (International Program)	1/2017 (Criteria B.E. 2558)
18	25470741100871	Bachelor of Communication Arts Program in Digital Media Communication (International Program)	1/2017 (Criteria B.E. 2558)

No.	Program Code	Program Name	Academic Year Starting
19	25550741100429	Bachelor of Fine and Applied Arts Program in Visual Communication Design (International Program)	1/2017 (Criteria B.E. 2558)
20	25550741100958	Bachelor of Fine and Applied Arts Program in Computer Generated Imagery (International Program)	1/2017 (Criteria B.E. 2558)
Thomas Aquinas School of Law			
21	25350741100135	Bachelor of Laws Program (Thai Program)	1/2017 (Criteria B.E. 2558)
Theophane Venard School of Biotechnology			
22	25500741105161	Bachelor of Science Program in Food Technology (International Program)	1/2017 (Criteria B.E. 2558)
23	25360741100237	Bachelor of Science Program in Agro-Industry (International Program)	1/2016 (Criteria B.E. 2548)
Montfort del Rosario School of Architecture and Design			
24	25400741100669	Bachelor of Architecture Program in Architecture (International Program)	1/2018 (Criteria B.E. 2558)
25	25400741100658	Bachelor of Architecture Program in Interior Architecture (International Program)	1/2018 (Criteria B.E. 2558)
26	25540741100384	Bachelor of Fine and Applied Arts Program in Interior Design (International Program)	1/2016 (Criteria B.E. 2548)
27	25540741100373	Bachelor of Fine and Applied Arts Program in Product Design (International Program)	1/2016 (Criteria B.E. 2548)
Louis Nobiron School of Music			
28	25460741100543	Bachelor of Arts Program in Music Entrepreneurship (International Program)	1/2020 (Criteria B.E. 2558)
29	25480741102097	Bachelor of Music Program (International Program)	1/2017 (Criteria B.E. 2558)

• **Master's Degree Programs (19 programs)**

No.	Program Code	Program Name	Academic Year Starting
Martin de Tours School of Management and Economics			
1	25500741104889	Master of Science Program in Business and Economics (International Program)	1/2020 (Criteria B.E. 2558)
2	25500741104834	Master of Science Program in Supply Chain Management (International Program)	1/2020 (Criteria B.E. 2558)
Vincent Mary School of Science and Technology			
3	25510741105577	Master of Science Program in Computer Science (International Program)	1/2018 (Criteria B.E. 2558)
4	25510741105555	Master of Science Program in Information Technology (International Program)	1/2018 (Criteria B.E. 2558)

No.	Program Code	Program Name	Academic Year Starting
Thomas Aquinas School of Law			
5	25550741102095	Master of Laws Program (Thai Program)	1/2017 (Criteria B.E. 2558)
6	25500741104812	Master of Laws Program (International Program)	1/2017 (Criteria B.E. 2558)
Theophane Venard School of Biotechnology			
7	25450741100621	Master of Science Program in Food Biotechnology (International Program)	1/2017 (Criteria B.E. 2558)
Graduate School of Business and Advanced Technology Management			
8	25490741104451	Master of Business Administration Program (International Program)	1/2016 (Criteria B.E. 2548)
9	25500741104979	Master of Management Program in Organization Development (International Program)	1/2020 (Criteria B.E. 2558)
10	25500741104981	Master of Business Administration Program in Hospitality and Tourism Management (International Program)	1/2017 (Criteria B.E. 2558)
11	25500741104992	Master of Science Program in Investment Analysis and Management (International Program)	1/2017 (Criteria B.E. 2558)
12	25500741108028	Master of Science Program in Management (International Program/eLearning Mode)	1/2017 (Criteria B.E. 2558)
13	25510741105689	Master of Science Program in Information Technology and Management (International Program/eLearning Mode)	1/2020 (Criteria B.E. 2558)
14	25550741102646	Master of Education Program in Teaching and Technology (International Program/eLearning Mode)	1/2020 (Criteria B.E. 2558)
Graduate School of Human Sciences			
15	25350741100056	Master of Science Program in Counseling Psychology (International Program)	1/2017 (Criteria B.E. 2558)
16	25510741105746	Master of Education Program in Curriculum and Instruction (International Program)	1/2017 (Criteria B.E. 2558)
17	25510741105757	Master of Education Program in Educational Administration and Leadership (International Program)	1/2018 (Criteria B.E. 2558)
18	25550741105447	Master of Arts Program in Philosophy and Religion (International Program)	1/2020 (Criteria B.E. 2558)
19	25500741105025	Master of Arts Program in English Language Teaching (International Program)	1/2017 (Criteria B.E. 2558)

• **Doctoral Degree Programs (13 programs)**

No.	Program Code	Program Name	Academic Year Starting
Martin de Tours School of Management and Economics			
1	25500741104845	Doctor of Philosophy Program in Business Administration (International Program)	1/2017 (Criteria B.E. 2558)
Vincent Mary School of Science and Technology			
2	25510741105599	Doctor of Philosophy Program in Computer Science (International Program)	1/2018 (Criteria B.E. 2558)
3	25510741105678	Doctor of Philosophy Program in Information Technology (International Program)	1/2018 (Criteria B.E. 2558)
Theophane Venard School of Biotechnology			
4	25460741100532	Doctor of Philosophy Program in Food Biotechnology (International Program)	1/2017 (Criteria B.E. 2558)
Graduate School of Business and Advanced Technology Management			
5	25500741105003	Doctor of Philosophy Program in Organization Development (International Program)	1/2016 (Criteria B.E. 2558)
6	25500741105014	Doctor of Philosophy Program in Hospitality and Tourism Management (International Program)	1/2017 (Criteria B.E. 2558)
7	25610741100156	Doctor of Philosophy Program in Innovative Technology Management (International Program)	1/2018 (Criteria B.E. 2558)
8	25500741108041	Doctor of Philosophy Program in Technology, Education and Management (International Program)	1/2020 (Criteria B.E. 2558)
9	25550741102657	Doctor of Philosophy Program in Teaching and Technology (International Program)	1/2020 (Criteria B.E. 2558)
Graduate School of Human Sciences			
10	25510741105768	Doctor of Philosophy Program in Counseling Psychology (International Program)	1/2018 (Criteria B.E. 2558)
11	25510741105735	Doctor of Philosophy Program in Educational Administration and Leadership (International Program)	1/2018 (Criteria B.E. 2558)
12	25550741105436	Doctor of Philosophy Program in Philosophy and Religion (International Program)	1/2020 (Criteria B.E. 2558)
13	25520741101754	Doctor of Philosophy Program in English Language Teaching (International Program)	1/2017 (Criteria B.E. 2558)

1.4.2 Students in Academic Year 2020

School		Number of Students			Total
		Bachelor's Degree	Master's Degree	Doctoral Degree	
1	Martin de Tours School of Management and Economics	3,790	13	27	3,830
2	Theodore Maria School of Arts	2,021	-	-	2,021
3	Bernadette de Lourdes School of Nursing Science	100	-	-	100
4	Vincent Mary School of Science and Technology	182	23	16	221
5	Vincent Mary School of Engineering	251	-	-	251
6	Albert Laurence School of Communication Arts	1,006	-	-	1,006
7	Thomas Aquinas School of Law	244	20	-	264
8	Theophane Venard School of Biotechnology	56	3	2	61
9	Montfort del Rosario School of Architecture and Design	362	-	-	362
10	Louis Nobiron School of Music	103	-	-	103
11	Graduate School of Business and Advanced Technology Management	-	453	247	700
12	Graduate School of Human Sciences	-	187	126	313
Total		8,115	699	418	9,232

Source: Office of The University Registrar: as of May 31, 2021

1.4.3 Number of students classified by nationality

Nationality	Number of student	Percentage of student
Thai	6,551	70.96
International	2,681	29.04
Total	9,232	100

Source: Office of The University Registrar: as of May 31, 2021

- Ratio of International to Thai students = 1:3 (approx.)

1.4.4 Number of Graduates classified by school

School		Number of Graduates in Academic Year 2019 (2562) Class 48 Graduation date on January 31, 2021			Total
		Bachelor's Degree	Master's Degree	Doctoral Degree	
1	Martin de Tours School of Management and Economics	1,458	15	6	1,479
2	Theodore Maria School of Arts	722	-	-	722
3	Bernadette de Lourdes School of Nursing Science	35	-	-	35
4	Vincent Mary School of Science and Technology	51	7	7	65
5	Vincent Mary School of Engineering	75	-	-	75
6	Albert Laurence School of Communication Arts	477	-	-	477
7	Thomas Aquinas School of Law	127	23	-	150

School		Number of Graduates in Academic Year 2019 (2562) Class 48 Graduation date on January 31, 2021			Total
		Bachelor's Degree	Master's Degree	Doctoral Degree	
8	Theophane Venard School of Biotechnology	16	10	1	27
9	Montfort del Rosario School of Architecture and Design	111	-	-	111
10	Louis Nobiron School of Music	9	-	-	9
11	Graduate School of Business and Advanced Technology Management	-	421	21	442
12	Graduate School of Human Sciences	-	75	20	95
Total		3,081	551	55	3,687

Source: Office of The University Registrar: as of May 31, 2021

1.4.5 A Job Placement Survey of Assumption University Graduates CLASS 48

No.	Bachelor's degree graduates who can secure jobs or who can be self-employed within one year By Schools	Respondents (n)	Employed within one year			Score		Average Salary
			Secure Jobs	Self- employed	Total	Percent	Score	
1	Martin de Tours School of Management and Economics	1,236	871	233	1,104	89.32	4.47	27,562.41
2	Theodore Maria School of Arts	608	416	128	544	89.47	4.47	22,717.43
3	Bernadette de Lourdes School of Nursing Science	32	22	3	25	78.13	3.91	28,916.67
4	Vincent Mary School of Science and Technology	37	25	5	30	81.08	4.05	26,700.00
5	Vincent Mary School of Engineering	64	47	8	55	85.94	4.30	30,264.52
6	Albert Laurence School of Communication Arts	411	268	121	389	94.65	4.73	30,807.51
7	Thomas Aquinas School of Law	84	59	16	75	89.29	4.46	22,452.38
8	Theophane Venard School of Biotechnology	9	6	2	8	88.89	4.44	19,857.14
9	Montfort del Rosario School of Architecture and Design	94	68	24	92	97.87	4.89	20,125.67
10	Louis Nobiron School of Music	7	5	1	6	85.71	4.29	22,833.33
	Assumption University	2,582	1,787	541	2,328	90.16	4.51	26,570.72

Source: A Job Placement Survey of Assumption University Graduates CLASS 48, May 2021: By Institute for Research and Academic Services (IRAS)

1.4.6 Market Employer Satisfaction Index of Assumption University Graduates BATCH 48

Overall Satisfaction of Market Employer with aspects of the graduate quality in accordance with Thai Qualifications Framework for Higher Education (5 Domains)	Overall Satisfaction Score
1. Ethics	4.14
2. Knowledge	4.15
3. Cognitive Skill	4.11
4. Human Relationship and Responsibilities	4.22
5. Mathematical Analysis, Communication & Information Management	4.11
Overall Satisfaction Score	4.15

Market Employer Satisfaction Index: classified by Level

Market Employers Satisfaction	Mean
Market Employer: Bachelor Level	4.15
Market Employer: Master Level	4.14
Market Employer: PH. D Level	4.25
AU's Market Employers Satisfaction overall	4.15

Source: Market Employer Satisfaction Index of Assumption University's Graduate Batch 48: By Institute for Research and Academic Services (IRAS)

1.4.7 Full-time Faculty Members in Academic Year 2020

1.4.7.1 Full-time Faculty Members based on the Duration of Employment

School		Number of full-time faculty members based on the duration of employment										Adjusted by the duration of employment (Working and on Leave)				On Leave Study
		> 9 months			6 - 9 months			< 6 months			Total					
		B	M	D	B	M	D	B	M	D						
1	Martin de Tours School of Management and Economics	0	73	80	0	1	0	0	4	0	158	0	73.50	80	153.50	4
2	Theodore Maria School of Arts	2	42	27	0	1	0	0	1	0	73	2	42.50	27	71.50	1
3	Bernadette de Lourdes School of Nursing Science	0	6	9	0	0	0	0	0	0	15	0	6	9	15	0
4	Vincent Mary School of Science and Technology	0	7	17	0	0	0	0	0	0	24	0	7	17	24	0
5	Vincent Mary School of Engineering	1	13	12	0	1	0	0	0	1	28	1	13.50	12	26.50	0

School		Number of full-time faculty members based on the duration of employment										Adjusted by the duration of employment (Working and on Leave)				On Leave Study
		> 9 months			6 - 9 months			< 6 months			Total					
		B	M	D	B	M	D	B	M	D		Total	B	M	D	
6	Albert Laurence School of Communication Arts	0	40	11	0	0	0	0	1	0	52	0	40	11	51	1
7	Thomas Aquinas School of Law	0	12	10	0	0	0	0	3	0	25	0	12	10	22	3
8	Theophane Venard School of Biotechnology	0	5	14	0	0	0	0	0	0	19	0	5	14	19	0
9	Montfort del Rosario School of Architecture and Design	1	42	6	0	0	0	0	1	1	51	1	42	6	49	2
10	Louis Nobiron School of Music	0	7	6	0	0	0	0	0	0	13	0	7	6	13	0
11	Graduate School of Business and Advanced Technology Management	0	2	98	0	0	1	0	0	1	102	0	2	98.50	100.50	0
12	Graduate School of Human Sciences	0	0	31	0	0	0	0	0	0	31	0	0	31	31	0
13	Academic Affairs	3	88	25	0	0	0	0	1	0	117	3	88	25	116	1
	Total	7	337	346	0	3	1	0	11	3						
		690			4			14			708	7	338.50	346.50	692	12

Source: Office of Human Resources Management: as of May 31, 2021

1.4.7.2 Full-time Faculty Members Classified by Academic Titles

School		Number of full-time faculty members adjusted by the duration of employment (Working and on Leave)					
		No academic title	with academic title				Grand Total
			Asst. Prof.	Assoc. Prof.	Prof.	Total	
1	Martin de Tours School of Management and Economics	136.50	14	2	1	17	153.50
2	Theodore Maria School of Arts	69.50	1	1	0	2	71.50
3	Bernadette de Lourdes School of Nursing Science	12	3	0	0	3	15
4	Vincent Mary School of Science and Technology	9	12	2	1	15	24
5	Vincent Mary School of Engineering	21.50	2	3	0	5	26.50
6	Albert Laurence School of Communication Arts	48	3	0	0	3	51
7	Thomas Aquinas School of Law	15	5	2	0	7	22
8	Theophane Venard School of Biotechnology	9	9	1	0	10	19
9	Montfort del Rosario School of Architecture and Design	44	4	1	0	5	49

School		Number of full-time faculty members adjusted by the duration of employment (Working and on Leave)					
		No academic title	with academic title				Grand Total
			Asst. Prof.	Assoc. Prof.	Prof.	Total	
10	Louis Nobiron School of Music	10	3	0	0	3	13
11	Graduate School of Business and Advanced Technology Management	86.50	14	0	0	14	100.50
12	Graduate School of Human Sciences	15	13	3	0	16	31
13	Academic Affairs	113	3	0	0	3	116
Total		589	86	15	2	103	692

Source: Office of Human Resources Management: as of May 31, 2021

1.4.7.3 Full-time Faculty Members Classified by Nationality

Nationality	Number of Full-time Faculty Member	Percentage of Full-time Faculty Member
Thai	538	75.99
International	170	24.01
Total	708	100.00

Source: Office of Human Resources Management: as of May 31, 2021

- Ratio of International to Thai faculty members = 1:3 (approx.)

1.4.8 Research and Creative Work Funds

School		Amount of research or creative work funds (Baht)		
		Internal	External	Total
1	Martin de Tours School of Management and Economics	80,000.00	-	80,000.00
2	Theodore Maria School of Arts	80,897.00	39,000.00	119,897.00
3	Bernadette de Lourdes School of Nursing Science	-	-	-
4	Vincent Mary School of Science and Technology	-	-	-
5	Vincent Mary School of Engineering	-	-	-
6	Albert Laurence School of Communication Arts	-	752,000.00	752,000.00
7	Faculty of Law	10,000.00	1,450,000.00	1,460,000.00
8	Faculty of Biotechnology	242,000.00	6,570,946.94	6,812,946.94
9	Montfort del Rosario School of Architecture and Design	-	-	-
10	School of Music	35,160.00	-	35,160.00
11	Graduate School of Business and Advanced Technology Management	-	-	-
12	Graduate School of Human Sciences	-	-	-
13	Institute for Research and Academic Services	602,100.00	775,000.00	1,377,100.00
Total		1,050,157.00	9,586,946.94	10,637,103.94
Average Score				

1.4.9 Researcher

No.	Name - Surname	Qualification
1.	Dr. Srisuda Boonyim	Doctoral Degree
2.	Dr. Pornpop Saengthong	Doctoral Degree
3.	Mr. Chirasak Sombat	Master Degree
4.	Ms. Sakulrat Sachirawattanakul	Master Degree
5.	Mr. Suwin Yimcharoen	Master Degree
6.	Ms. Jirawadee Pisalwatcharin	Master Degree

Source: Office of Human Resources Management: as of May 31, 2021

1.4.10 Support Staff

Qualification	Number of Support Staff
Doctoral Degree	3
Master Degree	42
Bachelor Degree	243
Diploma / Certificate	145
Total	433

Source: Office of Human Resources Management: as of May 31, 2021

PART II: Performance Assessment

Component 1 Graduate Production

Indicator 1.1 Results of Program Administration

Type of indicator Output

Performance Outcome

Based on the IQA assessment criteria employed at program level, the assessment's result of 61 programs offered in academic year 2020 revealed that 61 programs have been able to fulfill the stipulated criteria, Of the 61 programs, 4 programs obtained "Very Good" quality level, 57 programs "Good" quality level.

The AU average score of all program administrations was **3.52** obtaining "Good" quality level.

Assessment criteria

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

Score obtained =

$$214.68 / 61 = 3.52$$

Assessment Outcome = AU average score of all program administrations **3.52** scores

Academic Year	Program Internal Quality Assessment Results 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	2	3	4	5	6	Assessment Score	Assessment Result
	Standard Control	Graduates	Students	Faculty Member	Program, Teaching-Learning and Student Evaluation	Learning Support Facilities		
2020	61 Programs Pass	4.14	3.14	3.37	3.59	3.51	3.52	Good
2019	68 Programs Pass and 1 Programs 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

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	Assessment Score	Assessment Result
				Standard Control	Graduates	Students	Faculty Member	Program, Teaching- Learning and Student Evaluation	Learning Support Facilities		
				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	หลักสูตรเศรษฐศาสตร บัณฑิต สาขาวิชา เศรษฐศาสตร์ธุรกิจ (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	หลักสูตรพยาบาลศาสตร บัณฑิต (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	หลักสูตรวิทยาศาสตร์บัณฑิต สาขาวิชาวิทยาการ คอมพิวเตอร์ (หลักสูตร นานาชาติ) 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
10	25330741100199	หลักสูตรวิทยาศาสตร์บัณฑิต สาขาวิชาเทคโนโลยีสารสนเทศ ศาสตร์ (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

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	Assessment Score	Assessment Result
				Standard Control	Graduates	Students	Faculty Member	Program, Teaching- Learning and Student Evaluation	Learning Support Facilities		
11	25340741100055	หลักสูตรวิศวกรรมศาสตร บัณฑิต สาขาวิชาวิศวกรรม คอมพิวเตอร์ (หลักสูตร นานาชาติ) 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	หลักสูตรวิศวกรรมศาสตร บัณฑิต สาขาวิชาวิศวกรรม ไฟฟ้า (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	หลักสูตรวิศวกรรมศาสตร บัณฑิต สาขาวิชาวิศวกรรม เมคคาทรอนิกส์ (หลักสูตร นานาชาติ) 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	หลักสูตรวิศวกรรมศาสตร บัณฑิต สาขาวิชาวิศวกรรม การบิน (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 สาขาวิชาการสร้างสรรค์และ การจัดการงานแสดง (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
18	25470741100871	หลักสูตรนิเทศศาสตรบัณฑิต สาขาวิชาการสื่อสารผ่านสื่อ ดิจิทัล (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

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	Assessment Score	Assessment Result
				Standard Control	Graduates	Students	Faculty Member	Program, Teaching- Learning and Student Evaluation	Learning Support Facilities		
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 สาขาวิชาการบวณจินตภาพคอมพิวเตอร์ (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	หลักสูตรวิทยาศาสตร์บัณฑิต 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	หลักสูตรวิทยาศาสตร์บัณฑิต 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
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

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	Assessment Score	Assessment Result
				Standard Control	Graduates	Students	Faculty Member	Program, Teaching- Learning and Student Evaluation	Learning Support Facilities		
27	25540741100373	หลักสูตรศิลปกรรมศาสตร บัณฑิต สาขาวิชาการออกแบบ ผลิตภัณฑ์ (หลักสูตร นานาชาติ) 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 สาขาวิชาการเป็นผู้ประกอบการ ทางดนตรี (หลักสูตร นานาชาติ) 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	หลักสูตรดุริยางคศาสตร บัณฑิต (หลักสูตรนานาชาติ) Bachelor of Music Program (International Program) Program Closed (Enrolment of Music Performance Program is Stop)	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	หลักสูตรวิทยาศาสตร มหาบัณฑิต สาขาวิชาธุรกิจ และเศรษฐศาสตร์ (หลักสูตร นานาชาติ) 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	หลักสูตรวิทยาศาสตร มหาบัณฑิต สาขาวิชาการ จัดการโซ่อุปทาน (หลักสูตร นานาชาติ) 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	หลักสูตรวิทยาศาสตร มหาบัณฑิต สาขาวิชา วิทยาการคอมพิวเตอร์ (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
33	25510741105555	หลักสูตรวิทยาศาสตร มหาบัณฑิต สาขาวิชา เทคโนโลยีสารสนเทศศาสตร์ (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	หลักสูตรนิติศาสตรมหา บัณฑิต (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

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				1	2	3	4	5	6	Assessment Score	Assessment Result
				Standard Control	Graduates	Students	Faculty Member	Program, Teaching- Learning and Student Evaluation	Learning Support Facilities		
36	25450741100621	หลักสูตรวิทยาศาสตร มหาบัณฑิต สาขาวิชา เทคโนโลยีชีวภาพทางอาหาร (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	หลักสูตรบริหารธุรกิจมหา บัณฑิต (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	หลักสูตรการจัดการมหา บัณฑิต สาขาวิชาการพัฒนา องค์การ (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	หลักสูตรบริหารธุรกิจ มหาบัณฑิต สาขาวิชาการ จัดการบริการและการ ท่องเที่ยว (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	หลักสูตรวิทยาศาสตร มหาบัณฑิต สาขาวิชาการ วิเคราะห์และจัดการการลงทุน (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	หลักสูตรวิทยาศาสตร มหาบัณฑิต สาขาวิชาการ จัดการ (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
42	22510741105689	หลักสูตรวิทยาศาสตร มหาบัณฑิต สาขาวิชา เทคโนโลยีสารสนเทศและการ จัดการ (หลักสูตรนานาชาติ/ 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	หลักสูตรศึกษาศาสตร มหาบัณฑิต สาขาวิชาการ สอนและเทคโนโลยี (หลักสูตรนานาชาติ/ระบบ การศึกษาทางไกล) 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

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				1	2	3	4	5	6	Assessment Score	Assessment Result
				Standard Control	Graduates	Students	Faculty Member	Program, Teaching- Learning and Student Evaluation	Learning Support Facilities		
44	25350741100056	หลักสูตรวิทยาศาสตร มหาบัณฑิต สาขาวิชา จิตวิทยาการให้คำปรึกษา (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	หลักสูตรศึกษาศาสตร มหาบัณฑิต สาขาวิชา หลักสูตรและการสอน (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	หลักสูตรศึกษาศาสตร มหาบัณฑิต สาขาวิชาการ บริหารและภาวะผู้นำทาง การศึกษา (หลักสูตร นานาชาติ) 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	หลักสูตรศิลปศาสตรมหา บัณฑิต สาขาวิชาปรัชญาและ ศาสนา (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	หลักสูตรศิลปศาสตรมหา บัณฑิต สาขาวิชาการสอน ภาษาอังกฤษ (หลักสูตร นานาชาติ) 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
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 สาขาวิชาวิทยาการ คอมพิวเตอร์ (หลักสูตร นานาชาติ) 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 สาขาวิชาเทคโนโลยีสารสนเทศ ศาสตร์ (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

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	Assessment Score	Assessment Result
				Standard Control	Graduates	Students	Faculty Member	Program, Teaching- Learning and Student Evaluation	Learning Support Facilities		
52	25460741100532	หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาเทคโนโลยีชีวภาพ ทางอาหาร (หลักสูตร นานาชาติ) 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 สาขาวิชาการพัฒนาองค์กร (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 สาขาวิชาการจัดการการ บริการและการท่องเที่ยว (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 สาขาวิชาการจัดการ เทคโนโลยีแห่งนวัตกรรม (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
56	25500741108041	หลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชาเทคโนโลยี การศึกษา 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 สาขาวิชาการสอนและ เทคโนโลยี (หลักสูตร นานาชาติ) 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 สาขาวิชาจิตวิทยาการให้ คำปรึกษา (หลักสูตร นานาชาติ) 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 สาขาวิชาการบริหารและภาวะ ผู้นำทางการศึกษา (หลักสูตร นานาชาติ) 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

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	Assessment Score	Assessment Result
				Standard Control	Graduates	Students	Faculty Member	Program, Teaching- Learning and Student Evaluation	Learning Support Facilities		
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 สาขาวิชาการสอน ภาษาอังกฤษ (หลักสูตร นานาชาติ) 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

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

Evidence

Document Code	Document Name
1.1-1	Program Internal Quality Assessment Report Academic Year 2020 of 61 programs

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.
 $346.50 \times 100/692 = 50.07\%$
2. Convert the per cent in no.1 to a score ranging from 0-5.

Score obtained = $50.07 \times 5/40 = 6.26$ (Score 5.00)

Score = $346.50 \times 100/692 = 50.07\%$, Quality level = $\geq 40\%$ * equals 5 scores,
 $50.07 \times 5/40 = 6.26$ scores of 5

Remarks:

1. Doctoral degree is the doctoral degree received or its equivalent according to the degree criteria stipulated by the Ministry of Education. In case of degree adjustment, the transcript issued within the year of assessment is required. However, in some professions, other degrees or qualifications may be considered equivalent to the doctoral degree on the provision that the equivalency is granted by the Higher Education Commission.
2. The number of full-time faculty members in the academic year, including those who take leave for further study. In case of new recruitment, the number of full-time faculty members is calculated based on the OHEC's stipulated criteria pertaining to the full-time faculty's and researchers' status.

Performance Outcome

School		Number of full-time faculty members adjusted by the duration of employment (Working and on Leave)				Percentage of full-time faculty members holding Ph.D.	Score (5 = ≥40%)
		B	M	D	Total		
1	Martin de Tours School of Management and Economics	0	73.50	80	153.50	52.12	5.00
2	Theodore Maria School of Arts	2	42.50	27	71.50	37.76	4.72
3	Bernadette de Lourdes School of Nursing Science	0	6	9	15	60.00	5.00
4	Vincent Mary School of Science and Technology	0	7	17	24	70.83	5.00
5	Vincent Mary School of Engineering	1	13.50	12	26.50	45.28	5.00
6	Albert Laurence School of Communication Arts	0	40	11	51	21.57	2.70
7	Thomas Aquinas School of Law	0	12	10	22	45.45	5.00
8	Theophane Venard School of Biotechnology	0	5	14	19	73.68	5.00
9	Montfort del Rosario School of Architecture and Design	1	42	6	49	12.24	1.53
10	Louis Nobiron School of Music	0	7	6	13	46.15	5.00
11	Graduate School of Business and Advanced Technology Management	0	2	98.50	100.50	98.01	5.00
12	Graduate School of Human Sciences	0	0	31	31	100.00	5.00
13	Academic Affairs	3	88	25	116	21.55	2.69
Total Score		7	338.50	346.50	692	50.07	5.00

Source: Office of Human Resources Management: as of May 31, 2021

Assessment Result

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

Evidence

Document Code	Document Name
1.2-1	List and number of full-time faculty members 2020
1.2-2	List and number of full-time faculty members with academic qualification and academic titles 2020

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.
 $103 \times 100 / 692 = 14.88\%$
2. Convert the per cent in no.1 to a score ranging from 0-5.
Score obtained = $14.88 \times 5 / 60 = 1.24$

Score = $103 \times 100 / 692 = 14.88\%$, $\geq 60\%$ * equals 5 points requirement for full score of $14.88 \times 5 / 60 = 1.24$ score of 5

Performance Outcome

School		Number of full-time faculty members adjusted by the duration of employment (Working and on Leave)						Percentage of full-time faculty members with and academic title	Score (5 = ≥60%)
		No academic title	With an academic title				Grand Total		
			Asst. Prof.	Assoc. Prof.	Prof.	Total			
1	Martin de Tours School of Management and Economics	136.50	14	2	1	17	153.50	11.07	0.92
2	Theodore Maria School of Arts	69.50	1	1	0	2	71.50	2.80	0.23
3	Bernadette de Lourdes School of Nursing Science	12	3	0	0	3	15	20.00	1.67
4	Vincent Mary School of Science and Technology	9	12	2	1	15	24	62.50	5.21
5	Vincent Mary School of Engineering	21.50	2	3	0	5	26.50	18.87	1.57
6	Albert Laurence School of Communication Arts	48	3	0	0	3	51	5.88	0.49
7	Thomas Aquinas School of Law	15	5	2	0	7	22	31.82	2.65
8	Theophane Venard School of Biotechnology	9	9	1	0	10	19	52.63	4.39

School		Number of full-time faculty members adjusted by the duration of employment (Working and on Leave)						Percentage of full-time faculty members with and academic title	Score (5 = ≥60%)
		No academic title	With an academic title				Grand Total		
			Asst. Prof.	Assoc. Prof.	Prof.	Total			
9	Montfort del Rosario School of Architecture and Design	44	4	1	0	5	49	10.20	0.85
10	Louis Nobiron School of Music	10	3	0	0	3	13	23.08	1.92
11	Graduate School of Business and Advanced Technology Management	86.50	14	0	0	14	100.50	13.93	1.16
12	Graduate School of Human Sciences	15	13	3	0	16	31	51.61	4.30
13	Academic Affairs	113	3	0	0	3	116	2.59	0.22
	Total Score	589	86	15	2	103	692	14.88	1.24

Source: Office of Human Resources Management: as of May 31, 2021

In the academic year 2020, there were 692 full time faculty members, 103 of whom held academic title. The formula from number 2 for Institutional Criteria, Group B was used to calculate the score for Indicator 1.3 i.e. $103 \times 100 / 692 = 14.88\%$ By converting the calculated percentage to the maximum score of 5, using the ratio approach, where 5 is equal to 60%, the final score is 1.24 i.e. $(14.88 \times 5/60)$.

Assessment Result

Indicator	Target	Assessment outcome	Score	Achievement (Yes/No)
Indicator 1.3 Full-time faculty members holding an academic title	1.00 score	1.24 scores	1.24 scores	Yes

Evidence

Document Code	Document Name
1.3-1	List and number of full-time faculty members 2020
1.3-2	List and number of full-time faculty members with academic qualification and academic titles 2020

Indicator 1.4: Bachelor's degree student services

Type of indicator: Process

Standard criteria

1. Students are provided with academic advising and counseling services on how to spend their life in university and how to work.
2. Students are provided with information about service units, extra-curricular activities, and full-time and part-time work placements.
3. Activities are organized to prepare students for their working life.
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 in No.4 are used for developing the services and information provided to improve the performance or meet students' expectations.
6. Information and career knowledge are provided to alumni.

Assessment criteria

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

Performance outcome

1. ☒ **Students are provided with academic advising and counseling on how to spend their life in university and how to work**

The University has embedded in the faculty members' roles and responsibilities the task of providing academic and counseling services to help students effectively spend their time and become efficacious in their study, as well as to, upon their graduation, have a successful embarkation on their career. The details of services are shown below:

Academic advising

- Mandated by the University, all faculty members are to set the advising hours in which academic advice as well as rapport are to be provided, and created and reinforced with student respectively to ascertain students' academic achievement and faculty– student good relationship. According to the current advising system, students, other than meeting their advisors according to their needs during the advising hours, are required to meet their advisors at least once a semester to present their academic performance, discuss their following semester's study plan, obtain permission to register their requested subjects or advice regarding suitable subjects to be registered in the following semester, and seek advice on alternative solutions for their academic and/or personal problems.

- In academic year 2020 the University faced disruption and crisis due to the unceasing widespread of the COVID-19 pandemic that critically impacted its operation and student services. In April, 2020, the Office of Academic Affairs announced that the teaching and learning activities in the first semester of academic year 2020 (June – October, 2020) was to be conducted via the online teaching mode. The University also announced the reduction rate on the university fee as an alleviation to students who registered in the semester 1/2020 (University Order No. 11/2563). However, there were further announcements of the extended online classes and examinations covering semester 2/2020 (AU Announcement No. 29/2020) until the end of summer session. (For reference, visit <https://www.au.edu/au-announcement/academic-year-2020/alteration-to-the-online-mode-for-summer-and-eeec-2020.html>)

In view of this, the advising procedure of all schools was implemented on the online platform i.e. AU SPARK and Microsoft Teams and electronic mails. (For reference, visit https://registrar.au.edu/wp-content/uploads/2021/04/auspark_teams_student.pdf)

For example, School of Management and Economics provided the online advising service for semester 2/2020 during August 31 – September 30, 2020 while School of Communication Arts also provided online advising service to students on April 30, 2021.

- The AU Spark Pro application which is the Lecturer's version of AU Spark <https://auspark.au.edu/Account/Login> is continuously upgraded and used by lecturers to access their class schedule as well as their students' academic information for advising purposes. The advisors were provided the advisee list showing normal, honor and probation students. Advisors use this information as a guide to interview and to assess the student's readiness for the incoming semester, to identify any problems and to refer to Student Affairs in case of mental health issues. Lecturers who have been assigned advisees can also use AU Spark Pro to block/unblock students in their pre-registration for next semester. During the COVID-19 pandemic, AU Spark application had been the solution to teachers and students in dealing with matters of teaching and learning, registration, communication and announcements. Together with the Learning Management System (LMS), classes and examinations were implemented online without interruption. In academic year 2020, the AU SPARK further developed to provide features such as Today Screen, Instructor Rating, Class Group and Class Collaboration.
- All schools together with Student Affairs held the First Orientation annually. The objective of the orientation is to provide freshmen necessary information regarding the University, academic information, quality assurance and the student extracurricular activities and services. In academic year 2020, to respond to the COVID-19 pandemic, the organizing committee maintained the

format of the online orientation for freshmen who enrolled through the year. The online video presentation included brief information about the University and tips for academic success were presented by the President and the Vice President for Academic Affairs. Students were required to log in their student identification numbers and passwords to watch the online video presentation and to answer an online survey questionnaire within the given period. The link to the online orientation was provided on the University website. There were 833 students equivalent to 90.35% attending the online AU Freshmen Orientation 2020 (Student Affairs Annual Report 2020).

- In addition to the AU First Orientation, there were normally the orientations organized by the schools and the departments as well as student clubs. In academic year 2020, most activities were postponed or cancelled due to the pandemic. Some were organized either on premise or virtually such as HTM First orientation on August 21,2020; VMS Induction "Login Camp" 2020 on November 13-15, 2020.

Counseling on how to spend their life in university

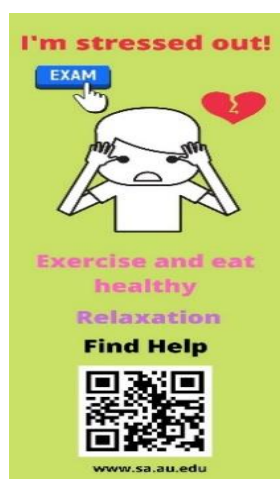
To support the schools in developing and enhancing Thai and international students' overall personalities and characteristics, and more importantly in helping them to quickly undergo successful transition to campus life, the University assigns Student Affairs to be in charge of providing pertinent student services and extracurricular activities essential for such student developments.

The Student Affairs Office has devised advising and counseling systems and mechanisms encompassing such aspects as learning skills, student life, preparation for job placement, financial assistance, health and wellness. The University also provides dormitories on campus.

- Under the First-Year-Experience program collectively developed by the units in the Office of Student Affairs with an ultimate aim to facilitate successful transition to campus life of students, freshmen will be channeled through a series of activities that inform them about the cultures, identity and uniqueness, and community life in the University. All activities will be organized to foster and enhance students' emotional growth, one of the four core dimensions of total development of a human person. The AU CARE project which had been organized annually to provide new students physical examination and narcotic screening test on campus, however, due to the pandemic in academic year 2020, was reduced to a psychological health survey conducting online via the university website. There were 833 students completed the online survey questionnaires which was attached to the online AU Freshmen Orientation 2020.
- The Center for Career Development & Counseling (CCDC) is assigned to provide student advising and counseling services covering career, life skills,

learning skills and mental health. 7 counselors are serving in this unit. In academic year 2020, there were 219 students participating in career testing and 221 students participating in learning style testing.

- With an aim to allow students to conveniently access counseling services, the counseling team of Student Affairs utilized the online Student Counseling Scheduling form and Microsoft Teams as additional channel from which students can schedule the appointment and obtain the service. The form was embedded in the QR code and also published in various channels to enable students who need help to get the counseling services in a timely manner. The QR code as shown below was publicized in the form of posters placing on announcement boards around campuses. It was also published in the portable document format (pdf) displaying on the social media such as Facebook, LINE Group as well as website and electronic mails to students.



- During academic year 2020, as of April 23, 2021, 78 cases were reported, 78 cases (100%) were closed. These cases were categorized according to their natures and were ranked from the most to the least frequently occurring as follows: 32%, a case of study problem, 27%, a stress problem, 21%, a mental health problem, 6.4%, a relationship problem, 5.1%, a personality case, 5.1%, a general problem, 2.6%, adjustment problem and 1.3%, family problem. Throughout the academic year 2020, counseling services were provided through the online channels such as Microsoft Teams audio/ video calls.
- In terms of learning skills development, the Center for Career Development and Counseling (CCDC) helps students “learn how to learn”, solve academic problems, and to promote a positive attitude towards academic achievement. The activity program namely “English for All” is organized twice a year to enhance students’ English proficiency, which has been conducted for eleventh consecutive years. In academic year 2020, the unit conducted a needs survey of 276 freshmen who were in the contact list. The results showed that the percentage of respondents would like to improve speaking (53.62%), writing

(26.44%), listening (15.22%) and reading skills (4.7%). There were 255 freshmen students registered to the program which was higher than the previous year and 243 students or 96.52% successfully passed the requirement of the program at the end of the course with Certificate of Achievement. In academic year 2020, the English for All program was conducted both on premise (thirteenth floor of Cathedral of Learning) and online through LINE application, Zoom application, and Microsoft Teams platform by the student trainers and counselors.

- The modified curriculum in semester 1/2020 covered the 7 steps to English Proficiency, listening and conversation practice, pronunciation, word stress, sentence stress, intonation, learning personality and career planning, presentation on place of inspiration, and news reading activity via video recording. The program curriculum in semester 2/2020 encompassed a series of English for Career Workshops such as Self Discovery, English Proficiency Test, Personality Test, Company and Job Presentation and Job Interview Preparation. The execution of each activity throughout the program obtained assistance from 50 mentors or students who graduated from the program and became the volunteer or coach for the new students. The survey results of overall student satisfaction toward the course curriculum, teacher and facilitator were 4.35 and 4.38 out of 5 respectively.
- The unit regularly provided advising information to new students directly through the LINE AU FRIEND, initiated by the Office of University Registrar. In academic year 2020, there was ABAC English for All 2020 Line Group supporting 530 students.

The usage of the LINE groups has developed and gradually enhanced good relationship among members and provide Q&A services to clarify fictitious news and furnish the students with accurate information. Many freshmen were aware of Student Affairs, news and coming events and importantly, they knew whom to contact when they needed help.

Furthermore, in academic year 2020, the Office of University Registrar also introduced the LINE official @meetregistrar to facilitate students when they have inquiries or need assistance.



Counseling on how to work

The schools and Center for Career Development & Counseling (CCDC) of Student Affairs provide career advising and counseling to students.

- The schools provide career advising and job placement services through their channel of communication such as Facebook, LINE, and website. Furthermore, schools organize the Graduation Orientation and the Career Guidance events to empower the graduating students through the experience sharing session with successful alumni. In academic year 2020, most schools utilized online platform to organize the Graduation Orientation and the Career Guidance such as School of Communication Arts and School of Architecture and Design while some had to cancel the event.
- The Center for Career Development & Counseling (CCDC) of Student Affairs provides career counseling services to help students discover their personality, find job opportunities and know career updates for current students and alumni through Facebook pages namely ABAC Center for Career Development and Counseling – CCDC for Thai students and AU Career for International Students and the LINE Group for part-time students. In academic year 2020, there were 219 students participated in career advising and testing. The unit also conducted the “English for Career Workshop” during semester 2/2020 as mentioned in the previous section. Addition, the unit also prepared a video presentation for students providing information on career market, choice of work of ABAC graduates, and tips for work preparation. The video was presented at the Graduation Orientation of School of Arts. (For reference, visit <https://youtu.be/nRRieF--kP4>)

Financial Assistance

Regarding the students’ financial support, the Financial Assistance Division (FD) assists students who are eligible for financial assistance to access sources of funds. In academic year 2020, 257 students received the Student Loans Fund (กยศ.). The level of student satisfaction towards student loan service is 4.62 out of 5.

2. ☒ Students are provided with information about service units, extra-curricular activities, full-time and part-time work placements.

The University provides useful and updated information about services, extra-curricular activities as well as the availability of full-time and part-time work placements through various channels.

Information about service units

- Websites. Students can obtain information of service units through the University website (For reference, visit <http://www.au.edu/index.php>) Student Affairs also provides useful information for students in general through its website (For reference, visit <http://www.sa.au.edu/>). The websites include

information on student counseling, student activities, sports and recreation, scholarships, student rights and disciplines, and SA E-information.

- English for All (For reference, visit <http://www.e4all.au.edu/>)
530 students were joining the LINE ENGLISH FOR ALL.
- Financial Assistance division (For reference, visit <http://www.sa.au.edu/offices/financial-assistance-division-fd.html>)
- Center for Sports and Physical Fitness (For reference, visit <http://www.sa.au.edu/offices/center-for-sports-and-physical-fitness-cspf.html>)
- Social media: Each unit of Student Affairs utilizes various social media and internet services to create easy access to share news with students and for students to make inquiries or seek assistance.
 - Facebook pages:
 - University official Facebook page (For reference, visit <https://www.facebook.com/assumptionuniversity/>)
 - Center for Sports and Physical Fitness (For reference, visit <https://www.facebook.com/abaccspf>)
- Google clouds were used to facilitate student services such as activity room booking, online form and online surveys.
- Notice boards, posters and SMS or Short Message Services are also used.
- Newsletters, student manuals in hard copies published by both the University and Schools for students
- The LED media is being used to announce university and student events.
- Email. Financial assistance e-mail: fd@au.edu
- Microsoft Teams (MS), Google Meet, LINE Individual and Group voice and video, Zoom Video were used regularly in academic year 2020 to communicate with students for activity meeting, group or individual advising, and counseling.

Information about extra-curricular activities

- The units of Student Affairs utilize all the above channels to publicize the extra- curricular activities and to communicate with target students.
- They also utilize the network of Student Development Coordinators to exchange knowledge and provide update information to students.
- In addition to the above, they also use online and social media as channels of communication such as websites , LINE, and Facebook in communicating with students regarding extra-curricular activities. For Example,

- Center for Student Leadership and Experiential Learning (CSLEL)
(For reference, visit <http://www.activity4you.au.edu/>)
- AUSO Official LINE account (For reference, visit LINE@au.auso)
- AUSO Facebook Assumption University Student Organization (For reference, visit <https://www.facebook.com/ausoabac/>)

Information about full-time and part-time work placements

- The units of Student Affairs also utilize all the above channels to publicize information about full-time and part-time work placements and to communicate with target students and alumni.
- In academic year 2/2020, the unit utilize Google Clouds to provide information related to the Career Week. Students can easily download materials about full time job application form, job vacancies, or follow the link to AU Career Facebook, Super Resume, Career+, and Career Facebook for International Student. Students also can watch the Company Presentation clips through this link. The QR code below is the link to the job placement information.



- In addition to the use of above channel, the unit also use online and social media such as Facebook pages, LINE, and website in communicating with students and alumni. For example,
 - ABAC Center for Career Development and Counseling – CCDC for Thai students and alumni (For reference, visit <https://www.facebook.com/abaccdc/>)
 - AU Career for International Students and alumni (For reference, visit <https://www.facebook.com/auintercareer/>)
 - LINE Group for part-time students
- There were 3,362 followers in Facebook page which was increasing from last year's 185 followers. (Data as of April 7, 2021). There were 1,223 applicants to register on the Super Resume website.
- In addition, in semester 2/2020, Student Affairs provided a hotline service on the fourteenth floor of the Cathedral of Learning, Suvarnabhumi Campus to respond to phone calls from parents, students and personnel regarding the measures on the COVID-19 pandemic during December 23-30, 2020.

3. ☒ Activities are organized to prepare students for work.

The University through Center for Career Development & Counseling (CCDC) organizes activities encompassing 5 key areas i.e., 1) Job placement 2) Career Counseling, Advising and Testing 3) Career Training and Exposure 4) Employers and Alumni Relations 5) Leadership and Entrepreneurial Development.

Job Placement

- For job placement services, the Center for Career Development & Counseling (CCDC) offered various activities to engage students in job experience. The report of job placement during 2019-2020 is shown in Table 1.4.1.

Table 1.4.1: Job Placement Report 2019 - 2020

Job/Project	No. of company		No. of job offer		No. of students	
	2019	2020	2019	2020	2019	2020
Full-time job	46	22	139	72	184	135
Part-time job	4	cancelled	31	cancelled	31	cancelled
Career week project	63	81	679	744	256 (on site)	2,985 (viewers)
Job matching	13	20	37	54	20	30
Job Exclusive	N/A	70	N/A	88	N/A	351

- Job placement is organized to provide job placement service including full-time, part-time jobs, career resources through Facebook pages and counter service to offer career opportunities for AU students and to provide suitable applicants for targeted employers. In academic year 2020, the unit improved the job matching service by introducing the “Job Exclusive” project. Both prospective employers and AU graduates were facilitated to hold a face-to-face selection interview on campus. The career counselors prepared the candidates through guidance before the interview date. The unit observed the DMHT measures (Distancing, Mask wearing, Hand washing and Testing temperature) in organizing the interview on the premise. The response was encouraging as there were 351 students participating in the project. Level of students’ satisfaction towards the arrangement is 4.26 out of 5.
- Though the COVID-19 pandemic persisted in academic year 2020, the unit improved the career services by organizing the Career Week online. The QR code of the AU Career Facebook, Super Resume, Career+, and Career Facebook for International Student as shown in the previous section was publicized through various channels. Consequently, there were 2,985 viewers.
- The unit utilized the job matching process to select student applicants for the desired companies. In 2020, there were 135 applicants referred to 46 companies for full-time jobs. There were no part-time jobs in this year.

Career training and career exposure

- For career training and career exposure dimension, the Center for Career Development and Counseling (CCDC) provided experience program and career workshops to prepare students for job application and job interview and offered an opportunity for students to apply theories into practice to prepare them for actual working conditions. The company presentation event is organized by the faculties instead.
- In responding to the pandemic measures, the unit held the online workshops throughout the academic year 2020. 425 students participated in 25 sessions which was slightly lower than the previous year which was 28 sessions for 411 students. Most sessions were conducted through LINE video conferences. The LINE Group is shown below.



Student participants were assigned to do an independent study and work on project online. They were coached by the CCDC counselors who evaluated their project presentation online. The level of students' satisfaction towards the content of Career Workshop and Company Presentation is 4.60 out of 5.

- There were 22 students participating in the internship during academic year 2020 of which 21 students were referred to the faculty.

Leadership and entrepreneurial development

- The Center for Career Development Center (CCDC) had implemented the ABAC Dummy Company Platform for decades and found that the trend toward retail business is changing. In 2020, the ABAC Ventures Exhibition comprising 10 student management members dealing with trading business was not implemented due to the pandemic.

Career interest survey

- The Center for Career Development Center (CCDC) implemented the Career Interest Survey in academic year 2020. Data was collected from 585 respondents who were Assumption University third year students, on their career interests. Results of the survey show that 35.3% of respondents were interested to further study, 40.7% interested to work in the organizations and 22% interested to be entrepreneur respectively. It is found that the trend to be

entrepreneur is increasing as respondents prefer freedom as shown in the table 1.4.2 below.

- Report of study was uploaded to the Student Affairs Knowledge Management website. (For reference, visit <http://www.sa.au.edu/offices/center-for-career-development-counseling/facts-figures-ccdc.html>)

Table 1.4.2: Career Interest Survey 2019-2020

Dimensions	Year	2019	2020
Number of respondents		1,134	585
Further study		36.7%	35.3%
Work in the organizations		40.2%	40.7%
Interested to be entrepreneur		20.9%	22.0%
Undecided		2.2%	2.0%

At the School level

At the school level, the Graduation Orientation events are normally organized by all schools. It is the time when alumni inspire the graduating students, and it is also the time for sharing job opportunities and further study information to all participants. However, in the academic year 2020, it was reported that School of Communication Art, School of Architecture and Interior Design, School of Engineering, School of Science and Technology, and School of Arts organized Career Guidance or Seminars either physical meeting or online platform to suit the preventive measures on the COVID-19 pandemic.

- 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.**

All jobs and projects implemented by Student Affairs (SA) are assessed by several achievement indicators. These indicators are set according to the expected outcomes of each job or project such as completion time frame, number of participants, level of stakeholders' satisfaction, and level of incremental knowledge of participants after attending the event.

In academic year 2020, several activities and services were affected by the COVID-19 pandemic. Thus, the results of performance show discrepancies when comparing to the previous year.

The results of stakeholder satisfaction in all activities and services were above 3.51 out of the total score of 5. The results of some activities mentioned in items No.1-3 are shown below. Table 1.4.3 shows the results based on the type of services and the number of students receiving services in academic year 2020 and in comparison with previous year.

Table 1.4.3: Number of students receiving services in academic years 2018 – 2020

Unit	Services	Number of cases/students		
		2018	2019	2020
CCDC	Full time jobs	893 students	184 students	132 students
	Part time jobs	50 students	31 students	cancelled
	Internship	34 students	0 students	22 students
	Advising and counseling	339 cases	482 cases	518 cases
	Orientation	1,986 or 94.16%	1,620 or 91.94%	854 or 92.62%
CSLEL	Counter service	617 cases	495 cases	126 cases
CSPCL	SM106 counter service	1,005 cases	941 cases	286 cases
CSPF	Sports for health	5,882 students (48.81%)	5,307 students (42.45%)	114 students (6%)
FD	Financial assistance	294 students	271 students	257 students
Remarks: CCDC – Center for Career Development and Counseling CSLEL – Center for Student Leadership and Experiential Learning CSPCL – Center for Student Personality and Campus Life CSPF – Center for Sports and Physical Fitness FD – Financial Assistance Division				

Table 1.4.4 shows the results of satisfaction survey on services provided.

Table 1.4.4: Level of Stakeholders Satisfaction towards Student Affairs Services in Academic Years 2018-2020

Unit	Services	Level of Stakeholders Satisfaction		
		2018	2019	2020
CCDC	1. Level of student satisfaction towards the arrangement of the internship program	4.47	-	-
	2. Level of employer satisfaction towards AU students' performance during the internship training	4.31	-	-
	3. Level of participant incremental knowledge after attending Career Workshop	4.17	-	-
	4. Level of students' satisfaction towards the contents of Career Workshop and Company Presentation	4.49	-	4.60
	5. Level of employer satisfaction towards AU graduates	4.10	3.99	4.32
	6. Level of student satisfaction towards the arrangement of the Career Week	4.18	4.06	-
	7. Level of employer satisfaction towards the arrangement of the Career Week	4.10	4.02	-
	8. Level of student satisfaction towards advising and counseling	3.72	4.19	4.16
CSLEL	1. Level of participant satisfaction towards the arrangement of SLD training programs	4.40	4.26	4.40
	2. Level of stakeholder satisfaction towards student activity information	4.21	4.48	4.63
	3. Level of advisee satisfaction towards advisor	4.45	4.53	4.49
	4. Level of student satisfaction on CSLEL facilitating and coaching process	4.61	4.30	4.00

Unit	Services	Level of Stakeholders Satisfaction		
		2018	2019	2020
CSPCL	1. Level of student satisfaction towards military postponement service	3.51	3.77	3.77
	2. Level of student satisfaction towards Reserve Officer Training Corp (R.O.T.C) Monitoring	4.48	-	-
	3. Level of student satisfaction towards Student Safety and Welfare : Services	3.51	3.80	-
	4. Level of student satisfaction towards Student Safety and Welfare : Insurance	3.51	3.80	-
CSPF	1. Level of student satisfaction towards services by Center for Sports and Physical Fitness	4.35	4.51	4.48
	2. Level of student satisfaction towards the service of Sports Center Service Management	3.65	4.25	4.33
	3. Level of advisee satisfaction toward advisors	4.45	4.53	4.49
	4. Level of athletes' satisfaction towards the service providing on training and competition supporting	4.40	4.37	4.41
	5. Level of student satisfaction towards sport activities	3.64	4.25	4.33
	6. Level of athletes' satisfaction towards the sport supplies management	-	4.00	-
FD	1. Level of student satisfaction on Student Loan Fund Service	4.74	4.70	4.62

Besides, all projects were evaluated according to the project objectives and the achievement indicators. They were reported in the Annual Report 2020.

5. ☒ The evaluation results of no.4 are used for developing the service and information provision to improve the performance or meet students' expectations.

After the quality of activities and services are evaluated, the obtained results were assessed and put into discussion among the responsible persons of each unit as specified in the Student Affairs Action Plan for Strengthening Administrative Performance (ASAP) 2020. The results were reported in the Annual Report 2020. The directors of SA units reported the performance and suggestions at the meeting of the Student Affairs Executive Board of Directors. The results of assessment including comments and suggestions in questionnaires, project evaluation, and social media as well as discussion on improvement plan on jobs and projects were utilized in the preparation of annual report, self-assessment report and the planning of the Action Plan for Strengthening Performance (ASAP) 2021. Besides, the results from students' need survey were also assessed to obtain the needed information for all service units of Student Affairs to improve the quality of the services provided and to assist and serve the needs of AU students. The improvement plans for student services are shown below.

Table 1.4.5: Improvement Plans

Job/ Project	Improvement Plans
1. Career Workshops	Develop VDO presentation in each module for online learning process as backup plan depend on Covid-19 situation.
2. AU Freshmen Orientation	Adjust the organizing model according to a “New Normal” policy.
3. English for All	English for ALL 7 Week-modules for 2021 will be a mixture of both on site and online activities. This new module adjustment will also showcase the 12th year anniversary of the E4ALL program and as a response to a “New normal” lifestyle.
4. Job Exclusive	Promote the project to faculties’ prospective employers and to graduates by utilizing social media.
5. Counseling, Advising and Testing Career, Learning and Mental Health	To support students through online platform such as Google Meet, Zoom, Microsoft Team as convenient to students.

6. ☒ Information and knowledge beneficial to careers are provided to alumni.

According to Strategy No.3 of the AU Strategic Plan (2018-2022), the University aims to increase social engagement within and beyond AU Communities. To achieve this, Action 2.6 of the strategy states that schools and units support activities that tend to increase alumni engagement.

Student Affairs and its units provide information, career knowledge, and the related services to alumni as shown below:

- Career Development Center provides job placement information for alumni through Facebook pages and electronic mails.
- ABAC Center for Career Development and Counseling – CCDC for Thai students and alumni (For reference, visit <https://www.facebook.com/abaccdc/>)
- AU Career for International Students and alumni (For reference, visit <https://www.facebook.com/auintercareer/>)

Besides, the Assumption University Alumni Association (AUAA) provides information on career news, trainings, workshops, meetings and conferences through the website (For reference, visit <https://www.auaa.or.th/>), Facebook (For reference, visit <https://www.facebook.com/auaa.abaca/>), and LINE groups.

Due to the COVID-19 pandemic, the association helps the alumni by creating a Marketplace in Facebook Page. This is the online platform for alumni to promote their products and services.

The University provides alumni support through the university website (For reference, visit <http://www.au-communities.au.edu/>). The alumni are invited to update their information. The benefits and services for alumni include Find a Friend and Library services. Alumni will receive the E-Profile Magazine every three months. They are invited to join alumni activities publicized through Facebook and the website.

In academic year 2020, the association had been actively engaging in public information services through Facebook. For examples, ABAC HOT DEAL Live which promoting virtual sales of products by alumni during July, August 2020.

In addition to the above, the schools also engaged alumni through various activities. For example,

- The School of Science and Technology organized AI Friday ep.1: AI Research & Student Project Showcase on June 5, 2020, and AI Friday ep.2: AI at Work vs. AI at Play on November 6, 2020.
- The St. Thomas Aquinas Wisdom Centre, MSME Business School organized Storytelling workshop by Dr.Panjarat P. on November 14, 2020. This was an Upskill-Reskill activity for ABAC Alumni.
- The School of Biotechnology organized Seminar on Business Opportunity of Hemp and Cannabis in Thailand on March, 2021.
- The St. Thomas Aquinas Wisdom Centre, MSME Business School also organized the “Online Alumni Upskill/ Reskill” on topic of “Business Data Analysis & Data Telling” during May 20- 28, 2021.

ALUMNI UPSKILL / RESKILL
(For students ID: 50Kxxxx to 60Kxxxx)

Online Session by MSME Business School
(Language: Thai)

FREE LIMITED SEATS!!!!
REGISTRATION OPEN UNTIL 19 MAY 2021

- 1. Course: Story telling with data**
Master the art of storytelling
Create impactful data visualization to engage with your audiences
Achieve effective communication
Date: Thursday 20th May (9.00 - 16.00)
No. of seats: 20
- 2. Course: IT upskills: "Business Data analysis & Data telling"**
Learn how to scale your data processes to gain business intelligence and understand how to do effective descriptive analysis and report
Date: Friday 21st May (9.00-16.00) and Saturday 22nd May (9.00-12.00)
No. of seats: 30
Remark: Having some background in SPSS and Business Research
- 3. Course: E-Commerce startup for Shopee**
How to start an online business with Shopee
Workshop with Shopee
Mentors from Shopee
Date: Monday 24th to Friday 28th May (9.00-16.00)
No. of seats: 50
Remark: Having plan to do E-commerce
- 4. Course: Startup with ABLE Center**
Start your own business
Be a Co-startup with ABLE business partners
Get funds to start your business
Date: Tuesday 25th May (13.00-15.00)
No. of seats: 20
- 5. Course: Digital Asset Investment: "Blockchain Technology"**
Introduction to blockchain technology and digital assets
A cryptocurrency: How to invest and manage risk?
The future of cryptocurrency
Date: Friday 28th May (13.00-15.00)
No. of seats: 20

Organized by St. Thomas Aquinas Wisdom Development Center,
Martin de Tours School of Management and Economics, Tel. 02-300-4543 Ext. 1155

Registration Here
<https://tinyurl.com/bbpmmn3h>
You can download course description and register at the google calendar

Assessment Result

Indicator	Target	Performance outcome	Score
Indicator 1.4 Bachelor's degree student service	6 items	6 items	5 scores

Evidence

Document Code	Document Name
1.4-1-1	University Order No. 11/2563
1.4-1-2	AU Announcement No. 29/2020
1.4-1-3	School Report on Advising and First Orientation
1.4-1-4	Student Affairs Annual Report of Academic Year 2020
1.4-1-5	Project Report of English for All 2020
1.4-1-6	Job Report of Student Government Loan (กยศ)
1.4-2-1	www.au.edu , www.facebook.com/assumptionuniversity
1.4-2-2	http://www.sa.au.edu/
1.4-2-3	School Report on Graduation Orientation
1.4-3-1	Report of Career Interest Survey 2020
1.4-5-1	The Action Plan for Strengthening Performance (ASAP) 2020 Student Affairs
1.4-5-2	The Action Plan for Strengthening Performance (ASAP) 2021 Student Affairs
1.4-6-1	AU Strategic Plan (2018-2022)
1.4-6.2	School Report on alumni services

Indicator 1.5: Bachelor's degree student activities

Type of indicator: Process

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 criteria

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

Performance Outcome

1. ☒ **Student development activities of the University are planned. Students are encouraged to participate in planning and organizing activities.**

According to the 5-Year Strategic Plan of the University (2018 – 2022), the office of the Vice President for Student Affairs provides the 5-Year Strategic Plan which aligned to the University Strategic Plan to serve the services and activities for students' quality of life and student development 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. The 5-Year Strategic Plan for Student Affairs shaped the Action Plan for Strengthening Administrative Performance (ASAP) for each unit under the office of the Vice President for Student Affairs to provide the services and activities for students.

Student development activities related to student leadership and experiential learning

- Student development activities related to student leadership and experiential learning are under the supervision of Center for Student Leadership and Experiential Learning (CSLEL). There is a student development plan derived from the Student Affairs Strategic Plan and guidelines for student activities. These activities enhance students' learning achievements in all domains specified in the TQF:HED and reflect the identity and uniqueness of the institution. The guidelines are for extracurricular activities implementation both at University level (AUSO and clubs) and at the School level (School Student Council).
- To ensure the process of the evaluation, results are used for the development of the plan or student development activities, the process of Training and Forming Committee (TFC) is utilized at the student activity unit level as a requirement in the coming academic year. That means at the end of the current academic year, the outgoing and the incoming committees are required to attend the student committee meeting to report the outcomes of all projects implemented during the academic year.
- In the academic year 2020, the CSLEL advisers and student organization committee held the AUSO Strategic Planning Camp 2020 during May 25-27, 2020 at Common Room 1, King David Residence Hall, Suvarnabhumi Campus. There were 32 students comprised of 22 members of student organization and 10 presidents of student councils. It was an annual event where the Assumption University Student Organization (AUSO) and advisors discussed and planned activities for the new academic year. The AUSO committee presented the results of the joint meeting to student activity units at the Student Leader Conference. 189 student leaders from 50 student activity units attended the Student Leader Conference on May 29, 2020 at Vincent Mary School of Engineering building, Suvarnabhumi campus. The content of the conference included introducing the AUSO committee 2020, launching the policy, discussing about new idea of student activity under the new normal period and lastly introducing the advisors assigned to student activity units. The University as in Order No. 140/2020 appointed the Assumption University Student Organization (AUSO 2020) and executed the duty from June 1, 2020 to May 31, 2021.



- In referring to the announcement of the Office of Academic Affairs dated July 24, 2020 regarding the policy and regulation on the use of teaching facilities after semester 1/2020 midterm examination till the end of semester 1/2020, the student organization (AUSO 2020) devised the plan of activity to be on online platform, which was correspondent with the university announcement. AUSO utilized Twitter account @samoabac (since October 2020) and the Facebook page (For reference, visit <https://www.facebook.com/ausoabac>) to reach out both Thai and international students. Activities were held and broadcasted through Facebook Live. For examples, Wai Kru Ceremony 2020 on July 23, 2020, AU Activity Week 2020 during September 14-18, 2020, and TEDxAssumptionU 2021 on March 13, 2021. The student organization (AUSO 2020) also launched a survey inviting students to voice concerns and worries throughout the year. On December 21, 2020 the AUSO 2020 had participated in the meeting with the Assumption University COVID-19 Committee to consult about the COVID-19 situation and the plights of students.



Student development activities related to sports dimension

- Student development activities related to sports dimension are under the supervision of Center for Sports and Physical Fitness (CSPF). There is a sport development plan derived from Student Affairs strategic plans and guidelines for sports activities. There are sport advisors in charge of advising and monitoring all student sport activity units and sport teams.
- There is close collaboration between these centers in planning, execution and evaluation of student activities. All advisors work together to supervise student activity units according to the expertise and the nature of the activity. Students are encouraged to create projects/ activities through project proposals. With the guidance of advisors, students learn to go through the procedure until the projects are completed. Thus, students have learned from experienced and diverse advisors by conducting activities.

- In academic year 2020, the epidemic situation of COVID-19 persisted throughout the year and disrupted the sport services to AU community. The Sports Center had to close all exercise facilities on campus in complying with the order by the Ministry. The unit created a video media introducing exercise in different projects for students and personnel to exercise at home, these were Resistance Band, Abs Workout, Fitball Workout and Step Workout.
- In terms of sports for competition, the CSPF executed the sport teams development as planned. There were 200 athletes from 8 faculties in 24 sport teams trained and competed in different sport events. However, the 48th Thailand University Games was postponed to academic year 2021.

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

Under this criterion, there are 2 units namely Center for Student Leadership and Experiential Learning (CSLEL) and Center for Sports and Physical Fitness (CSPF) in charge of the student development activities in the five dimensions specified by OHEC.

Student development activities

Under the supervision of advisors of Center for Student Leadership and Experiential Learning (CSLEL), student activities/projects are organized by student activity units through advising and coaching. Students gain out-of-classroom learning experiences that will prepare them for human interactions, and enable them to develop time management skills, leadership skills, critical thinking and civil consciousness. The CSLEL also provides facilities both in-campus and out-of-campus for students to carry out activities, counsel and advice throughout their projects. The student activity units are trained to plan, implement, evaluate and reflect lessons learned from the activity and suggest the recommendations. This is the complete cycle of quality assurance that Student Affairs facilitates all student activity units to journey through.

- In the academic year 2020, there were 95 projects implemented by AUSO student activity units covering 5 categories of OHEC. The number of projects was less than the previous year as the University suspended teaching and learning for student groups on campus due to the COVID-19 pandemic. Number of students participated in the activities are presented in the table below:

Table 1.5.1: Number of students participated in 5 categories of OHEC in 2018-2020

Category	No. of projects implemented			Number of student participants in each category		
	2018	2019	2020	2018	2019	2020
1. Activities to enhance graduates’ characteristic specified by the University - <i>Ethics*</i>	(10)	(3)	(3)	(3,586)	(2,607)	(7,274)
- <i>English Proficiency</i>	2	2	0	147	147	0
- <i>Entrepreneurial Spirit</i>	34	23	4	951	674	315
- <i>Academic Activities</i>	164	97	74	14,763	8,247	4,973
2. Sports & Health Activities	19	12	7	5,925	3,364	1,029
3. Social benefits or environmental preservation Activities	20	6	1	2,146	479	10
4. Moral and ethical development activities	10	3	3	3,586	2,607	7,274
5. Art and culture promotion activities	25	17	4	8,431	10,344	1,582
6. University Engagement and Campus Life Activities	6	2	2	5,948	3,410	132
Total	280	162	95			
*Ethics is as same as No.4 Moral and ethical development activities, therefore, it is not counted.						

- There is no student-initiated activity in the academic year 2020 due to the pandemic situation.
- Student Affairs units facilitated and nominated students of capacity to participate in competitions at national and international levels. In academic year 2020, the results are shown below.
 - The 48th Thailand University Games was postponed to next year, thus the AU athletes would be ready to compete in November, 2021.
 - Ms. Masarina Rattanaavoraviroj, AU Freshman from School of Arts was awarded Champion Class SG of TJDT TOUR Thailand Junior Development Tour Final Master Championship 2020-2021 during March 22-24, 2021.
 - 4 students participated in the national speech contest for the H.M. King Maha Vajiralongkorn Bodindradebayavarangkun's Trophy organized by Chulalongkorn University Alumni Association under the Royal Patronage.
 - 3 student representatives of School of Nursing Science who presented the project on the "Passion to Quit project: The Motivation for Quitting Smoking" received funding for a media support budget of 7,000 baht at the Workshop on the Youth of Higher Education Driving Well-being during March 3-4, 2021.

Sports or health activities

For sports or health activities, the Center for Sports and Physical Fitness oversees the provision of services on sports for health and wellness and promotion of sports for competition. In the academic year 2020, Center for Sports and Physical Fitness organized 4 sports and exercise activities for health, with 45 students and 46 staff members participating. These activities were aerobics dance, yoga, distance running Fit for Run. The AU Smart Balance (for 7 persons) was discontinued as students were unable to participate during the online teaching and learning period. There was a joint project with the Association of Private Higher Education Institutions of Thailand, namely สสอท สู่วิถีชีวิตใหม่อย่างยั่งยืน "ต้นแบบด้านสุขภาพด้วย Health Model." It was a cumulative distance running activity which was organized during April 7 - June 18, 2021.

3. ☒ Activities to provide students with knowledge and skills in quality assurance are organized.

Knowledge on quality assurance imparts to students since the first year of study through various activities and occasions. The practice carries on into classroom learning and the extra-curricular activities of Schools until the day of Graduation.

Knowledge on quality assurance shares in the orientations.

Due to the change of format of the first orientation, the event was held online through the University website. In view of this, the information on quality assurance was shared in the E-Student Information on Student Affairs website. (For reference, visit <http://www.sa.au.edu/publications.html>)

Knowledge on quality assurance shares through student activity. All student development activities under the guidance of Center for Student Leadership and Experiential Learning are implemented using the P-D-C-A process annually. Student committees are trained for quality assurance knowledge and skills by qualified trainers of faculty and Center for Student leadership and Experiential Learning (CSLEL). All undergraduate activity units apply QA knowledge i.e. the P-D-C-A process in each level of project implementation starting from generating ideas, setting objectives, setting achievement indicators, target group, time frame, method, expected outcome and responsible persons. During implementation, an activity advisor is assigned to monitor and advise students to follow the plan. Lastly, the activity unit assesses performance and presents a report to the advisor. Likewise, the advisor also shares feedback of observation with the activity unit for further improvement. This procedure is required for all student activity units both at the University level (AUSO and Clubs) and at the School level (School Student Council). Also, a similar quality assurance procedure is also enforced in the execution of all sports competition events.

In 2020, there were 53 student activity units (Student Affairs Order 002/2020) and 5 groups under activity for all. There were 189 student committee members who were trained in Student Leader Development Program (SLDP) Basic Level in 2020.

4. ☒ Achievement of the objectives of all activities is evaluated and the evaluation results are used for further development.

There is the process for student activity evaluation. After completing each project, the CSLEL adviser or assigned faculty member discuss about problems and obstacles occurred during project implementation and evaluate their work. The evaluation is made according to the objectives and indicators of project or activity. The final report is submitted to student organization (AUSO) to close the project. Beside the evaluation of each project, at the end of the academic year, the outgoing and the incoming committees are required to attend the student committee meeting to report the outcomes of all projects implemented during the academic year. It facilitates all committees to review the performances and to recommend changes if any for the better action in the coming academic year.

- In 2020, there were 95 projects implemented by AUSO student activity units covering 5 categories of OHEC. There were 92.63% of total student activity projects achieved the PDCA criteria. The survey result on advisee's satisfaction toward advisor was 4.49 of 5-point scale. Details are shown below:

Table 1.5.2: Achievement Results by PDCA of AUSO Student Activity Units 2020

Category	No. of projects implemented	No. of projects completed the PDCA	% of achievement
1. Activities to enhance graduates' characteristics specified by the University - <i>Ethics*</i>	(3)	(3)	(100%)
- <i>English Proficiency</i>	0	0	0%
- <i>Entrepreneurial Spirit</i>	4	4	100%
- <i>Academic Activities</i>	74	68	91.89%
2. Sports & Health activities	7	6	85.71%
3. Social benefits or environmental preservation activities	1	1	100%
4. Moral and ethical development activities	3	3	100%
5. Art and culture promotion activities	4	4	100%
6. University Engagement and Campus Life Activities	2	2	100%
Total	95	88	92.63%
*Ethics is as same as No.4 Moral and ethical development activities, therefore, it is not counted.			

- In terms of achievement in academic year 2020, there were 92.63% of total student activity projects achieved the PDCA criteria and 60.23% of total implemented student activity projects achieved project objectives. It is noted that the performance of student activity units in 2019 better than 2018 because the CSLEL advisors improved the techniques in advising and coaching; however, the performance of the SAUs becomes poorer in academic year 2020

due to the prolonged pandemic that impacts the participation of students in student activities. Table 1.5.3 below shows performance of student activity projects in comparison from 2018-2020.

Table 1.5.3: Comparison Table of Student Activity Performance in 2018-2020

Performance	Academic Years		
	2018	2019	2020
Achievement by PDCA	96.43% (270/280 projects)	59.87% (97/162 projects)	92.63% (88/95 projects)
Achievement by Objectives	48.89% (132/270 projects)	96.91% (94/97 projects)	60.23% (53/88 projects)

- Breakdown of achievement by objectives in academic year 2020 is shown in Table 1.5.4. It was reported that 53 student activity projects (60.23%) achieved the objectives whereas 35 student activity projects (39.77%) did not achieve because they did not complete all objectives.

Table 1.5.4: Achievement by the Objectives in Academic Year 2020

Category	No. of projects completed the PDCA	Achieve Objectives	
		Achieved	Not Achieved
1. Activities to enhance graduates' characteristics specified by the University - <i>Ethics</i>	(3)	(3)	0
- <i>English Proficiency</i>	0	0	0
- <i>Entrepreneurial Spirit</i>	4	4	0
- <i>Academic Activities</i>	68	41	27
2. Sports & Health Activities	6	5	1
3. Activities for social benefits or environmental preservation	1	0	1
4. Moral and ethical development activities	3	3	0
5. Art and culture promotion activities	4	0	4
6. University Engagement and Campus Life Activities	2	0	2
Total	88	53	35

- For future action, the CSLEL plans to develop the Online SLDP System and to create a student activity project report system, to facilitate report submission via Google Classroom and Microsoft Teams.
- Results of project evaluation are presented in the annual report of student activity units. These results are used by the student activity units in the improvement and development plan in the One-Year-Plan & Budget 2021.
- In terms of promoting student development in compliance with the university's identity and uniqueness, the CSLEL designed a quality assurance system to monitor the student development through engagement in the desired activities.

The process involved advising, monitoring and coaching for specific learning purpose. Finally, the CSLEL conducted a quantitative research method which was a self-assessment to identify the level of student leaders' competency based on the eight characteristics using five-point rating scale. In academic year 2020, there were 294 students responded and the results showed that the competency or achievement of Integrity was the highest (4.70) and the competency or achievement of English competency was the lowest (4.16). Table 1.5.5 shows the results of finding.

Table 1.5.5: The Results of Student Leader Performance in relation with the University's Identity (3Es)

Standard Learner Outcome	AU Identities	Characteristics	Mean	Rank
Desired Outcome of Education (DOE) - Learner Persons - Innovative Cocreator - Active Citizen	Ethics	Integrity	4.70	1
		Social Consciousness and Responsibility	4.46	3
		Discipline	4.53	2
	Entrepreneurial	Leadership	4.30	5
		Management Knowledge	4.33	4
	English Proficiency	English Proficiency	4.16	8
		Communication	4.27	7
		Self-development	4.28	6
Average			4.38	

Sports or health activities

For sports dimension, the results of satisfaction survey of CSPF projects are above 3.51. The level of student satisfaction towards services by Center for Sports and Physical Fitness is 4.48 and the level of athlete satisfaction on training and competition is 4.41. Details are shown in the Table 1.5.6 below.

Table 1.5.6: Level of Stakeholders Satisfaction towards Sports Services in 2018 - 2020

Unit	Services	Level of Stakeholders Satisfaction		
		2018	2019	2020
CSPF	1. Level of student satisfaction towards services by Center for Sports and Physical Fitness	4.35	4.51	4.48
	2. Level of student satisfaction towards the service of Sports Center Service Management	3.65	4.25	4.33
	3. Level of advisee satisfaction toward advisors	4.45	4.53	4.49
	4. Level of athletes' satisfaction towards the service providing on training and competition supporting	4.40	4.37	4.41
	5. Level of student satisfaction towards sport activities	3.64	4.25	4.33
	6. Level of athletes' satisfaction towards the sport supplies management	-	4.00	-

5. ☒ Achievement of the objectives of the plan for student development activities is evaluated.

There was an evaluation on achievement of the objectives of the Student Affairs Five-Year Strategic Plan (2018-2022) for academic year 2020. The SA strategic plan covers 5 areas of strategy i.e., human resource, management process, information system and communication technology, student development intervention methods, lastly promotion of Thai arts and culture in our international context. Details are discussed below:

Student Affairs Level

Strategy 1: Strengthening the proficiency of Student Affairs' personnel

- In 2020, all personnel were supported to attend or participate in training/ meeting/ conference. Student Affairs supported 21 out of 37 persons or 56.76% of personnel attending trainings. There was one SA Forum in this academic year. SA Forum 1/2020 was organized on December 23, 2020 at Wisetsrisamut Room, Suvarnabhumi Campus, under the topic of “การเตรียมความพร้อมของสถาบัน การศึกษาในการปฏิบัติตามกฎหมายว่าด้วยการคุ้มครองข้อมูลส่วนบุคคล (พ.ร.บ),” which was presented by Ajarn Ratsame Jaroensap. Further, there was a virtual workshop under the topic of “สติดิจิทัล (Digital Mindfulness) การสร้างภูมิคุ้มกันอย่างยั่งยืนใน ความปกติใหม่,” which was presented by Ajarn Sorana Arunrat. However, there was no further event organized as the gathering of a large number of participants was not allowed in response to the prevention measures for the COVID-19 pandemic. In addition, Dr. Siriporn Kiatpapan, was invited as one of six guest speakers at TEDxAssumptionU on topic of ‘the Matter of Self.’ Ajarn Peenithi and Ajarn Supawadee were guest speakers on “การพัฒนาทักษะการ สื่อสารเชิงบวกของครูที่ปรึกษาผู้เรียนอย่างยั่งยืน ณ โรงเรียนรัตนโกสินทร์สมโภชบางเขน.” Ajarn Yanathorn was a guest speaker on “เทคนิคและการสร้างแรงบันดาลใจในการเรียน ระดับบัณฑิตศึกษาอย่างมีประสิทธิภาพ” at Kasetsart University. Student Affairs had conducted a survey on the SA Personnel’s Job Satisfaction and the result was at the level of 4.40 of 5-point scale on the overall dimensions.

Strategy 2: Enhancing management success for student development and quality of life

- The executive committee followed up the execution of jobs and projects in the ASAP 2020. There were 32 activities or 36.78% of jobs, projects and strategic projects achieved the set criteria; 55 activities or 63.22% of jobs, projects and strategic projects were not achieved due to the results of performance below the criteria (30 activities or 54.55%), cancellation (22 activities or 40%), and work in progress (3 activities or 5.45%). In conclusion, most activities were affected by the closure of normal teaching and learning which disrupted student participation in activities. Thus, these activities fail to achieve their set indicators in this academic year. These unachieved activities include job

placement, Career Week, Student Activities, Sport Clubs and Sport Team Development and Thai Art and Culture activities.

Strategy 3: Maximizing information system and communication technology for quality student development

- In terms of maximizing information system in administrative work and communication, Student Affairs utilized the AU SPARK as a channel of communication such as the announcement on Online Freshmen Orientation and Student Leader Election (AUSO). During the COVID-19 pandemic, the CSLEL facilitated all student activity units to present the project online. The advisors and student committees communicated through LINE Group channel. The active channels of communication were www.sa.au.edu, www.e4all.au.edu, www.activity4you.au.edu, Facebook of CCDC (For reference, visit <https://www.facebook.com/abaccdc/>), LINE Groups.

Strategy 4: Strengthening the student development intervention method for AU's quality graduates

- In 2020, there were 95 projects implemented by AUSO student activity units covering 5 categories of OHEC. The number of projects are drastically decreasing due to the impacts of the COVID-19 pandemic. Breakdown of achievement by objectives in academic year 2020, it was reported that 53 student activity projects (60.23%) achieved the objectives whereas 35 student activity projects (39.77%) did not achieve because they did not complete all objectives.

Strategy 5: Promoting Thai Arts and Culture in our international context

- Among all 9 projects, 4 projects were implemented successfully according to the stipulated indicators but 5 projects were either postponed or suspended. The 20th Higher Education Arts and Culture Festival and the 45th Higher Education Thai Classical Music Festival were postponed to next academic year by the host due to the spread of COVID 19. The Thai Social Etiquette Training and Contest, the Cultural and Religious Excursion and the Presentation of Wreath on King Chulalongkorn Memorial Day were suspended in complying with the COVID-19 measures.

Student Activity Level

- The Center for Student Leadership and Experiential Learning (CSLEL), has a mechanism to assess the objectives and performance of the projects in line with the University's vision and mission by designing project procedure based on P-D-C-A process and deliver the concept into each project through the annual Student Leader Conference. The CSLEL assigned the advisors to guide students about P-D-C-A process, monitoring and follow up to ensure that the students follow the process in all projects. The achievement criteria of each project are

the completion of P-D-C-A process. That is, the indicator and the target of achievement is 80%. The responsible persons are required to evaluate the performance, to submit a report and to give a final presentation for advisor's assessment (Student Activity Unit Annual Report 2020).

- However, in academic year 2020, due to the pandemic, the student activity units were instructed to prepare the annual report and to present it to the assigned advisors. The project report presentation was implemented through online channel. There were 95 projects implemented by AUSO student activity units covering 5 categories of OHEC. 92.63% of total student activity projects achieved the PDCA criteria (For reference, refer to Table 1.5.3). The survey result on advisee's satisfaction toward advisor was 4.49 of 5-point scale.

6. ☒ The evaluation results are used for the development of the plan or student development activities.

To systematically develop student activities, Student Affairs holds a review of the five-year strategic plan together with the Action Plan for Strengthening Performance (ASAP) to deploy suitable actions for the coming year.

For future action, the Center for Student Leadership and Experiential Learning plans to develop the Online SLDP System and to create a student activity project report system, to facilitate report submission via Google Classroom and Microsoft Teams.

Furthermore, the CSLEL advisers and both outgoing and incoming student organization members held a meeting to review the strategic plan through online platform on June 5, 2021. There were 38 participants from student organization and 10 student councils. The meeting discussed on the training content, AUSO's mission and responsibilities, student activity plan in the new normal era and budget allocation for student activity in academic year 2021.

Assessment Result

Indicator	Target	Performance outcome	Score
Indicator 1.5 Bachelor's degree student activities	6 items	6 items	5 scores

Evidence

Document Code	Document Name
1.5-1-1	Assumption University 5-Year Strategic Plan (2018 – 2022)
1.5-1-2	Student Affairs 5-Year Strategic Plan (2018 – 2022)
1.5-1-3	The SA Action Plan for Strengthening Performance (ASAP) 2020
1.5-1-4	Student Activity Operating Plan 2020

Document Code	Document Name
1.5-1-5	Copy of University Order No. 140/2020 Appointment to the positions of Student Organization Committee for Academic Year 2020
1.5-1-6	Sport Development Plan
1.5-1-7	AU Standards of Higher Education Academic Year 2018
1.5-2-1	Student Affairs Annual Report 2020 on CSLEL
1.5-2-2	Student Activity Unit Annual Report 2020
1.5-3-1	Student Affairs Order No. 002/2020 Appointment of Student Activity Unit Advisors for Academic year 2020
1.5-4.1	Student Affairs Annual Report 2020 on CSLEL
1.5-4.2	Student Activity Unit Annual Report 2020
1.5-4.3	AUSO One -Year-Plan and Budget 2021
1.5-4.4	The SA Action Plan for Strengthening Performance (ASAP) 2021
1.5-5-1,1.5-6-1	Student Affairs 5-Year Strategic Plan (2018 – 2022)
	Student Affairs Self-Assessment Report 2020
	Student Activity Unit Annual Report 2020

Component 2 Research

- **Strengths**

- The University continuously updated system and mechanism for supporting research, academic and creative works. The Committee for Research and Academic Services Strategy (CRASS) has emphasized and supported publication of articles with the high-quality standard determined by Ministry of Higher Education, Science, Research and Innovation (MHESI) which ultimately aims to have those published articles generate more impacts and benefits to academic society.

- **Issues for Improvement**

- For this academic year, 10 out of 13 Schools obtained the score for research and creative work funds lower than 3.51. This implied that the existing mechanisms may not fully inspire all faculty members or researchers to conduct their research and creative works. Even though the research fund has not been requested as expected, some Schools continuously published articles without needing to request a research grant from the University.
- The external research funding would be more encouraged to faculty members since the external funding would promote career challenging, education network, or society impact. In turns, the University public relations.
- Faculty members and researchers would be encouraged and motivated to continuously publish research, or academic papers in recognized journals listed by MHESI.

- **Improvement and Development Measures**

- The University would continuously emphasize on conducting collaborative research to build more positive impacts to the society. The multidisciplinary research with both national and international partners are needed to be conducted to sustain the scholar network and develop new mechanisms that benefit for their teaching and learning in the “New-Normal” era.
- Collaborative research projects with other international organizations would be conducted according to the plan set by each School or responsible unit.
- Faculty members would motivate and guide their advisees to publish research articles in TCI Tier 1 or in the international databases listed by MHESI.

Indicator 2.1 System and Mechanism for Research and Creative Work Administration and Development

Type of indicator Process

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 are 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 budget for research and creative work funds.
4. The University allocates budget 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 Criteria

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

Performance Outcome

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.**

The University encourages and provides the information system for research/creative work administrative management through the Institute of Research and Academic Service (IRAS). IRAS has continuously worked on the research information improvement. Faculty members and researchers can access the IRAS website (<http://www.iras.au.edu>) for information regarding research/creative works. The types of the information include the following aspects:

- 1) Public relations activities searching for fellowships, grants, and other funding/seminars both inside and outside of the University.
- 2) Database of resources for fellowships, grants, and other funds in Thailand and abroad.
- 3) Multidisciplinary database of global scholarly research publishers.
- 4) Database of teaching materials / documents / textbooks for doing research and research code of conduct.
- 5) Database of regulations/rules, and application forms for research supports.

IRAS has continuously supported faculty members to conduct more research and academic works, focusing on the quality of publications by providing the information of the top-ranking journals in various areas through the AU research manual and IRAS website. Simultaneously, the supported grant for Research and Academic Works regulation is emphasized on providing high incentives based on high-quality accredited journals to encourage faculty members to produce higher-quality academic and creative works. Additionally, the verification procedure of the journals' quality has been continually monitored. The national and international databases that are certified by MHESI have been provided through website <http://www.iras.au.edu>. This website includes journals listed in the Beall's list for faculty members to check the quality of journals prior to publication. Such information is also provided to the school research committee for pre-verification at the school level. The final verification is done by IRAS.

The University has constantly focused on promoting and motivating young and inexperienced researchers to conduct research and to acquire the internal research grants. A mentor or a co-researcher team is crucially needed to be setup in each school. For the AU internal research funding, the process of requesting grant has been simplified. The procedure to get a research grant is created and distributed to Schools' research committee for acknowledgment and is also made available in IRAS's website for download. The approval process for all AU research grants is within two weeks for those who provide the complete documents required. In addition, the faculty members are encouraged to seek for external research fund. The information on external research funding sources can be found in the IRAS Website as well as faculty members' email for the upcoming research funds information. Furthermore, IRAS has consistently attempted to enhance skills and competencies of the faculty members to apply for external fund by providing the research training projects which include techniques for effective grant writing and seeking budget and locating funding sources.

IRAS has provided the Research Knowledge Sharing System as a channel for sharing the information from research seminars and trainings organized by IRAS. All research training materials are accessible via <http://researchvideo.au.edu> website. Additionally, the KM system named as Sampling Model Package (SMP), can also help faculty members and researchers to find a proper sampling model related to their research. Moreover, the Research Information Systems has continuously worked to

support research and creative work administration. The systems include five main categories as follows:

- 1) Research Information Searching System
- 2) Research and Creative Works Database System
- 3) Research Grants Management and Monitoring System
- 4) Intellectual Property (IP) Management and Monitoring System
- 5) Research and Academic Works Monitoring System for program faculty members.

In the academic year 2020, the University has constantly encouraged all Schools to conducted 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. การพัฒนาด้านแบบผลิตภัณฑ์เพิ่มมูลค่าจากสารสกัดจากปลิงทะเล	Cat: 2,3,4,7
7. กิจกรรมเพิ่มศักยภาพการผลิตในอุตสาหกรรมเกษตรแปรรูป (Agro Genius Academy) ภายใต้ค่าใช้จ่ายเพิ่มศักยภาพการผลิตในอุตสาหกรรมเกษตรแปรรูป	Cat: 3,4,5,7

Project Title	Related Categories
8. การศึกษาความเป็นไปได้ในการจัดตั้งศูนย์โอดุลาการของภารกิจกีฬาแห่งประเทศไทย	Cat: 1,3,4,5,7
9. สํารวจสภาพลักษณะสำนักงานสลากกินแบ่งรัฐบาล	Cat: 3,5,7
10. The study of the performance data of the Governor of the Sports Authority of Thailand.	Cat: 7

Evidence

- 1) Information for research/creative work administration management via IRAS website (<http://www.iras.au.edu>).
- 2) Research Knowledge Sharing System (<http://researchvideo.edu>)
- 3) Research Information System (<http://www.research.au.edu>) and the User Manual.
- 4) Research Manual

2. ☒ **Research and creative work mission are supported at least in the following areas:**

- 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.

The University supports research and creative works mission in the following:

- Research/creative work laboratory and security system
 - o The University provides laboratory for research/creative work based on the specialization of each School. The management of the laboratory is also under the management of the School that the laboratory belongs to. Moreover, the University provides computer laboratories to all AU members to use for their research projects and studies. Each laboratory (i.e., Biotechnology lab, Communication Arts studio, Science & Technology lab, etc.) has its own data security system and also provides Safety Handbook that serves as a guideline for laboratories security rules and regulations.
- Research support unit
 - o Research Clinic has been established by IRAS to provide practical advice and support to faculty members regarding the development of individual research in different areas. Consulting research topics covered include research process, questionnaire design, sampling methods, data collection, data analysis and statistical report writing.

- Library
 - o The library provides all information resources to faculty members, students, and staff of the University to support all four missions of the University: teaching-learning, research, academic service and preservation of art and culture, based on the requirements of service users. These information resources include, E-books (e.g., Cambridge, EBSCO, Emerald, HART Publishing), E-Journals (e.g., JSTOR, Emerald), Online Database such as CINAHL Complete, ProQuest, SAGE Business Case, H.W. Wilson, IEEE Xplore and Science Direct to support research and creative works. Moreover, the library provides some research tools, such as Turnitin program to check for plagiarism and EndNote Web for reference system, which are important for faculty members, researcher and graduate students. The University library provides a trainer team to organize training activities / events for teaching how to use research databases and programs to AU members who are interested.
 - o Each major campus library has zones for higher degree research students and researchers, acknowledging that they have different needs to undergraduates. These include single study spaces, group study spaces, training rooms and access to computers, wireless access and power.
 - o Since 2015, the library has maintained the Assumption University Institutional Repository (AU-IR), a digital repository, which preserves and distributes AU's publications, including papers, scholarly articles, dissertations, theses, project reports, student reports, achievements, news, and activities. The information is publicized and linked to Google Scholar, which is useful when the research work is cited.
- Information system and safety system
 - o The University provides the information system for research/creative works through the Information Technology System Unit. This unit has provided 1,715 computers and 1,019 access devices to connect to University's WiFi for 2 mobile devices at the same time, controlled by Firewall of Juniper.

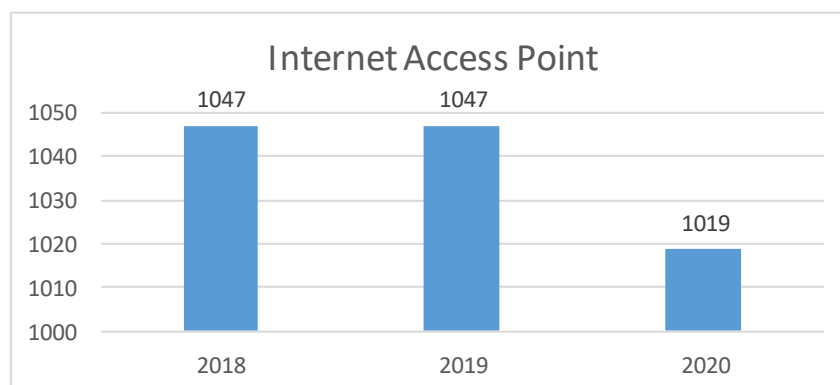


Figure 2.1.1: Internet Access Point

- Academic activities supporting research and creative works
 - o In academic year 2020, IRAS (AU Poll) conducted surveys in different topics. The research results are disseminated to the public via newspapers and other mass media, primarily intended to serve the society and to benefit the public. This can be used as a guideline to drive the society in the right direction that is an important mission of the University. The list of polls conducted in the academic year 2020 are as follows:
 - 1) Thai people stress index survey.
 - 2) A Survey of the online learning during COVID-19 pandemic in Bangkok metropolitan area.

3. ☒ **The University allocates budgets and funds for research and creative work.**

At the University level, the research/creative work budget is allocated by the Institute of Research and Academic Services. In academic year 2020, the University allocated a budget of 17,635,000 Baht for internal research funds (consisting of 25,000 Baht per person for Humanities, 50,000 Baht per person for Health Sciences, and 60,000 Baht per person for Physical Sciences). The total amount of the internal research funds requested was 1,050,157.00 Baht which is 5.95% of the overall internal research funds budget allocated by the University.

Since the beginning of academic year 2016, the internal research grant application process has been adjusted to be completed within 2 weeks. The status of internal research application including research status management can be tracked by using Research Grants Management and Monitoring System. In addition, the research equipment procurement was set by the Schools based on the nature of research of each School. For academic year 2020, the internal research funds usage decreased when compared to the previous year because the University has continuously focused on promoting and motivating only new researchers to get the internal research grant.

Moreover, it may be a result of the impact of the COVID-19 pandemic on survey data collection for social research.

Academic year	Budget allocated (Baht)	Actual Expense (Baht)	Research Fund Usage (%)
2018	22,630,000.00	1,912,742.46	8.45
2019	19,810,000.00	1,599,910.00	8.08
2020	17,635,000.00	1,050,157.00	5.95

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.**

In academic year 2020, the University allocated 7,200,000.00 Baht budget to support research/creative work dissemination (the same as for the academic year 2019); however, the total actual expense was 1,337,978.14 Baht, which was slightly lower than 2019 (1,853,098.45), comprising of 183,107.37 Baht for paper presentations (2.54%), 314,230.77 Baht for publication fees (4.36%), 804,640.00 Baht for Journal publications (10.62%), and 36,000.00 Baht for creative work (0.92%).

Academic year	Budget allocated (Baht)	Paper presentation (Baht)	Publication fee (Baht)	Journal Publication (Baht)	Creative Work (Baht)	Patenting (Baht)	Total Expense (Baht)
2018	8,900,000.00	1,702,051.46	460,744.25	4,031,295.00	126,000.00	-	6,320,090.71
2019	7,200,000.00	931,109.52	77,388.93	782,000.00	60,000.00	2,600.00	1,853,098.45
2020	7,200,000.00	183,107.37	314,230.77	764,636.00	66,000.00	-	1,327,974.14

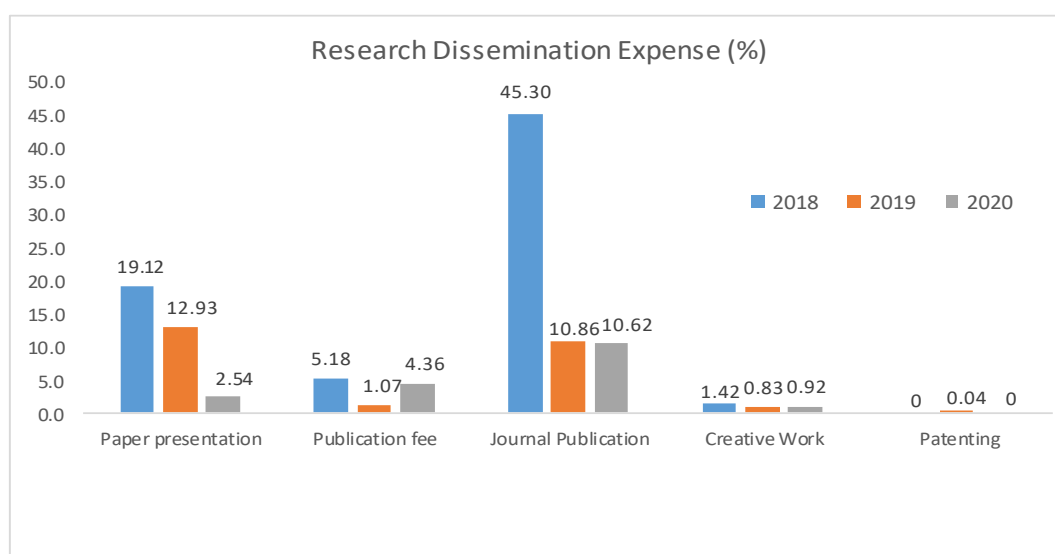


Figure 2.1.2: Research Dissemination Expense (%)

5. ☒ **The capability of faculty members and researchers is developed. The University supports and appreciates researcher/ faculty members who produce excellent research and creative works.**

The University supports all faculty members to produce more quality research by providing research clinic and research training seminars for research/creative work management through the Institute for Research and Academic Services (IRAS). Additionally, the remuneration for research or academic works has been continuously provided according to quality score obtained. The University has given outstanding honors to faculty members for their research/creative work via University Newsletter (ABAC Today) as well as University, Academic Affair, and IRAS websites.

The University encourages faculty members and researchers to participate in both national and international conferences to improve their research skills. In the academic year 2020, 57 faculty members attended the conferences.

Moreover, the University provided professional development for faculty members as well as encouraged and honored faculty members who had contributed significantly to research/creative works by giving the annual AU Awards for Excellence as follows:

- St.Hilaire Award: Distinction in Writing Award
 - Dr. Maria Socorro Fernando (Third Class)

6. ☒ **There is a system and a mechanism to protect the rights of research or creative works and they are implemented accordingly.**

The University set up the regulations for research/creative work, copyright and patenting and also appointed Patenting Management Committee for copyright and patenting advising. In the academic year 2020, there were 16 research projects from 3 Schools that categorized as innovation or intellectual property, as shown in the table as follows.

Projects	Project Leader	Schools
1. Keyword Analytics: Analysing & Tracking Trends on Twitter	A. Tapanan Yeophantong	Science and Technology
2. Smart Digest: A Platform for Content Processing & Analytics	A. Tapanan Yeophantong	Science and Technology
3. Imagine: Recognising Faces in Photos from Events	A. Tapanan Yeophantong	Science and Technology
4. Liveness Detection: Optical Flow Method for Liveness Detection	A. Tapanan Yeophantong	Science and Technology
5. Fun Computer Vision Project: Fun Computer Vision Project Using Google AR Core	A. Tapanan Yeophantong	Science and Technology
6. Defect Detection: Computer Vision for Defect Detection Using Faster R-CNN	A. Tapanan Yeophantong	Science and Technology
7. Vehicle Detection: Vehicle Detection & Speed Estimation Using YOLO & Linear Kalman Filters	A. Tapanan Yeophantong	Science and Technology

Projects	Project Leader	Schools
8. Smart Residence: A Sensor Network Approach to Smart Nursing Homes	A. Tapanan Yeophantong	Science and Technology
9. กระบวนการแปรรูปผลิตภัณฑ์เครื่องดื่มจากข้าวที่ทนต่อการย่อยด้วยเอนไซม์ (RS3) สำหรับผู้สูงอายุ	Asst.Prof.Dr. Patchanee Yasurin	Biotechnology
10. การพัฒนาต้นแบบผลิตภัณฑ์เพิ่มมูลค่าจากสารสกัดจากปลิงทะเล	Asst.Prof.Dr. Patchanee Yasurin	Biotechnology
11. Development of protein isolate products from rambutan seeds, a waste from canned fruit process, for utilization as food emulsifiers and stabilizers.	Asst.Prof.Dr. Suwimon Ariyaprakai	Biotechnology
12. Technology Transfer Center Establishment Phase I: Development of Plant-based Fish ball ITAP	Dr. Atittaya Tandhanskul	Biotechnology
13. การศึกษาการใช้สารทดแทนไขในผลิตภัณฑ์เบเกอรี่	Asst.Prof. Pornpen Panjapiyakul	Biotechnology
14. Development of Retorted Soup	Dr. Teeradate Kongpichitchoke	Biotechnology
15. From Water Hyacinth Parasite to Energy Using Hydrothermal Carbonisation	Asst. Prof. Dr. Waralee Watcharin	Biotechnology
16. The Study on Copyright Protection of AI-Generated Work in the US, UK, and Thailand: A Time of Robotic Author?	Dr. Nattapong Suwan-in	Law

Assessment Result

Indicator	Target	Performance outcome	Score	Achievement (Yes/No)
Indicator 2.1 System and mechanism for research and creative work administration and development	6 items	6 items	5 scores	Yes

Evidence

Document Code	Document Name
2.1 -1	AU Five-Year Research Strategic Plan
2.1- 2	Evaluation of University research performance (IRAS only)
2.1- 3	IRAS research report
2.1- 4	Schools' Annual Report
2.1- 5	Research Information System User Manual
2.1- 6	Library annual report
2.1- 7	ITS annual report
2.1- 8	Financial budget report for research support
2.1- 9	Research support grants approval document (Sample)
2.1-10	Report of University Award

Indicator 2.2 Research and Creative Work Funds

Type of indicator Input

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 = $18.99 / 13 = 1.46$

$$\frac{\text{Sum of assessment scores of research or creative work funds of all Schools and research units}}{\text{Total number of Schools and research units}}$$

Performance Outcome

School	Amount of research or creative work funds (Baht)			Score
	Internal	External	Total	
1 Martin de Tours School of Management and Economics	80,000.00	-	80,000.00	0.10
2 Theodore Maria School of Arts	80,897.00	39,000.00	119,897.00	0.34
3 Bernadette de Lourdes School of Nursing Science	-	-	-	0.00
4 Vincent Mary School of Science and Technology	-	-	-	0.00
5 Vincent Mary School of Engineering	-	-	-	0.00
6 Albert Laurence School of Communication Arts	-	752,000.00	752,000.00	3.01
7 Faculty of Law	10,000.00	1,450,000.00	1,460,000.00	5.00
8 Faculty of Biotechnology	242,000.00	6,570,946.94	6,812,946.94	5.00
9 Montfort del Rosario School of Architecture and Design	-	-	-	0.00
10 School of Music	35,160.00	-	35,160.00	0.54
11 Graduate School of Business and Advanced Technology Management	-	-	-	0.00
12 Graduate School of Human Sciences	-	-	-	0.00
13 Institute for Research and Academic Services	602,100.00	775,000.00	1,377,100.00	5.00
Total	1,050,157.00	9,586,946.94	10,637,103.94	1.46
Average Score				

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. สสำรวจภาพลักษณ์สำนักงานสลากกินแบ่งรัฐบาล	บริษัท โอکیلวี พับลิค รีเลชันส์ เวลต์วาร์ด จำกัด	IRAS
4. The study of the performance data of the Governor of the Sports Authority of Thailand.	Sports Authority of Thailand (กกท.)	IRAS
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 Corporation	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

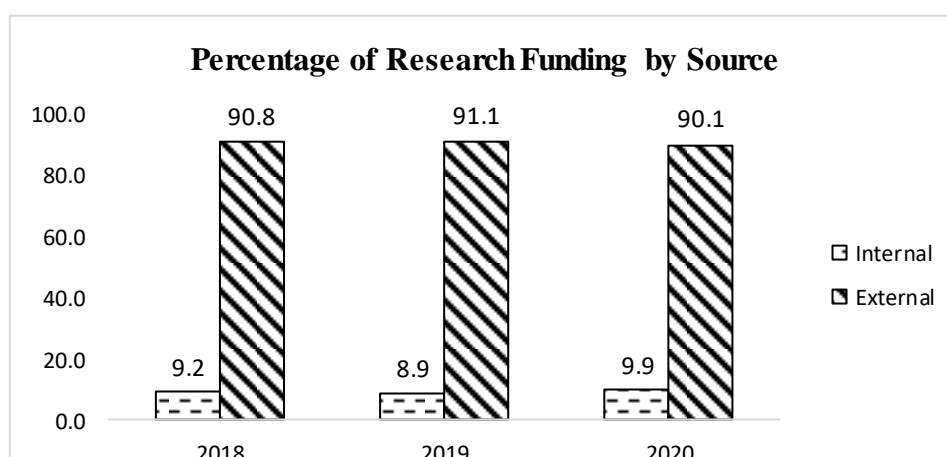


Figure 2.2.1: Percentage of Research Funding by Source

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.

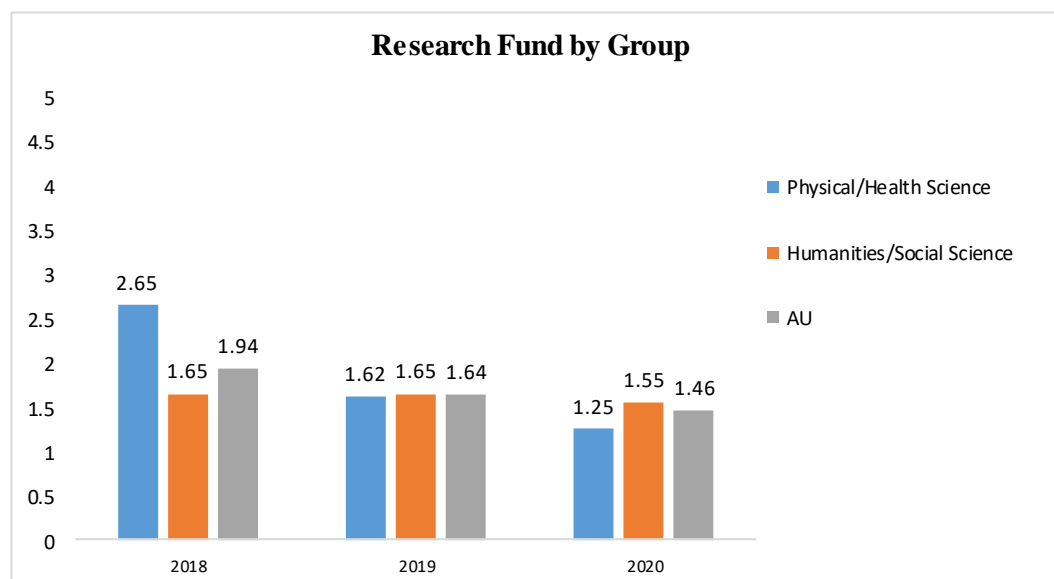


Figure 2.2.2: Research Fund by Group

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	No

Evidence

Document Code	Document Name
2.2-1	The list of research and creative works funds, 2020

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

Type of indicator Output

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 = $57.85 / 13 = 4.45$

$$\frac{\text{Sum of assessment scores of research or creative works of all Schools and research units}}{\text{Total number of Schools and research units}}$$

Performance Outcome

	School	Number of academic works					Number of creative works					Sum of weight scores of academic and creative works	Per cent (%)	Score
		0.20	0.40	0.60	0.80	1.00	0.20	0.40	0.60	0.80	1.00			
1	Martin de Tours School of Management and Economics	-	1	8	6	19	-	-	-	-	-	29.0	18.89	4.72
2	Theodore Maria School of Arts	-	-	1	3	8	-	-	-	-	-	11.0	15.38	3.85
3	Bernadette de Lourdes School of Nursing Science	-	1	1	1	-	-	-	-	-	-	1.80	12.00	2.00
4	Vincent Mary School of Science and Technology	-	8	-	-	4	-	-	-	-	-	7.20	30.00	5.00
5	Vincent Mary School of Engineering	1	6	-	-	2	-	-	-	-	-	4.60	17.36	2.89
6	Albert Laurence School of Communication Arts	-	-	-	-	-	28	-	-	7	-	11.2	21.96	5.00
7	Faculty of Law	-	-	4	1	2	-	-	-	-	-	5.2	23.64	5.00
8	Faculty of Biotechnology	-	12	1	-	3	-	-	-	-	-	8.4	44.21	5.00
9	Montfort del Rosario School of Architecture and Design	-	-	-	-	-	11	-	9	-	1	8.6	17.55	4.39
10	School of Music	1	1	3	-	-	-	-	1	-	1	4.0	30.77	5.00
11	Graduate School of Business and Advanced Technology Management	1	22	27	6	25	-	-	-	-	-	55.0	54.73	5.00

School		Number of academic works					Number of creative works					Sum of weight scores of academic and creative works	Per cent (%)	Score
		0.20	0.40	0.60	0.80	1.00	0.20	0.40	0.60	0.80	1.00			
12	Graduate School of Human Sciences	-	4	50	1	7	-	-	-	-	-	39.4	127.10	5.00
13	Institute for Research and Academic Services	-	-	-	-	2	-	-	-	-	-	2.0	33.33	5.00
Total		3	55	95	18	72	39	-	10	7	2	4.45		
		301												
		Average score												

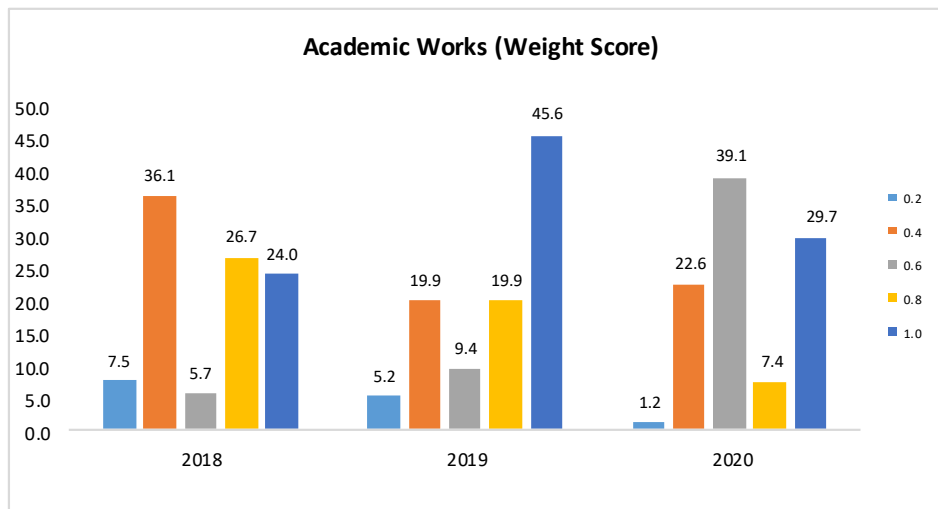


Figure 2.3.1: Academic Works (Weight Score)

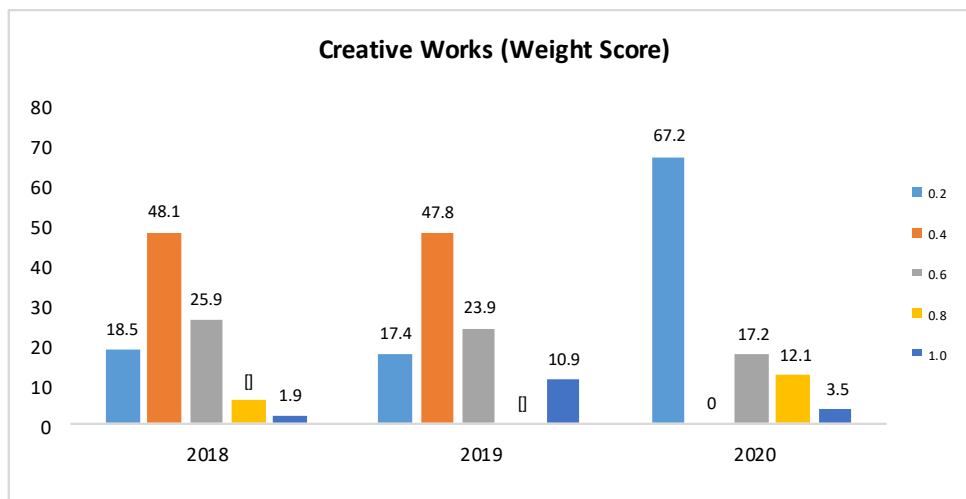


Figure 2.3.2: Creative Works (Weight Score)

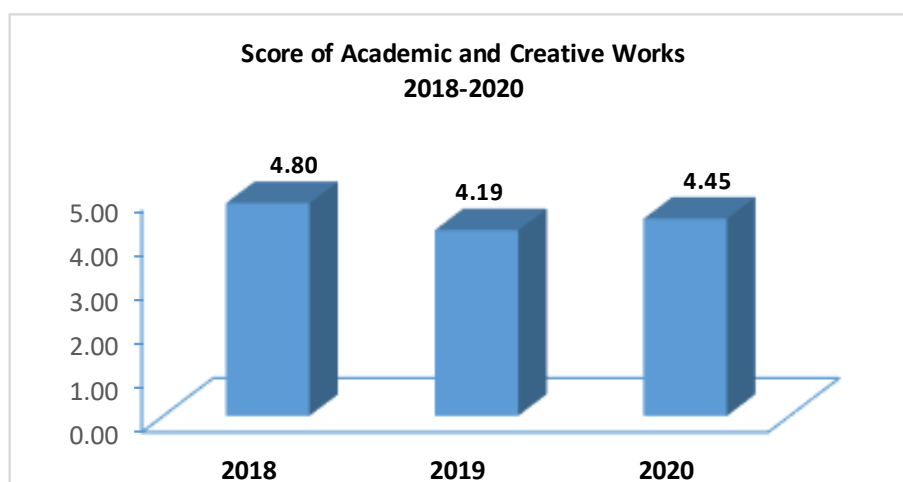


Figure 2.3.3: Score of Academic Creative Works 2018-2020

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). Research and academic works publication in the international journal were decreased, while most of published articles in the national journal level decreased from TCI Tier 1 to TCI Tier 2 due to the publication in some AU journals were downgrade in ranking. In addition, the creative works showed significant increase in proportion of online dissemination caused by the impact of the COVID-19 pandemic.

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

Evidence

Document Code	Document Name
2.3-1	The list of academic output of full-time faculty members and researchers, 2020

Component 3 Academic Service

❖ Strengths

- Assumption University, highly committed to providing academic service, has formulated a clear strategic plan for providing academic services at the institutional, community, national, and international levels. The Institute for Research and Academic Services (IRAS) has been assigned by AU to be a responsible unit that supports and/or facilitates the operations. Its strategic plan is specified and reviewed each year in line with the AU Five-Year Research Strategic plan, the AU Five-Year Strategic plan and the AU Higher Education Standards.
- Each School has its own qualified faculty members to provide effective academic services to society and community. A large number of academic services to communities and external organizations have been provided in different forms according to the faculty members' expertise. Most of the academic services provided are designed to meet social, community, and organization needs especially to improve their quality of life through sustainable community development. The expertise and skills of the lecturers from each School represent the AU identities, 3Es, which earn the trust of the external parties; consequently, these organizations have requested the University to provide the academic services for them. The academic services include the multidisciplinary academic services project by the IRAS and all Schools, the project of "AU School Mentoring" by the School of Arts, St. Martin Center for Professional Ethics and the IRAS, and the training programs provided for the external organizations by MSME, GS-BATM, School of Law, School of Communication Arts, etc.

• Issues for Improvement

- The total number of academic service projects decreased from 51 projects in 2019 to 40 projects in 2020. Some of them were planned but could not be operated and some could not succeed due to the impact of COVID-19 outbreak.

• Improvement and Development Measures

- The University should continuously work in close cooperation with several external organizations at the different levels and develop new systems and mechanisms in providing academic services that give benefits to the communities/organizations in the "New-Normal" era.

Indicator 3.1 Academic Service to Society

Type of indicator: Process

Standard criteria

1. The University identifies target communities or organizations for academic service with the participation of the 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 criteria

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

Performance Outcome

1. ☒ University identifies target communities or organization for academic service with the participation of the Schools

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.

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.

In the academic year 2020, 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. โครงการพัฒนารักขีณ	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
9. Community Design Research and Academic Service	Cat: 1-4
10. Educational Services	Cat: 2-4

2. ☒ The target communities or organizations identified in no.1 participated in developing an academic service plan.

As for the implementation of academic service projects in the academic year 2020, the University invited the representatives of the target communities/organizations, Bang Bo and Bang Sao Thong Districts, to join a meeting with the IRAS and the faculty

members from all Schools to collect all suggestions and identify the needs of the communities. Based on the results of the survey, along with the AU Five-Year Strategic Plan (2018-2022), the AU Five-Year Research and Academic Services Strategic Plan (2018-2022) and the IRAS Five-year Strategic Plan (2018-2022), it was agreed in the meeting to categorize and plan the academic service projects/activities as follows:

Strategic Plan I: Providing academic services in different forms and channels for sustainable development of the communities and external organizations.

Strategic Plan II: 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.

Since the academic year 2017, the multidisciplinary academic service project has been created with the purpose of integrating all fields of study in order to provide academic services for solving problems that have been identified by the target schools and their communities. In 2020, the project was planned to be conducted in response to the needs of the Wat Sri Waree Noi School and communities around it. This project was a result of the collaboration between the IRAS and all Schools in providing academic activities according to the School's expertise and to be in line with the Strategic Plan II. Simultaneously, each School also developed its own academic service projects that conformed to one of the above strategic plans and based on community or social needs as well. The IRAS supported and/or facilitated the operations of the Schools' projects. The University formulated the ASAP template to be used in all Schools as a guide for writing an ASAP proposal. The projects described in each School's ASAP with their objectives, activities and indicators were submitted to the University for approval before their implementation throughout the academic year 2020 (June 1, 2020 – May 31, 2021). After approval by the University, each School organized a meeting with the IRAS and community/organization representatives to devise action plan for their own academic service projects/activities.

To evaluate the projects' results, the achievement indicators are set and to be used for the assessment of each project objective/activity for further improvement, e.g., at least 80% of all projects for each strategy implementation should be achieved, and the satisfaction level of target group of each project is more than 3.51 out of 5.00. Additionally, the University has set up the academic services' indicators to measure and maintain community sustainability as follows:

- 1) Continuity of academic service projects: The projects should be continuous for at least 3 years.
- 2) Performance of academic service projects can be measured in terms of the quality of life in various aspects such as physical health, education, occupation and income.

In the academic year 2020, there were 40 academic service projects (one of them is a multidisciplinary academic service) provided at the institutional, local, national, regional and international levels. The details of projects/activities classified by strategy plans are shown in the following table.

Academic Service Projects/Activities Provided by AU in 2020

Strategy Plan I: Providing academic services in different forms and channels for sustainable development of the communities and external organizations.

School/Institute	Projects/Activities	Target Population	Year (s) of Operation	Achievement/ In Process
1. Institute for Research and Academic Services	1. การพัฒนาเยาวชนสู่ประชาคมอาเซียนในเขตอำเภอบางเสาธง และอำเภอบางพลี จังหวัดสมุทรปราการ	Community	6	Achievement
2. Theodore Maria School of Arts	1. AU School Mentoring	Community	7	Achievement
	2. English Language Training for AU Staff	AU Community	2	Achievement
3. Albert Laurence School of Communication Arts	1. Advertising and IMC Campaign Workshop	External Organization	1	Achievement
	2. Package Design project for OTOP product "Khushy and Dilchasp"	Community	1	Achievement
	3. Little Hands Can Help	Community	1	Achievement
4. Martin de Tours School of Management and Economics	1. Service mind and Work life balance	AU Community	1	Achievement
	2. Game Business Simulation	High-school students	1	Achievement
	3. ยุวพัฒนวิเทศถิ่น	Community	1	Achievement
5. Bernadette de Lourdes School of Nursing Science	1. Health Education for the AU Community	Community	6	Achievement
	2. Preceptorship Training for Clinical Nursing Practicum	Community	6	In Process
6. School of Biotechnology	1. Earthworm culture training for community	Community	6	Achievement
7. Montfort del Rosario School of Architecture and Design	1. Wat ThepChitayachan, Meditation Center, Chom Thong District, Chaingmai	Community	1	Achievement
	2. Community Design Research and Academic Service	Community	4	Achievement
8. St. Martin Center for Professional Ethics	1. AU School Mentoring	Community	7	Achievement

School/Institute	Projects/Activities	Target Population	Year (s) of Operation	Achievement/ In Process
9. Confucius Institute at Assumption University	1. Chinese Proficiency Tests	High-school students	4	Achievement
	2. Chinese Singing Contest	High-school students	3	Achievement
	3. Chinese Speech Contest	High-school students	4	Achievement
	4. Chinese Culture Experience Camp on Mid-Autumn Festival	High-school students	4	Achievement
10. Vincent Mary School of Science and Technology	1. Assumption University Digital Transformation (AU DX2021)	AU Community	1	Achievement

Strategy Plan II A: 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 level)

Multidisciplinary Academic Services Projects

School/Institute	Projects/Activities	Target Population	Year (s) of Continuity	Achievement/ In Process
IRAS & all 13 Schools	<ul style="list-style-type: none"> - English Language Project - Legal Aid Project - Science & Technology Knowledge - Poster design for the school's needs - Physical exercises for obesity and mental health prevention - learning about savings behavior - Music Training - Occupation promotion 	Wat Sri Waree Noi School and communities	4	In Process

Academic Services Projects

School/Institute	Projects/Activities	Target Population	Year (s) of Continuity	Achievement/ In Process
1. Institute for Research and Academic Services	1. การสำรวจภาพลักษณ์ สำนักงาน สลากกินแบ่งรัฐบาล	External Organization	1	Achievement
	2. The Study of the Performance Data of the Governor of the Sports Authority of Thailand	External Organization	3	Achievement
	3. ประสานงานเพื่อให้บริการวิชาการแก่สังคมและสร้างความสัมพันธ์กับชุมชนรอบมหาวิทยาลัยอัสสัมชัญ	Community	7	In Process

School/Institute	Projects/Activities	Target Population	Year (s) of Continuity	Achievement/ In Process
2. Albert Laurence School of Communication Arts	1. Advertising and Branding Workshop	External Organization	1	Achievement
	2. Social Marketing Campaigns (Body Shaming and Drinking Water)	External Organization	1	Achievement
	3. Digital Media for Royal Thai Airforce	External Organization	1	Achievement
3. Martin de Tours School of Management and Economics	1. KrungSri Bank's Training Project "Fundamental Knowledge on the Banking business and Financial Markets in Thailand"	External Organization	1	Achievement
	2. SCG Business Financial Management Training	External Organization	1	Achievement
	3. EGAT Training Project for Employee 2020: IoT and Blockchain	External Organization	1	Achievement
	4. Analysis of differences in political thoughts using Data Science	External Organization	1	Achievement
4. School of Biotechnology	1. Transforms Seafood Industries to Hub of Seafood	External Organization	1	In Process
	2. กิจกรรมเพิ่มศักยภาพการผลิตในอุตสาหกรรมเกษตรแปรรูป (Agro Genius Academy)	External Organization	1	Achievement
	3. กิจกรรมการพัฒนาผลิตภัณฑ์ด้วยนวัตกรรมและเทคโนโลยีให้สอดคล้องกับความต้องการของตลาด	External Organization	1	Achievement
5. Montfort del Rosario School of Architecture and Design	1. Furniture Design and Fabrication Technology	Community	1	Achievement
	2. Creative and Design Exhibition/ Bangkok Design Week 2021 by TCDC	High-school and AU students	2	Achievement
	3. WE Park X Creative Economy Agency (CEA) TCDC (Thailand Creative & Design Center)	Community	1	Achievement
6. School of Law	1. Personal Data Protection Act Workshop	External Organization	1	Achievement
7. Graduate School of Business and Advanced Technology Management	1. Educational Services	External Organization	1	Achievement

Strategy Plan II B: Supporting collaboration between AU and external organizations (at the International level)

School/Institute	Projects/Activities	Year (s) of Continuity	Achievement/ In Process
1. Martin de Tours School of Management and Economics	1. Globe 2020 Project	2	In Process
2. Bernadette de Lourdes School of Nursing Science	1. Internship Program for overseas nursing students	6	In Process
3. Graduate School of Business and Advanced Technology Management	1. Student Exchange (Inbound)	3	Achievement

To sum up, the total number of academic service projects in 2020 was 40. The evaluation of academic service plan and process was done. It was found that over 87% of projects were achieved, and that only 5 projects were “In Process” due to the outbreak of COVID-19. The evaluation results were discussed among the committee members and were disseminated to parties concerned for improvement in the following year.

3. ☒ There is a clear evidence to prove that the target communities or organizations are developed and strengthened

After approval by the University, all academic service projects were implemented throughout the academic year 2020 by faculty members, with cooperation from officials/personnel of the communities and the external organizations as well as the IRAS representatives as coordinators/facilitators. Target communities are then developed and strengthened according to the nature of provided activities which can be seen in A: projects provided to communities around the campus, B: projects provided to communities in different areas and C: projects provided to external organizations in different areas.

A: Projects provided to communities around the campus

In the academic year 2020, the multidisciplinary academic service project has been planned in response to the needs of the Wat Sri Waree Noi School and its communities. As mentioned before, the academic activities 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. However, these activities could not be operated and would have to be postponed to next academic year due to the outbreak of COVID-19 pandemic.

In order to provide the academic services to meet the communities’ needs, the projects “Introducing ASEAN Community to the Youth in Bang Sao Thong and Bang Bo Districts” and “Mentoring Primary and Opportunity-Expansion Schools by Assumption University” were offered by the IRAS, St.Martin Center for

Professional Ethics, and the School of Arts to teachers and students of schools in Bang Bo and Bang Sao thong districts. Both projects have been implemented since 2015 by aiming at providing ASEAN information and knowledge of English language to 1st - 6th grade students in preparing themselves for the ASEAN community. Then it was found that all teachers and students of the five schools who had participated in the academic year 2020 showed significant improvement in their ASEAN understanding and knowledge, life skills, manners, and cultural preservation. As for the AU school mentoring project, the training on Professional Learning Community (PLC) was provided to school teachers for developing their curriculum and instruction in English language. Faculty members from the Faculty of Arts were requested to provide training on teaching English language to 45 teachers from 18 different schools in the 2nd Samut Prakarn Primary Educational Area. Training program was organized via Zoom Cloud Meeting platform in June 2020. After the training, it was found that the teachers who participated in the academic year 2020 showed significant improvement in their English Language Teaching (Pre-test < Post-test). Furthermore, the overall satisfaction was 4.22 out of 5.00 which indicated high satisfaction of the participants towards the training.

The faculty members and the students of the School of Nursing Science conducted Mobile Health Education for the AU Community. They performed Health Education board exhibitions which posted 4 times at M Building and L Building, Hua Mak Campus as the following.

- 1) Dengue Hemorrhagic Fever (DHF) Vaccine / Dengue Vaccine (Jun-Aug, 2020)
- 2) Make every day World No Tobacco Day: Tobacco and Lung Health (Sep-Nov, 2020)
- 3) Health information of COVID – 19 (Dec, 2020 –Feb, 2021)
- 4) Fact about COVID – 19 vaccines (Mar-May, 2021)

However, the activities for the health education booth, parade and/or campaign at Suvarnabhumi Campus and/or Hua-Mak Campus could not be done because of Covid-19 outbreak.

The project “AU Digital Transformation (AUDX 2021)” comprised of four different courses as follows: 1) Creating Learning Content for Online Platforms, 2) Active Learning for Online Classrooms, 3) Improving Learning Experience Using Data, and 4) Google Data Studio. These courses were organized during Mar 30 - Jun 11, 2021 by the School of Science of Technology for AU Community with the objective of giving appropriate knowledge on computer and its applications. There were 208 AU members who participated in these activities. From the feedback, the overall satisfaction level was 4.06 out of 5.0. It is expected that the participants’ attitude toward digitalization related issues has been positive, and that the lecturers can apply it to their teaching and learning methods.

B: Projects provided to communities in different areas

The School of Architecture and Design provided the design academic service program for Wat Thep Chitiyachan, Chom Thong District, Chiang Mai. One faculty member and six students from Architecture Department travelled to Chiang Mai during 23rd July 2020 – 26th July 2020 for a site survey leading to design proposals for a meditation center located at Wat Thep Chitiyachan. The task for this project challenged the students in some certain aspects such as its deep terrain that limits as well as presents opportunities for unique architecture design proposals responsive to required regulations. To understand how to design a Meditation center, students were required to practice meditation and participate in daily routine activities of the monks. These experiences and the site physical data were shared in the studio for students to work with and generate individual design proposals. At the end of the program, the participants gained more practical skills and knowledge on a specific architectural design issues and built construction in relation to specific geographic, environment, and cultural context.

C: Projects provided to external organizations in different areas

PR Workshop for Practical Implementation was organized by the School of Communication Arts. Due to the outbreak of COVID-19, this workshop was implemented along with the project “Little Hands Can Help” through online channel between 22 February 2021 and 11 11 March 2021. This project was in collaboration with the Mirror Foundation to enable the students to apply their knowledge and skills in public relations related to the current issue. The project worked on five PR campaigns, i.e., “Little Impart, Big Impact”, “The more leaf blowers we have, the less damage forest fire will be”, “Share for chances”, “Small smart phones can improve the quality of life for patients lying in bed,” and “Come to smile and share happiness with the youth through the Faak Pao Pai Rian learning project.” The project was successful and received good feedback from the participants. The first indicator was achieved, that is, the level of student’s awareness toward social issue reached 4.25 out of 5. The second indicator which is the level of students’ organizing PR event reached 4.41 out of 5. The level of satisfaction reached 4.32 out of 5.

Faculty members from Department of Digital Business Management, Martin de Tours School of Management and Economics were invited to conduct training on project “Game Business Simulation.” It took place at Saint Gabriel's College on October 04, 2020 - March 31, 2021. The training program consisted of several activities as follows.

- 1) Designing instruction for a free elective course about business process and entrepreneurial skills for the 7th Grade students
- 2) Training their teachers to be responsible for the course about the teaching materials and the lesson plan

- 3) Mentoring and monitoring the learning process and activities among students and teachers throughout the semester
- 4) Reviewing the student experiences and comparing with a real-world situation.

There were approximately 33 participants. After the training, the students gained more knowledge of the software development and the business administrative terminologies. Moreover, they were interested and satisfied with the training as well.

One faculty member of the Graduate School of Business and Advanced Technology Management was requested to be a guest speaker to share knowledge for faculty and administrators at King's College on 26 November 2020. The topic was on regarding the design thinking approach. Additionally, the faculty member was invited to conduct initial planning and design with PEA on Change management in Business Architecture started since February 2020.

Furthermore, the survey results by the IRAS in different aspects as requested by Ogilvy Public Relations Worldwide Limited, and the Sports Authority of Thailand proved to be very useful in improving and developing their organizations. They were quite satisfied because their organizations' reputation increased and they conducted better performance because of the informative and useful recommendations given by the IRAS.

Apart from the academic service projects mentioned above, in the academic year 2020, the AU faculty members provided academic and/or other significant services to society which included serving as organizational development consults, guest lecturers, journal editors, journal advisory board members, peer reviewers, external academic committee members, conference organizing committee members and conference keynote speakers.

4. ☒ The target communities or organizations develop themselves continuously.

The target communities and organizations where AU has provided academic services have been developing and improving themselves continuously. Several academic service projects have been conducted by the faculty members from Schools over 3 consecutive years.

Since 2015, the School of Biotechnology has created communities' awareness of society responsibilities through the Earthworm nurture training offered to the Agriculture Learning Center Baan Nhong Thong Suk, Chachoengsao. The workshop was conducted by 4 faculty members, 2 students, and 1 alumnus on 3 April 2021 for a group of home school students, teachers, and parents. At the end of the training, the participants learned how to nurture the earthworms, make use of the earthworm colony as fertilizer in organic planting or get rid of the waste products effectively. Additionally, they can generate more income through this earthworm nurture.

In addition, the Technology Transfer Establishment Phase I has been continuously performed by the School of Biotechnology. The project aims to provide consulting services and training programs to industries and to promote strong collaborations and partnerships between AU and stakeholders. There were three academic service projects in this academic year 2020 as the following.

1. The Activity of Increasing Values Added to Products through Innovation and Technology in Response to the Needs of the Market under the Project of Upgrading Seafood Industries to Become the Future Hub of Seafood.

This project was executed for 8 companies as shown below:

- 1) Bangkok Dehydrate Marine Product Co., Ltd. (ผลิตภัณฑ์ของทานเล่นจากทะเล)
- 2) Sirikhun Seafood Co., Ltd (ผลิตภัณฑ์ผงปรุงรสปลากระพง)
- 3) Sun Snack Foodtech Co., Ltd (ผลิตภัณฑ์โจ๊กซีฟู้ดกึ่งสำเร็จรูป)
- 4) Food Delicious 6565 Co., Ltd (ผลิตภัณฑ์เส้นแกว้คั่ว)
- 5) Cap Meuk Food and Marketing Co., Ltd. (ผลิตภัณฑ์แคปกุ้ง)
- 6) Da Samuth Co., Ltd. (ผลิตภัณฑ์ปลาแห้งอบกรอบ)
- 7) Udomkitpisan Co., Ltd. (ผลิตภัณฑ์แฮมเป็กุ้ง)
- 8) Tea Nguan Tai Co., Ltd. (ผลิตภัณฑ์รวมยอนเส้นปลา)

2. The Activity of Developing Products by Innovation and Technology in Response to the Needs of the Market under the Project of Increasing Potentiality and Upgrading Industry Technology (Processed Agriculture).

This project was executed for 5 companies as shown below:

- 1) บริษัท เลขาวิญ ฟู้ด จำกัด (ผลิตภัณฑ์ข้าวเกรียบน้ำพริกปลาทุ)
- 2) บริษัท ปรานีฟู้ดส์ จำกัด (ผลิตภัณฑ์ทอดมันปลาฉลวจันทรแผ่นอบกรอบ)
- 3) บริษัท ออแกน ไทย จำกัด (ผลิตภัณฑ์เครื่องดื่มสมิตตี้มะพร้าวหอมโปรตีนสูง)
- 4) บริษัท อินโนเวทีฟ ฟาร์ม เฮิร์บส์ จำกัด (ผลิตภัณฑ์เครื่องดื่มสมุนไพรมะขาม)
- 5) บริษัท ทริปปี้ฟู้ด อินโนเวชั่น จำกัด (ผลิตภัณฑ์ขนมขบเคี้ยวจากผักและธัญพืช)

3. The Activity of Increasing Productivity Potential in Processed Agriculture Industry under the Project of Agro Genius Academy.

This project was executed for 7 companies as shown below:

- 1) วิสาหกิจชุมชนอุโลกสีห์มื่น (ผลิตภัณฑ์เกษตรแปรรูป)
- 2) วิสาหกิจชุมชนอารีย์ฟาร์มเห็ด (ผลิตภัณฑ์เชอร์รี่เห็ดหลินจือ)
- 3) ไขไก่ปลอดสาร Beindy Country Farm (ผลิตภัณฑ์ไข่ไก่กึ่งสำเร็จรูป)
- 4) บริษัท อุทอง เฮิร์บเทค จำกัด (ผลิตภัณฑ์กัมมีเจลลี่จากคอลลาเจนชนิดที่สอง)
- 5) วิสาหกิจชุมชนเพื่อการผลิตพืชผักผลไม้เพื่อความปลอดภัย (ผลิตภัณฑ์แบ่งเค้กสำเร็จรูปที่ไม่มีคลอโรฟิลล์)
- 6) บริษัท ซีซ่าฟู้ดส์ จำกัด (ผลิตภัณฑ์โยเกิร์ต)
- 7) วิสาหกิจชุมชนเพิ่มทรัพย์เห็ดฟาร์มบ้านหนองผักนาก (ผลิตภัณฑ์สเปรดเห็ด)

The Confucius Institute at Assumption University (CIAU) has been organizing “Chinese Culture Experience Camp on Mid-Autumn Festival” since 2017. The main objective is to give the Thai young students a chance to experience all kinds of Chinese culture in a casual circumstance and feel the festival customs. This institute would like to cultivate the students to be interested and fond of China and Chinese culture as well as to make them feel the charm of Chinese language. The activities include Chinese poems reading, drawings and paintings about Mid-Autumn Festival, moon cakes making, etc. Cultural heritage broadens opportunities for education and lifelong learning. For students, participation in cultural activities can help them develop thinking skills, build self-esteem, and improve resilience. The overall satisfaction score towards the activities was 4.7 out of 5.00.

5. ☒ The University establishes a network of cooperation with external units/ organizations in developing the target communities or organizations.

The University has established a strong network of cooperation with several external organizations, both at the national as well as the international level, to develop their communities and/or organizations in different forms.

At the National Level

In the academic year 2020, the University through IRAS cooperated with the Sports Authority of Thailand (continued from 2014) and Ogilvy Public Relations Worldwide Limited. These organizations requested AU to provide several kinds of academic services to improve their organizations as well as to study the satisfaction of communities and customers towards their organizations.

Regarding the network of cooperation with external organizations in developing communities, 3 faculty members and students of the School of Architecture and Design participated in the development of open spaces along Padung Krung Kasem canal in the part of Bangkok Design Week 2021 under the concept resurgence of possibilities from 8-16 May 2021. The activities included site visiting, site selecting and measurement, participatory program with community and on-site physical development. Moreover, the School of Architecture and Design also introduced AAU.DSGN to provide opportunities for secondary students who were of interest in design to gain hands on experience in furniture design with the help of the instructors in the course through design workshop. This year, selected students’ furniture pieces were to be displayed in the showcase at Bangkok Design Week 2021. This gives an unprecedented design experience that enhances the training of new generation of designers for the industry in the future. The project challenged the students and high school students to study furniture design process from the beginning such as function study & analysis, data collection and conclusion of users.

In order to extend its academic service to a wider community/organization, Martin de Tours School of Management and Economics (MSME) conducted the training program to EGAT employees regarding trends in technologies, including basic concepts of IoT and blockchain, and how to apply these technologies to the energy industry. This

training was specifically designed to serve the needs of the client as well as to promote MSME's business outreach to the external organization. In addition, this strengthens the School's industrial network while providing opportunities for the workforce to realize their full potential in this challenging environment of disruption. The training was held in the EGAT on July 10, 2020. There were 51 EGAT officers attended the sessions.

According to the official enforcement of Personal Data Protection Act B.E.2562 (2019) in May 2020 that required all public and private enterprises including educational institutes, to strictly comply with the personal data protection measures, Thomas Aquinas School of Law organized a training to promote knowledge and understanding of this law to the educational institute's administrators in order to correctly prepare the protection measures as well as the effective management system of the personal data concerning with the operation of the institutes.

The School in cooperation with the Office of Personal Data Protection Commission, Ministry of Digital Economy and Society, Veritas Law Limited, and ACIS Professional Center provided special lecture, knowledge and experiences sharing, case studies, workshop, and preparation guideline to the participants. The training program was organized at Pullman Bangkok Hotel on November 16, 2020. There were 38 participants from the educational institutes under the Brothers of Saint Gabriel Foundation of Thailand.

In response to the Government's policy to solve the problems in reforming the primary education and to provide the same quality and standard of education across the country, the project to strengthen the schools in each area has been developed by the University. Assumption University is one of the universities in upper central region area of Thailand--with Chulalongkorn University, as the core of this university network-- has been developing English language skill activities for teachers and students of 18 primary schools in Samut Prakan Area 2. In addition to implementing and achieving this project goal, the AU team comprising of St. Martin Center for Professional Ethics, the School of Arts and the IRAS planned the mentoring program together. The online training on "PLC: English Teaching and Pronunciation Skills" for school teachers by faculty members from the School of Arts was conducted on June 26, 2020. Follow-up and evaluation were conducted afterwards. The results showed that both teachers and students (Pratom 1 - Pratom 6) found their English skills have significantly been improved. In addition, both teachers and students were satisfied with the English training and teaching activities and would like to have this kind of activity next year.

At the International Level

In addition to national organizations, in 2020 Assumption University extended its network cooperation with international organizations in developing the target communities and/or organizations as follows:

- A) The project “Overseas Internship Project” has been planned to be launched during November 2020–May 2021. The objectives of the project are to strengthen international collaboration activities, promote international exposure of the faculty members and students, organize the internship program for nursing students from overseas universities, and expand academic networking. Since the outbreak of Covid-19 in the year 2020 and 2021, there are no students from abroad visiting Assumption University. Therefore, this project is not achieved as planned.
- B) Two faculty members of MSME have been invited to join the team of more than 200 scholars around the world as the Country-Co-Investigator (CCI) in Thailand for the Global Leadership and Organizational Behavior Effectiveness (GLOBE) 2020 project. GLOBE 2020 project focuses on understanding the drivers of culture change and trust building across the world. The project aims to find the societal culture by conducting surveys among mid-level managers in over 100 countries. As the Country Co-Investigators (CCIs), the following on-site research activities are conducted:
- Managing translation/back translation of the survey instruments in the major languages in the respective countries
 - Collaborating the translation process with the administrative team and other CCIs in these countries
 - Collecting and supporting to get timely, high quality data in the respective countries
 - Sharing ideas, concerns and contributions in virtual meetings with other team members to receive updates
 - Helping in interpreting the findings

This project will benefit for the lecturers’ research and career. Apart from collaborating with GLOBE’s network of scholars and practitioners, they will play a part in creating cutting edge knowledge in the field of international management.

- C) Apart from the academic services provided at the international level mentioned above, in 2020 Assumption University participated in student exchange activities with Mainz University of Applied Sciences, Germany and Mary's University in UK. The following table provides list of Universities/Institutions which has signed MOU for academic exchange with AU.

List of MOU Submitted to the University Council for the Academic Year 2020

No.	Country	Name of Institutions
1.	UK	University of Northampton
2.	China	Changsha University
3.	India	Loyola Institute of Business Administration
4.	UK	Bournemouth University, UK
5.	UK	Heriot-watt University
6.	Norway	Kristiania University College
7.	China	Beijing Language and Culture University

6. ☒ At least 5% of the faculty members representing all Schools participate in the implementation of the University's academic service plan.

In the academic year 2020, there were 708 faculty members and researchers (as of May 31, 2021) working in all 12 Schools and 3 institutes. Eighteen percent of faculty members and researchers from all Schools and institutes participated in providing academic services to the communities and the external organizations both locally and internationally as listed in performance outcome #2 as follows: the Institute for Research and Academic Service (16); the School of Arts (5); Martin de Tours School of Management and Economics (28); the School of Nursing Science (16); the School of Law (9); the School of Music (3); the School of Biotechnology (7); the School of Engineering (1); the School of Communication Arts (16); the School of Science and Technology (10); the School of Architecture and Design (4); the Graduate School of Business and Advanced Technology Management (2); the Graduate School of Human Sciences (1); the Confucius Institute (8) and St. Martin Center for Professional Ethics (3).

Assessment Result

Indicator	Target	Performance outcome	Score
Indicator 3.1 Academic service to society	6 items	6 items	5 scores

Evidence

Document Code	Document Name
3-1	AU-Five Year Strategic Plan (2018-2022)
3-2	AU-Five Year Research Strategic Plan (2018-2022)
3-3	IRAS's Five-Year Strategic Plan (2018-2022)
3-4	Appointment of the Committee for Research and Academic Services Strategy (AU Order No.250/2018)

Document Code	Document Name
3-5	Job Achievement Indicator (ASAP 2020: Routine Job Proposal 3.1-3.2)
3-6	Job Achievement Indicator (ASAP 2020: Routine Job Proposal 5.1-5.2)
3-7	ASAP: Academic Service Project Proposal (Sample)
3-8	The survey of community and social needs project.
3-9	<p>AU Academic Service projects in academic year 2020</p> <p><u>Strategic plan I</u></p> <ol style="list-style-type: none"> 1) การพัฒนาเยาวชนสู่ประชาคมอาเซียนในเขตอำเภอบางเสาธง และอำเภอบางปะอิน จังหวัดสมุทรปราการ (<i>Evidence 1.1</i>) 2) AU School Mentoring (<i>Evidence 2.1</i>) 3) English Language Training for AU Staff (<i>Evidence 3-10</i>) 4) Advertising and IMC Campaign Workshop (<i>Evidence 3.1</i>) 5) Package Design project for OTOP product "Khushy and Dilchasp" (<i>Evidence 3-10</i>) 6) Little Hands Can Help (<i>Evidence 3.2</i>) 7) Service mind and Work life balance (<i>Evidence 3-10</i>) 8) Game Business Simulation (<i>Evidence 4.1</i>) 9) ยุวพัฒนารักษ์ถิ่น (<i>Evidence 4.2</i>) 10) Health Education for the AU Community (<i>Evidence 3-10</i>) 11) Preceptorship Training for Clinical Nursing Practicum (<i>Evidence 3-10</i>) 12) Earthworm culture training for community (<i>Evidence 5.1</i>) 13) Wat ThepChitayachan, Meditation Center, Chom Thong District, Chaingmai (<i>Evidence 6.1</i>) 14) Community Design Research and Academic Service (<i>Evidence 3-10</i>) 15) Chinese Proficiency Tests (<i>Evidence 7.1</i>) 16) Chinese Singing Contest (<i>Evidence 7.2</i>) 17) Chinese Speech Contest (<i>Evidence 7.3</i>) 18) Chinese Culture Experience Camp on Mid-Autumn Festival (<i>Evidence 7.4</i>) 19) Assumption University Digital Transformation (<i>Evidence 8.1</i>) <p><u>Strategic plan II A</u></p> <ol style="list-style-type: none"> 20) Multidisciplinary Academic Services Project "โครงการประสานความร่วมมือในการให้บริการวิชาการระหว่างมหาวิทยาลัยอัสสัมชัญและหน่วยงานภายนอก" (<i>Evidence 1.2</i>) 21) การสำรวจภาพลักษณ์ สำนักงานสลากกินแบ่งรัฐบาล (<i>Evidence 1.3</i>) 22) The Study of the Performance Data of the Governor of the Sports Authority of Thailand (<i>Evidence 1.4</i>) 23) Advertising and Branding Workshop (<i>Evidence 3.2</i>)

Document Code	Document Name
	<p>24) Social Marketing Campaigns (Body Shaming and Drinking Water) (<i>Evidence 3.3</i>)</p> <p>25) Digital Media for Royal Thai Airforce (<i>Evidence 3.4</i>)</p> <p>26) KrungSri Bank's Training Project "Fundamental Knowledge on the Banking business and Financial Markets in Thailand" (<i>Evidence 3-10</i>)</p> <p>27) SCG Business Financial Management Training (<i>Evidence 3-10</i>)</p> <p>28) EGAT Training Project for Employee 2020: IoT and Blockchain (<i>Evidence 4.3</i>)</p> <p>29) Analysis of differences in political thoughts using Data Science (<i>Evidence 4.4</i>)</p> <p>30) Transforms Seafood Industries to Hub of Seafood (<i>Evidence 5.2</i>)</p> <p>31) กิจกรรมเพิ่มศักยภาพการผลิตในอุตสาหกรรมเกษตรแปรรูป (Agro Genius Academy) (<i>Evidence 5.3</i>)</p> <p>32) กิจกรรมการพัฒนาผลิตภัณฑ์ด้วยนวัตกรรมและเทคโนโลยีให้สอดคล้องกับความต้องการของตลาด (<i>Evidence 5.4</i>)</p> <p>33) Furniture Design and Fabrication Technology (<i>Evidence 3-10</i>)</p> <p>34) Creative and Design Exhibition / Bangkok Design Week 2021 by TCDC (<i>Evidence 6.2</i>)</p> <p>35) WE Park X Creative Economy Agency (CEA) TCDC (<i>Evidence 6.3</i>)</p> <p>36) Personal Data Protection Act Workshop (<i>Evidence 9.1</i>)</p> <p>37) Educational Services (<i>Evidence 10.1</i>)</p> <p><u>Strategic plan II B</u></p> <p>38) Globe 2020 Project (<i>Evidence 3-10</i>)</p> <p>39) Internship Program for overseas nursing students (Inbound/Outbound) (<i>Evidence 3-10</i>)</p> <p>40) Student Exchange-School of Graduate School of Business and Advanced Technology Management (Inbound) (<i>Evidence 10.2</i>)</p>
3-10	Schools' Annual Report 2020
3-11	Number of faculty members who participated in providing AU academic services (2020)

Component 4 Preservation of Art and Culture

- **Issues for Improvement (as per recommended by IQA Committee 2019)**

1. AU should incorporate the Thai arts and culture activities to streamline with the *Learner Life Cycle* from freshmen to alumni. These activities could be part of students' portfolios to develop our students to be co-creators and active citizens.
2. To increase high impact in AU Thai arts and culture, AU should facilitate and create the AU Thai art and culture core projects coordinated by the AU Thai Art and Culture Center such as AU Thai art and culture week to integrate and collaborate from the School level. This is to assimilate each school's competency to innovate Thai arts and culture activities. AU should connect with the alumni network and industries to support funding such as Thai Arts Product Design Award from MSME, Thai Culture Music Award, and Thai Calligraphy Contest Award, etc.

- **Improvement and Development Measures**

In response to the suggestions of IQA committee, the Office of Thai Art and Culture had the meeting with the University Art and Culture Preservation Committee and agreed to provide the certificate of completion and appreciation to students upon their Thai art and culture promotion and preservation portfolio. All Programs and Units will work collaboratively by persuading students to submit their showcase portfolio or process portfolios.

In addition to IQA recommendation on increasing high impact in AU Thai arts and culture, all Schools and Units are encouraged to propose the sustain and authentic activities to provide opportunity for both foreign and Thai students to exhibit their projects in Thai arts and culture week.

Moreover, the University Art and Culture Preservation Committee agreed to engage alumni in AU Thai arts and culture activities by inviting them to participate in Thai arts and culture week and request for their support to offer souvenirs or awards.

Indicator 4.1 System and mechanism for preservation of art and culture

Type of indicator Process

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 criteria

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

Performance Outcome

1. ☒ The University assigns persons to be in charge of art and culture preservation.

The University assigns the Office of Thai Art and Culture to be responsible unit for preservation of art and culture of the University. As the Office of Thai Art and Culture is being supervised by the Vice President for Student Affairs, the University appointed 2 management committees, which are the Office of Thai Art and Culture Management Committee stipulated in University Order No. 368/2561 and the University Art and Culture Preservation Committee stipulated in University Order No. 194/2019

The University Art and Culture Preservation Committee consist of the Administrative Committee with the Vice President for Student Affairs as a Chairman and the Deans and Director of Thai Art and Culture as committee members in order to monitor the implementation of the University's Art and Culture preservation strategic plan and ensure the participation of the members of University community to be involved in the University preservation of Art and Culture.

Aside from that, the Office of Thai Art and Culture Management Committee comprise 25 Operation Committee with the representative of Schools and Student Affairs were appointed to work as members and coordinators with the duties and responsibilities of formulating the University's Art and Culture Preservation Strategic plan and the set duties and responsibilities. (Refer to documents # 4.1-1-3 and # 4.1-1-4).

Two meetings were help by the University Art and Culture Preservation Committee to define the University's Art and Culture Preservation Strategic Plan, working procedure, follow-up and monitoring process as well as verification and development process towards jobs and projects.

Moreover, the university appointed the adhoc committee for the management of projects/activities chaired by Vice President for Student Affairs, for example, the Conferral Ceremony of AU Awards for Excellence and Felicitation on the Occasion of the Rector Emeritus's Birthday, Loy Krathong Festival, and Songkran Festival.

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.**

The University Art and Culture Preservation Committee did formulate a strategic plan to preserve Art and Culture, specified achievement indicators that aligned with the University Five-Year Strategic Plan (2018-2022).

Strategy IV:	Ensuring AU sustainable development
Objective 2:	To make known to public the distinctive features of AU
Initiative 2:	Create uniqueness and good image for the University
Action Plan 2.1:	Organize projects / activities preserving art and culture

In this regard, the University Art and Culture Preservation committee formulated the strategic plan in academic year 2020 that aligns with the University Five-Year Strategic Plan (document # 4.1-2-3) as follows:

AU Art and Culture Preservation Strategic plan (2018 – 2021)

Strategy 1:	Ensuring the Sustainability of Art and Culture
Objective 1:	Encouraging and supporting for appreciation of Thai and International art and cultural activities organized within and outside the University.
Objective 2:	Developing appreciation of Thai Art and Culture among AU students.

Regarding to the AU Art and Culture Preservation Strategic plan (2018 – 2021), the Action plans for academic year 2020 were conducted to be aligned with the Strategic plan of AU Art and Culture Preservation and used as the guideline for the proper implementation. In expected to achieve the strategy and objectives mentioned, the University Art and Culture Preservation Committee has identified the achievement indicators, target, result based on the initiative and action plan of the objectives as shown below.

Objective 1: Encouraging and supporting for appreciation of Thai and International Art and Cultural activities organized within and outside the University.					
Initiative 1: Promoting Thai and International art and cultural activities in and outside the University.					
Action Plan	KPI	Target	Result (2020)	Achieved	Not-Achieved
1.1. Organize projects/ activities preserving Art and Culture.	1. Number of projects/ activities preserving Art and Culture	20 projects/ activities	34 projects/ activities	✓	
1.2. Disseminate Thai Art and Culture to public through media channels	1. Number of projects/activities disseminated to public through media channels	5 projects/ activities	20 projects/ activities	✓	
	2. Level of participants' satisfaction/ appreciation	Level of participants' satisfaction/ appreciation is at least 3.51 of 5-point scale	Level of participants' satisfaction/ appreciation is 4.41 of 5-point scale	✓	
	3. Number of project that assessed by level of incremental knowledge is at least 80 percent of participants pass learning criteria	3 projects/ activities	20 projects/ activities	✓	
	4. Number of project that assessed by Level of value's perception toward Art and Culture project/ activities is at least 3 points from 5 points upon the rubric assessment	2 projects/ activities	9 projects/ activities	✓	

In terms of Objective 1 Initiative 1, in academic year 2020 the number of projects/ activities are decreasing due to the impacts of the COVID-19 pandemic. Table below shows the number of projects/ activities in comparison from academic year 2018 to 2020.

Action Plan	KPI	Academic Years		
		Results 2018	Results 2019	Results 2020
1.1. Organize projects/ activities preserving Art and Culture.	1. Number of projects/ activities preserving Art and Culture	36	39	34
1.2. Disseminate Thai Art and Culture to public through media channels	1. Number of projects/ activities disseminated to public through media channels	9	25	20
Total		45	64	54

In academic year 2020, there were 28 projects/activities have passed assessment criteria as shown in the table below.

No.	Project Name	Indicator	Achieved	Not Achieved
1.	AU Green Loy Krathong Festival 2020	1. Number of participants in Krathong-making demonstration 2. Level of participant's satisfaction towards Loy Krathong festival 3. Level of participations' incremental knowledge and skills towards the Krathong-making	√ √ √	
2.	Songkran Festival	1. Number of participants attending in the ceremony 2. Level of participant's satisfaction towards the activity 3. Percentage of participant's appreciation of Thai values and tradition 4. Interview on value's perception	√ √ √ √	
3.	Thai Speech Contest	1. Number of participants 2. Level of participants' satisfaction 3. Participants passed the speech criteria as AU student representatives	√ √ √	
4.	Wai-Kru and Gear pin ceremony (Project 6.4 Maintain Art and Culture Practices such as Wai Kru, etc.)	1. Level of VME Freshmen incremental relationship with senior students and faculty members 2. Level of participant's incremental Knowledge about - Wai-Kru Ceremony - Significance of Wai-Kru context in creating relationships between lecturers and students - Experienced the importance of Wai-Kru in the Thai culture 3. Level of participant's satisfaction	√ √ √	

No.	Project Name	Indicator	Achieved	Not Achieved
5.	Student Off-campus Concerts	1. Level of students' incremental knowledge of the technique in playing musical instruments after participating in the concerts 2. Level of students' incremental skills in playing musical instruments 3. Level of students' satisfaction on overall arrangements of the concerts /programs. 4. Level of students' satisfaction on overall arrangements of School's facilities to facilitate the practices and rehearsal.	√ √ √ √	
6.	Student On-campus Concerts	1. Level of students' incremental knowledge after the visit, or attending lecture and/ or private classes, workshops and/ or master classes. 2. Level of students' incremental musical skills after attending private classes, workshops and/ or master classes. 3. Level of students' satisfaction on overall arrangements of the visit, workshops, and master classes. 4. Level of students' satisfaction on overall arrangements of School's facilities to facilitate the practices and rehearsal.	√ √ √ √	
7.	School of Music Concerts for University Activities	1. Level of students' incremental knowledge of the process in organizing and arranging the programs. 2. Level of students' satisfaction on overall arrangement of facilities to facilitate the practices and rehearsal. 3. Level of students' satisfaction on overall arrangement of activities i.e. stage, audiovisual, lighting arrangements, moving and transporting equipment.	√ √ √	
8.	Online Singing Contest	1. Numbers of submitted applicants	√	
9.	English Language Training for Secretaries and Staff	1. Level of incremental knowledge: reading, writing, listening and speaking	√	
10.	English Language Training for AU Staff	1. Level of incremental knowledge: reading, writing, listening and speaking	√	

No.	Project Name	Indicator	Achieved	Not Achieved
11.	Collaborative Activity between AU Students and Students from University of Fukui (UF), Japan	1. BJ students' level of satisfaction on the arrangement of the program 2. BJ students' level of incremental knowledge of Japanese language and culture 3. BJ students' level of incremental Japanese communicative skills	√ √ √ Online via MS Teams	
12	Aspects of Japan's Cultural Activities JA3724	1. Level of incremental knowledge, appreciation of Japanese culture 2. Level of incremental appreciation of Japanese culture 3. Level of students' satisfaction (Schedule, Duration etc.) 4. Clarity of explanation of the expert on Ikebana, Yukata, and Shodo workshop	√ √ √ √	
13	Senior Recognition Day	1. The percentage of faculty members participating in Thai art and culture activities 2. The percentage of students participating in Thai art and culture activities 3. The percentage of faculty members and students expressing appreciation toward Thai art and culture	√ √ √	
14	Promotion of Gratitude Value	1. The percentage of faculty members and nursing students joining Wai-Kru ceremony 2. The percentage of students expressing appreciation toward Thai art and culture 3. The overall satisfaction scores toward the ceremony	√ √ √	
15	Nursing Convocation	1. The percentage of graduating students participating in ceremony 2. The nursing graduates' satisfaction score toward convocation ceremony 3. The parents' satisfaction score toward convocation ceremony	√ √ √	
16	Professional Inculcation for Nursing Students	1. Overall satisfaction scores of the participants 2. The percentage of interviewed participants expressing their positive attitudes toward nursing profession 3. The percentage of nursing students to participate in incultation activities	√ √ √	

No.	Project Name	Indicator	Achieved	Not Achieved
17	Mental Health Promotion: Students' Initiatives	1. Satisfaction scores of students toward the project 2. The percentage of sophomore nursing students expressing their self- confidence in social services 3. Leadership scores of students 4. The percentage of community people expressing high satisfaction toward the services	√ √ √ √	
18	Legal History: Father of Thai Law Memorial Day 2020 (Rapee Day)	1. Level of students' incremental knowledge on the Thai legal and judicial evolution after attending the activity. 2. Level of students' appreciation on the contribution of Prince Rapee to the Thai legal and judicial system.	√ √	
19	School of Law's Wai Kru Ceremony 2020	1. Level of participants' incremental knowledge after attending the Ceremony. 2. Level of participants' satisfaction in the arrangements.	√ √	
20	Faculty member and Staff Excursion	1. Number of lecturers and staff participating in cultural activities. 2. Level of participants' satisfaction in the arrangements.	√ √	
21	GSB Yuwaphat Raktin Project (โครงการออมสิน ยุวพัฒนรักษถิ่น - ตลาดน้ำวัดสังฆราชา)	1. Level of students' incremental knowledge / understanding about floating market and products to be sold at the floating market 2. Level of students' satisfaction 3. Level of community members' Satisfaction	√ √ √	
22	Knowledge and awareness related to Art and Culture is provided via group line and Facebook.	1. Increase students' awareness	√	
23	X -Culture- real world cross- cultural business consultancy team involving students from around the world in an international virtual team project to help business solve problems.	1. Ability to work across cultures 2. Ability to apply theory to real world international project	√ √	
24	Wat Thep Chitiyachan, Meditation Center	1. Level of students' incremental understanding of social, art and cultural background, needs, and services: Design guideline by end of academic 2020 2. Level of participants' satisfaction	√ √	

No.	Project Name	Indicator	Achieved	Not Achieved
25	Creative and Design Exhibition / Bangkok Design Week 2021 by TCDC	1. The number of students' participation in the project 2. Level of students' incremental knowledge and skill	√ √	
26	Community Design Research and Academic Service: Phanat Nikhom community	1. Level of students' incremental knowledge on exploration design technique after attending the workshop exposure. 2. Number of students 3. Level of students' satisfaction	√ √ √	
27	Thai restaurant in foreign country	1. Level of students' incremental knowledge 2. Level of participants' satisfaction	√ √	
28	Thai Language Class Called "Tender, Love and Care"	1. Respect each other's Country Learn Thai culture and art Enjoy Thai songs, games and plays as suitable	√ Zoom Online Meeting Only No Physical Class	

Objective 2: Developing appreciation of Thai Art and Culture among AU students.					
Initiative 1: Promoting Thai Art and Culture into teaching/ learning/ research and extra-curricular/student activities.					
Action Plan	KPI	Target	Result (2020)	Achieved	Not Achieved
1.1 Integrate Thai Art and Culture into teaching/ learning / research and Extra-Curricular /student activities.	1. Number of courses/ projects/ extra-curricular/ student activities integrate with Thai Art and Culture	25 courses/ projects/ extra-curricular/ student activities	24 courses/ projects/ Extra-curricular/ student activities		√ Many activities/ projects were canceled or postponed due to the COVID-19 pandemic
1.2 Promote cross-cultural understanding to international students	1. Number of cultural activities for international students	10 activities	12 activities	√ Many activities/ projects were canceled or postponed due to the COVID-19 pandemic	
	2. 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	√	

Objective 2: Developing appreciation of Thai Art and Culture among AU students.					
Initiative 1: Promoting Thai Art and Culture into teaching/ learning/ research and extra-curricular/student activities.					
Action Plan	KPI	Target	Result (2020)	Achieved	Not Achieved
	3. Level of participants appreciation toward Art and Culture project/ activities	Level of participants' appreciation is at least 3.51 of 5-points scale	Level of participants' appreciation is 4.43 of 5-point scale	✓	

In terms of objective 2 initiative 1, in academic year 2020 the number of projects/ activities are decreasing due to the impacts of the COVID-19 pandemic. The number of courses/ projects/ extra-curricular/ student activities integrate with Thai Art and Culture less than academic year 2018 and 2019, including less than the target. Table below shows the number of projects/ activities in comparison from academic year 2018 to 2020.

Action Plan	KPI	Target	Academic Years		
			Results 2018	Results 2019	Results 2020
1.1 Integrate Thai Art and Culture into teaching /learning/ research and Extra-Curricular/student activities	1. Number of courses/ projects/ extra-curricular/ student activities integrate with Thai Art and Culture	25	33	39	24
1.2 Promote cross-cultural understanding to international students	1. Number of cultural activities for international students	10	14	14	12
Total			47	53	36

In academic year 2020, there were 62 projects/ activities successfully implemented under two objectives. The 54 projects/ activities were organized and disseminated under objective 1 (Action plan 1.1 and Action plan 1.2), in these objective 1, 27 activities/ projects organized by Schools, 3 activities/ projects organized by the Office of Thai art and culture, and 4 activities/ projects organized by the Center for Student Leadership & Experiential Learning. According to projects/activities disseminated to public through media channels, there were 20 projects/ activities disseminated through AU website, other website, Poster, Facebook page, Instagram and LINE official account of ABAC friends / Group of School. Lastly, this objective 1, the University Art and Culture Committee has set the level of participants' satisfaction/ appreciation at least 3.51, hence the achievement result showed the level of participants' satisfaction/ appreciation level at 4.41.

In objective 2, there were 20 courses arranged by Schools, 3 projects/ activities of extra-curricular arranged by AUSO, 1 projects/ activities arranged by the Office of Thai Art and Culture attended by 449 international students. All these courses/ projects/ activities were integrated with value of Thai Art and Culture.

All these activities/projects were supervised by the University Art and Culture preservation committee and followed the action plan for strengthening administration performance (ASAP2020) of the Schools and the University units.

Simultaneously, in term of the budgeting allocation reported the total amount of 2,852,329 baht used for Preservation of Art and Culture which supported by Assumption University at amount of 1,271,002 baht and the external funding support at amount of 1,581,327 baht. The source of external funding support at the amount of 1,581,327 baht were from the government (OHEC) subsidized for two projects as (1) the 20th Higher Education Arts and Culture Festival and (2) the 45th Higher Education Thai Classical Music Festival (this 2 projects were postponed to the academic year 2021 by the host organizer due to the COVID-19 pandemic). There also the external fund supported by the participants as (3) the project of Cultural and Religious Excursion and (4) the Thai Heritage Preservation Day. (2 projects were suspended in order to prevent crowd gathering and control the COVID-19 pandemic). Moreover, (5) the “GSB Yuwaphat Raktin Project” (โครงการออมสิน ยุวพัฒน์รักษถิ่น) of Martin de Tour School of Management and Economics (MSME) was supported by external source (Government Saving Bank).

In academic year 2020, qualitative method was used to evaluate the projects and activities. Most of projects and activities were evaluated by using of data collection methods for qualitative results including interview and observe participant to assess their Thai art and culture appreciation.

As the University Art and Culture Preservation Committee has taken into the consideration on the suggestions and recommendations of IQA committee from academic year 2019, the Office of Thai Art and Culture had the meeting with the University Art and Culture Preservation Committee and agreed to provide the certificate of completion and appreciation to students upon their Thai art and culture promotion and preservation portfolio. All Programs and Units will work collaboratively by persuading students to submit their showcase portfolio or process portfolios.

In addition to IQA recommendation on increasing high impact in AU Thai arts and culture, all Schools and Units are encouraged to propose the sustain and authentic activities to provide opportunity for both foreign and Thai students to exhibit their projects in Thai arts and culture week.

Moreover, the University Art and Culture Preservation Committee agreed to engage alumni in AU Thai arts and culture activities by inviting them to participate in Thai arts and culture week and request for their support to offer souvenirs or awards.

Also, the plan for projects/ activities were revised to be aligned with the University Five-Year Strategic Plan (2018-2022). Finally, the projects/ activities of preservation art and culture were checked for the alignment of the University's Five-Year Strategic Plan again by the University Planning and Budgeting Committee on behalf of the University. Hence, the objectives of all projects/activities as well as the achievement indicators were set clearly and approved by the Chair, AU Financial and Asset Management Committee on behalf of University President.

3. ☒ The University monitors and follows up the art and culture preservation as planned.

The University Art and Culture Preservation Committee monitors and follows up the arts and culture projects/activities. The duties and responsibilities are

1. Formulate the University's Art and Culture Preservation strategic plan.
2. Set indicators and level of attainment of the University's Art and Culture Preservation projects/activities.
3. Establish system and mechanisms for the enhancement of the University's Art and Culture Preservation.
4. Ensure that each administrative and academic unit organizes projects and activities that enhance the University's Art and culture preservation.
5. Ensure that Thai arts and culture is integrated into teaching and learning that align with the University's Art and Culture Preservation.
6. Ensure that an evaluation is carried out to determine if the indicators are achieved and the results are used for development of the University's Art and Culture Preservation.
7. Evaluation results were used for further improvement of AU Art and Culture Preservation plan.

In monitoring and following up the Art and Culture preservation projects and activities, the University Art and Culture Preservation Committee collaborated and participated with the University community for the achieving the plan. On behalf of the University, the Office of Thai Art and Culture, Student Affairs organized the meeting with The University Art and Culture Preservation Committee to monitor and follow up AU Art and Culture Preservation Plan in order to compile information on working performance, problems and obstacles including solutions in order to achieve AU Art and Culture Preservation Plan. There were two meetings for monitoring and following-up the project progress. The information of working performance, problems and obstacles including solutions were collected and reported in the working performance report form and distributed to the representative of each School and concerned units. The working performances were compiled in AU Art and Culture Preservation report and were submitted to the concerned administrative committees half- yearly and annually.

In order to monitor the projects/ activities, the Office of Thai Art and Culture, Student Affairs as well as the Schools follow the Action Plan for Strengthening Administrative Performance (ASAP2020) for projects and budgeting proposed to the University at the beginning of the academic year. The ASAP2020 enumerated the projects and duties of each unit of the University specified in their one-year plan based on the Five-Year Strategic plan of the University (2018 – 2022). Monitoring and following up were done and formal meetings with the school representatives were held. Besides the formal meetings, the Office of Thai Art and Culture monitored and followed up projects and activities informally through meeting with concerned person, making a phone call, and reminders. These were to manage and arrange the projects/ activities for art and culture preservation to be done in time and according to budget as planned as well as the target achievement.

For the monitoring process, Schools and Units are required to submit their incorporate activity and project proposals to the Office of Thai Art and Culture. Besides, all project proposals were reviewed to investigate the improvement of participant's appreciation in Thai art and culture through the incorporate activities. Then, this would increase high impact on Thai arts and culture.

In academic year 2020, there were 62 projects/ activities successful organized as proposed on ASAP2020 of University Units and Schools. All projects/activities focused on preserving the art and culture for the objectives of encouraging and supporting Thai and International Art and Cultural activities and to develop appreciation of Thai Art and Culture among AU students. The following projects were successfully organized and evaluated in this academic year.

As the Catholic University under the patronage of St.Gabriel Foundation, Assumption University annually organize **“Celebration of Assumption Day and Crowning Ceremony 2020”** to promote and disseminate Catholic value and tradition. The illustrious Assumption Day was meticulously celebrated with all the ceremonial proceedings and impressively accompanying functions. The celebrative occasion started with the Holy Mass conducted at the Chapel of St. Louis Marie de Monfort including the Crowning Ceremony (Crowning of the Virgin Mary) to honor “The Seat of Wisdom”. This activity was aligned with AU uniqueness as **International Catholic University**.

In this academic year, many charity projects that reflect Catholic values were held. The project **ถุงปันสุข** “Happiness Sharing bags” to AU Janitorial Workers (Cleaners) and Security Guards, this activity executed by the Acting Vice President for Student Affairs and Assumption University Student Organization (AUSO). The purpose of this project is to express our sincere solidarity with those who have been suffering from the COVID-19 pandemic in Thailand.

In addition, the Student Council for School of Architecture and Design executed the activity “AR Introduction Camp 2020” as well as AU Muay Thai Club: Volunteer Camp donated household stuffs at Camillian Home for Children Living With Disabilities.

Besides, the University promoted the other religious activities such as alms giving and merit making on the Buddhist Lent Day as well.

4. ☒ The achievement indicators of the plan for art and culture preservation are evaluated.

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.

The table below showed the results evaluation of achievement indicators of the plan for art and culture preservation in comparison from academic year 2018-2020. It is showed that the number of projects/activities in 2019 more than 2018 because all Schools and Units improved the management and arrangement the projects/activities for art and culture preservation; however, the performance in academic year 2020 becomes poorer due to the COVID-19 pandemic. Many projects/activities was postponed or suspended in order to prevent crowd gathering at the University and to control the spreading of COVID-19 coronavirus disease.

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

- The University by the office of Thai Art and Culture, Student Affairs is responsible to promote, encourage, and support Thai and International art and culture by organizing the projects/ activities for the members of University

community. The projects/ activities conducted in academic year 2020 were collaborated with Schools and University Units are presented as follows.

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 as shown in the table below;

No.	Project Name	Indicator	Achieved	Not Achieved
1.	Homage Paying Ceremony to the royal institution (The Celebration on the Birthday Anniversary of H.M. the King Rama X, H.M. the Queen Suthida and H.M. the Queen Sirikit The Queen Mother and the Celebration on the national father day (the birthday commemoration of H.M. the King Rama IX)	1. Percentage of AU community units participate in the activity 2. Number of participants (Both Thai and International) 3. Level of participant's appreciation towards the arrangement activity	√ √ √	
2.	Alms Giving and Merit Making on the Buddhist Lent Day	1. Number of participants attending the activity 2. Level of participants' appreciation towards the arrangement activity	√ √	
3.	Songkran Festival	1. Number of participants attending in the ceremony 2. Level of participant's satisfaction towards the activity 3. Percentage of participant's appreciation of Thai values and tradition 4. Interview on value's perception	√ √ √ √	

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.

- The following projects/ activities were also organized for students in order to promote the art and culture and integrated with teaching and learning organized by each school. The courses/ activities integrated the content of Thai Art and Culture into teaching/ learning distributed by Schools as shown in the table below;

No.	Project Name	Indicator	Achieved	Not Achieved
1	X -Culture	1. Ability to work across cultures 2. Ability to apply theory to real world international project	√ √	
2	GSB Yuwaphat Raktin Project (โครงการอมสิน ยวพัฒน์ รัชถิ่น – ตลาดน้ำวัดสังฆราชา)	1. Level of students' incremental knowledge / understanding about floating market and products to be sold at the floating market 2. Level of students' satisfaction 3. Level of community members' satisfaction	√ √ √	
3	Practice Anapanasati Meditation at home of 2 major required courses	1. Number of students participating in the activity 2. Number of hour for Anapanasati Meditation	√ √	
4	Aspects of Japan's Cultural Activities JA3724	1. Level of incremental knowledge, appreciation of Japanese culture 2. Clarity of explanation of the expert on Ikebana, Yukata, and Shodo workshop	√ √	
5	Graduation Students Orientation	1. Level of incremental knowledge on effective working behavior 2. Level of incremental awareness on social ethic in working environment 3. Level of incremental knowledge on resume writing 4. Level of satisfaction	√ √ √ √	
6	Thai speech contest	1. Level of students' perception 2. Number of Au representative for the national speech contest	√ √	
7	Mental Health Promotion: Students' Initiatives	1. Satisfaction scores of students toward the project 2. The percentage of sophomore nursing students expressing their self-confidence in social services 3. Leadership scores of students 4. The percentage of community people expressing high satisfaction toward the services	√ √ √ √	
8	Little Hands Can Help IX	1. Level of knowledge and Awareness 2. Level of students' incremental skill organizing PR Events 3. Level of students' satisfaction	√ √ √	
9	LV2104 Art and Literature Appreciation	1. Number of qualified works on university's identity and Promotion of Thai Arts and Culture.	√	

No.	Project Name	Indicator	Achieved	Not Achieved
10	Legal History: Father of Thai Law Memorial Day 2020 (Rapee Day)	1. Level of students' incremental knowledge on the Thai legal and judicial evolution after attending the activity. 2. Level of students' appreciation on the contribution of Prince Rapee to the Thai legal and judicial system 3. Number of Freshmen participating in the activity.	√ √ √	
11	Group works and Thai Arts and Culture Presentation	1. Number of students participating in the group work presentation on Thai art and cultures	√	
12	Community Design Research and Academic Service: Phanat Nikhom community	1. Level of students' incremental knowledge on exploration design technique after attending the workshop exposure. 2. Number of students 3. Level of students' satisfaction	√ √ √	
13	Thai restaurant in foreign country	1. Level of students' incremental knowledge 2. Level of participant's satisfaction	√ √	
14	Furniture Design and Fabrication Technology	1. Level of students' incremental Understanding of context, needs, and services: Design guideline by end of academic 2020 2. Level of participant's satisfaction	√ √	
15	Promoting the Province of Thailand	1. Level of participant's satisfaction 2. Number of participants	√ √	
16	Creative and Design Exhibition /Bangkok Design Week 2021 by TCDC	1. The number of students' participation in the project 2. Level of students' incremental knowledge and skill	√ √	
17	Student Tour (Off-campus Concert)	1. Number of participants	√	
18	Online Singing Contest	1. Numbers of submitted applicants	√	
19	Student On-campus Concerts	1. Level of students' incremental knowledge after the visit, or attending lecture and/ or private classes, workshops and/ or master classes. 2. Level of students' incremental musical skills after attending private classes, workshops and/ or master classes. 3. Level of students' satisfaction on overall arrangements of the visit, workshops, and master classes.	√ √ √	

No.	Project Name	Indicator	Achieved	Not Achieved
		4. Level of students' satisfaction on overall arrangements of School's facilities to facilitate the practices and rehearsal.	√	
20	Thai Language Class Called "Tender, Love and Care"	1. Respect each other's Country Learn Thai culture and art Enjoy Thai songs, games and plays as suitable	√	

- The following projects organized by integrated the Art and Culture into extra-curricular activities, these projects conducted by Student Affairs, Assumption University Student Organization (AUSO), and Student Activity Units as shown in the table below;

No.	Project Name	Indicator	Achieved	Not Achieved
1	Wai Kru Ceremony 2020	1. Number of participants 2. Level of participant's satisfaction	√ √	
2	AU Green Loy Krathong Festival 2020	1. Number of participants in Krathong-making demonstration 2. Level of participant's satisfaction towards Loy Krathong festival 3. Level of participations' incremental knowledge and skills towards the Krathong- making	√ √ √	
3	AU Light Up Christmas Tree Ceremony 2020	1. Number of participants 2. Level of participant's satisfaction	√ √	
4	Music Video to Promote School and the University	1. Number of viewers	√	
5	AR Induction camp 2020	1. Number of participants 2. Level of participant's satisfaction	√ √	
6	AU Muay Thai Club: Volunteer Camp 2020	1. Number of participants 2. Level of participant's satisfaction	√ √	
7	Tour Guide Gathering Day 2020	1. Number of participants 2. Level of participant's satisfaction	√ √	
8	ถว้บ้บ้บ	1. Number of participants	√	
9	AU Thai Desserts for Song-kran festival	1. Number of participants 2. Level of participant's satisfaction	√ √	
10	Myanmar Gather Day	1. Number of participants 2. Level of participant's satisfaction	√ √	
11	Joup Jum...(Cambodian Gathering Day)	1. Number of participants 2. Level of participant's satisfaction	√ √	
12	Thai classical dance and music training	1. Number of students attending the training 2. Number of training class for non-Thai students. 3. Percentage of participants are qualified for performance	√ √	√ There was severe pandemic of COVID-19. The University did apply online teaching and learning platform.

- The achievement indicator of the plan for art and culture preservation in term of satisfaction level was evaluated as follows.

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

- The University by the University Art and Culture Preservation Committee has set the level of participants' satisfaction/ appreciation at least 3.51. Referring to the meetings, the committee members were introduced the criteria standard set for evaluation of the projects by using the questionnaire that covered all aspects of the events. Hence, the achievement result showed the level of participants' satisfaction/ appreciation level at 4.41.
- The last achievement indicator of the plan for art and culture preservation to promote cross-cultural understanding to international students in term of number of participants was evaluated as follows.

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

- The University by the University Art and Culture Preservation Committee has set 300 persons as the expected number of international students attending the activities. Hence, the achievement result showed 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.

5. ☒ The evaluation results are used for developing the plan or activities concerning art and culture preservation.

In response to the recommendations of the internal Quality Assessment committee 2019 regarding the issue. "1. AU should incorporate the Thai arts and culture activities to streamline with the Learner Life Cycle from freshmen to alumni. These activities could be part of students' portfolios to develop our students to be co-creators and active citizens. And 2. To increase high impact in AU Thai arts and culture, AU should facilitate and create the AU Thai art and culture core projects coordinated by the AU Thai Art and Culture Center such as AU Thai art and culture week to integrate and collaborate from the School level. This is to assimilate each school's competency to innovate Thai arts and culture activities. AU should connect with the alumni network and industries to support funding such as Thai Arts Product Design Award

from MSME, Thai Culture Music Award, and Thai Calligraphy Contest Award, etc.” the meeting of the administrative committee of Office of Thai Art and Culture and the University Art and Culture Preservation Committee was held to discuss and agreed to provide the certificate of completion and appreciation to students upon their Thai art and culture promotion and preservation portfolio. All Programs and Units will work collaboratively by persuading students to submit their showcase portfolio or process portfolios.

In addition to IQA recommendation on increasing high impact in AU Thai arts and culture, all Schools and Units are encouraged to propose the sustain and authentic activities to provide opportunity for both foreign and Thai students to exhibit their projects in Thai arts and culture week.

Moreover, the University Art and Culture Preservation Committee agreed to engage alumni in AU Thai arts and culture activities by inviting them to participate in Thai arts and culture week and request for their support to offer souvenirs or awards.

In the planning process for academic year 2020, the meeting was held to indicate the incorporation of activities and projects to promote and preserve Thai Art and Culture. Besides, all project proposals were reviewed to investigate an increasing of participant’s appreciation in Thai art and culture through the incorporate activities which would increase high impact on Thai arts and culture in students’ life cycle as well. There were distinctive types of the high impact activities such as showcase booth, competition, marketing activity, contest, forum, special lecture, demonstration, stage performance.

For the IQA recommendations on increasing high impact in AU Thai arts and culture, but it was the disruption of project implementation due to COVID-19, many projects were cancelled.

Apparently, each school has implied the recommendation of IQA committee to improve their projects/activities evaluation methods.

The number of participants in some projects were less than the expected outcome since participants were not available to participate during the implementation period. There was severe pandemic of COVID-19, the university held activity with the limitation of participants and strictly observes the preventive measures of COVID-19. Public relations for some events didn’t reach the target audience. Therefore, in academic year 2021, the consideration on implementation time-frame and various channels of public relations will be discussed.

- The University adopts PDCA in work process. Thus, the projects/activities of preservation of art and culture were developed based on the evaluation results of previous year. Suggestions received from the participants are taken into consideration for the development of improvement plans in the next academic year 2021. The Director of Office of Thai Art and Culture reported the results of performance achievements of preservation of art and culture of the

University to the University Art and Culture Preservation Committee and administrative committees. The committees discussed and reviewed the past project/activities and prepared the improvement plans.

6. ☒ The art and culture preservation service or activities are disseminated to the public.

The University disseminates the information regarding preservation of art and culture to the public via various channels e.g., Printing media, AU website (www.au.edu), School website, School Facebook and social media public relation channels: facebook.com, Instagram, LINE official, and <https://> YouTube

Printing Media: Posters include:

- Homage Paying Ceremony to the royal institution (The Celebration on the Birthday Anniversary of H.M. the King Rama X, H.M. the Queen Suthida and H.M. the Queen Sirikit The Queen Mother and the Celebration on the national father day (the birthday commemoration of H.M. the King Rama IX)
- Thai Speech Contest Project
- AU Green Loy Krathong Festival 2020
- Songkran Festival 2021
- AU Light Up Christmas Tree Ceremony 2020

AU Website:

- AU Green Loy Krathong Festival 2020
- Songkran Festival 2021
- Homage Paying Ceremony to the royal institution (The Celebration on the Birthday Anniversary of H.M. the King Rama X, H.M. the Queen Suthida and H.M. the Queen Sirikit The Queen Mother and the Celebration on the national father day (the birthday commemoration of H.M. the King Rama IX)
- Thai Speech Contest Project
- Wai Kru Ceremony 2020
- Celebration of Assumption Day and Crowning of the Virgin Marry Ceremony 2020
- AU Light Up Christmas Tree Ceremony 2020
- Alms Giving and Merit Making on the Buddhist Lent Day
- "ถุงปันสุข" (Happiness Sharing' bags)

Other Website and other channels:

- Martin de Tour School of Management and Economics in cooperation with Government Savings Bank is organizing a closing ceremony of the GSB Yuwaphat Raktin project was promoted by using <https://www.msme.au.edu/index.php/news-events/events>.

- Theodore Maria School of Arts was provided Arts website, Arts Facebook and Arts Instagram such as English Language Training for Secretaries and staff, Collaborative Activity between AU Students and Students from University of Fukui (UF), Japan, Thai Speech Contest 2020 and “Arts of Giving: Love and Care for Community” at the SOS Children’s Villages and the Watthana Niwat Foundation for the Elderly.
- The Bernadette de Lourdes School of Nursing Science arranged a board exhibition about Ms. Florence Nightingale’s history at Assumption University and was decided to conduct the event online through the BLNS website and Facebook page on May 12, 2021.
- School of Music performed “Music Video to Promote School and the University”, “Online Singing Contest Project”, “School Tour (Off Campus Concert Project)”. The performance was uploaded onto the School of Music’s website, Line Group and School Facebook.
- Montfort del Rosario School of Architecture and Design proposed the Furniture Design for Creative and Design Exhibition / Bangkok Design Week 2021 in <https://triangulumnetwork.org/aaau-dsgn/AAU.DSGN>, and “Community Design Research and Academic Service Project” (exchange of knowledge in the Phanat Nikhom Community).
- School of Law proposed Legal History: Father of Thai Law Memorial Day 2020 (Rapee Day), School of Law’s Wai Cru Ceremony 2020 in School of Law Facebook.

The Office of Thai Art and Culture, the Student Council, and Activity Unit in cooperation with the external organizations organized the activities to promote art and culture to the public. Such as:

- Alms Giving and Merit Making on the Buddhist Lent Day at Wat Sukanthawas temple, Samutprakarn Province on July 1, 2020.
- “AR Introduction Camp 2020” of the Student Council for School of Architecture and Design donated household stuff and creative art activity, and the activity “AU Muay Thai Club: Volunteer Camp” of Muay Thai Club donated household stuff, this 2 activities donated at Camillian Home for Children Living With Disabilities (สถานสงเคราะห์เด็ก บ้านคามิลเลียนเพื่อเด็กพิการ ลาดกระบัง).

7. ☐ Quality standard for art and culture is specified and accepted at the national level.

None

Assessment Result

Indicator	Target	Performance outcome	Score
Indicator 4.1 System and mechanism for preservation of art and culture	6 items	6 items	5 scores

Evidence

Document Code	Document Name
4.1-1-1	Assumption University Order No.94/2018 Appointment as Director, Office of Thai Art and Culture
4.1-1-2	ประกาศมหาวิทยาลัยอัสสัมชัญ ที่ 9/2556 เรื่อง นโยบายและแนวทางการดำเนินงานด้านการทำนุบำรุงศิลปวัฒนธรรม
4.1-1-3	คำสั่งมหาวิทยาลัยอัสสัมชัญ ที่ 368/2561 เรื่อง แต่งตั้งคณะกรรมการบริหารจัดการสำนักงานศิลปวัฒนธรรมไทย
4.1-1-4	Assumption University Order No.194/2019 Appointment of the University Art and Culture Preservation Committee
4.1-1-5	คำสั่งมหาวิทยาลัยอัสสัมชัญ ที่ 210/2563 เรื่อง แต่งตั้งคณะกรรมการจัดงานคริสต์มาสประจำปี 2563
4.1-1-6	Assumption University Order No.238/2020 Appointment of the Loy Krathong Festival Committee 2020
4.1-1-7	Assumption University Order No.47/2021 Appointment of the Songkran Festival Committee 2021
4.1-2-1	Policies and plan of Office of Thai Art and Culture, Assumption University
4.1-2-2	AU Art and Culture Preservation Strategic Plan (2018-2021) แผนยุทธศาสตร์ด้านทำนุบำรุงศิลปะและวัฒนธรรม มหาวิทยาลัยอัสสัมชัญ (พ.ศ. 2561-2564)
4.1-2-3	Assumption University Five-Year Strategic Plan 2018 - 2022
4.1-2-4	5-Year Strategic Plan 2018 – 2022 Student Affairs, Assumption University
4.1-2-5	Action Plan For Strengthening Administrative Performance 2020 of Student Affairs (ASAP 2020)
4.1-2-6	Performance Report for Art and Culture Preservation 2020
4.1-3-1	Minute of Office of Thai Art and Culture Management Committee No. 2/2020 on 11 November 2020
4.1-3-2	Minute of The University Art and Culture Preservation Committee No. 2/2020 on 18 November 2020
4.1-3-3	แบบฟอร์มรายงานผลการดำเนินงานตามแผนทำนุบำรุงศิลปะและวัฒนธรรม
4.1-3-4	Annual Report 2020 of Student Affairs
4.1-3-5	Annual Report Academic Year 2020 of School

Document Code	Document Name
4.1-4-1	Project Report No. 13-16
4.1-5-1	Action Plan for Strengthening Administrative Performance 2021 of Student Affairs (ASAP 2021)
4.1-6-1	Dissemination of the art and culture preservation service or activities to the public Report
4.1-6-2	Assumption University website (http://www.au.edu)
4.1-6-3	https:// www.msme.au.edu/index.php/news-events/events .
4.1-6-4	http://www.facebook.com/ABACNursingScience/photos/
4.1-6-5	Arts Facebook and Arts Instagram
4.1-6-6	https://www.arts.au.edu/schoolevents/au-thai-speech-contest-2020
4.1-6-7	Project Summary Report of School

Component 5 Administration

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

Type of indicator Process

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 Criteria

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

Performance Outcomes

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.**

The Rector Magnificus appointed the Strategic Planning Committee and the Working Team of the AU Strategic Planning Committee to develop a new AU strategic plan, i.e. AU Five-Year Strategic Plan (2018-2022). During the development phase, AU stakeholders were engaged through the methodical data collection & analysis process. In addition, the recommendations of the IQA committee were taken into account. The AU Strategic Plan is in alignment with the AU vision, mission, core values, uniqueness and identity. The AU Strategic Plan determines and encompasses goals, strategies, objectives, initiatives, and action plans based on the institutional strategic advantages & challenges and the outputs of a SWOT analysis on the forces strategically affecting the institutional operation. In order to measure the effectiveness of the Strategic Plan and institutional performance, the key performance indicators (KPIs) and targets were determined. In response to the AU Five-Year Strategic Plan (2018-2022), the Rector Magnificus appointed the AU Financial and Asset Management Committee to formulate a new AU Five-Year Financial & Asset Management Strategic Plan 2018-2022, including financial & asset management policies. Subsequently, The Top Management Committee reviewed the Financial & Asset Management Strategic Plan as well as the financial & asset management policies to ensure that they are in the alignment with the AU Strategic Plan.

Pursuant to the approved AU Strategic Plan, the AU Strategic Planning Committee had all academic and support units develop and propose the strategic plans of the unit. Furthermore, the Action Plans for Strengthening Academic & Administrative unit's Performance (ASAP), which are the annual action plan and budget, were also developed and proposed in conjunction with the unit's strategic plan. All the proposed projects have to be aligned with the University's strategic plan as well. The University appointed three sets of University Planning and Budgeting Committees (UPBC), each is for Undergraduate Programs, Graduate Programs, and Administrative Units accordingly. The roles and duties of the UPBC are to review, advise, and endorse the ASAP of all units to ensure that the AU strategic plans were adhered to. The ASAP 2020 of all units were endorsed by the three sets of UPBC and were submitted to the Rector Magnificus for final consideration and approval. Ultimately, all ASAP that were in line with the AU Strategic plans were allocated adequate budget for implementation in order that the University would be impelled towards the specified vision and mission.

In the academic year 2020, after careful assessment of projects proposed by all units by the University Planning and Budgeting Committees (UPBC), 1105 projects were approved, classified into 717 strategic projects and 388 routine jobs and other projects

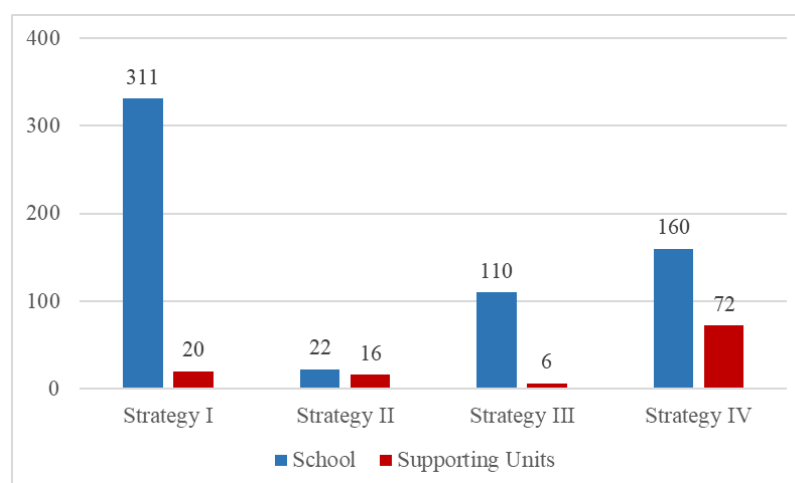
(see Table 5.1.1). This is less than the total annual projects proposed in the academic year 2019 (1,224 projects) due to careful evaluation of past projects that were not implemented or underperforming and pruning of projects by all Schools to ensure effective allocation of budgets and efficient implementation of projects. Also due to the COVID-19 pandemic and the government regulations restricting gatherings of people, certain projects such as Practicums, Field Trips and Business Exposures were cancelled.

Considering the total number of strategic projects, i.e. 717 projects, 603 projects were from academic units and 114 projects were from support units. In terms of overall outcome, the assessment and analysis of all units' performance from the ASAP and Annual Reports (AR) indicated that 49% of the approved strategic projects had accomplished the predetermined targets successfully and 4% of the approved projects are still in progress. Additionally, 14% were unable to achieve the specified targets of the key performance indicators and 33% of the approved projects were not implemented. For routine jobs and other projects, 90% were successfully implemented and 9.5% were not yet implemented. Overall 699 projects (63%) were successfully implemented and 275 projects (25%) were not implemented in the academic year 2020.

Table 5.1.1: A Summary of the Implementation Results of Annual Projects (strategic projects, routine jobs, and other projects)

No.	Units	No. of approved annual projects aligned with AU strategies 2020 (1)		Implementation Results								Not yet implemented (6) = (1) - (5)	
				Achieved (2)		Not achieved (3)		In progress (4)		Total (5) = (2)+(3)+(4)			
		No.	(%)	No.	(%)	No.	(%)	No.	(%)	No.	(%)	No.	(%)
1	Support Units (Routine jobs)	323	100%	317	98%	0	0%	0	0%	317	98%	6	2%
2	Support Units (other projects)	65	100%	33	51%	1	2%	0	0%	34	52%	31	48%
3	Academic Units (Strategic projects)	603	100%	279	46%	99	16%	16	3%	394	65%	209	35%
4	Support Units (Strategic projects)	114	100%	70	61%	3	3%	12	11%	85	75%	29	25%
Total Annual Projects		1,105	100%	699	63%	103	9%	28	3%	830	75%	275	25%

Source: Schools and Supporting Units (AR 2020)



Source: AU Strategic Plan Performance Report: Academic Year 2020

Figure 5.1.1 Strategic Projects Classified by Units

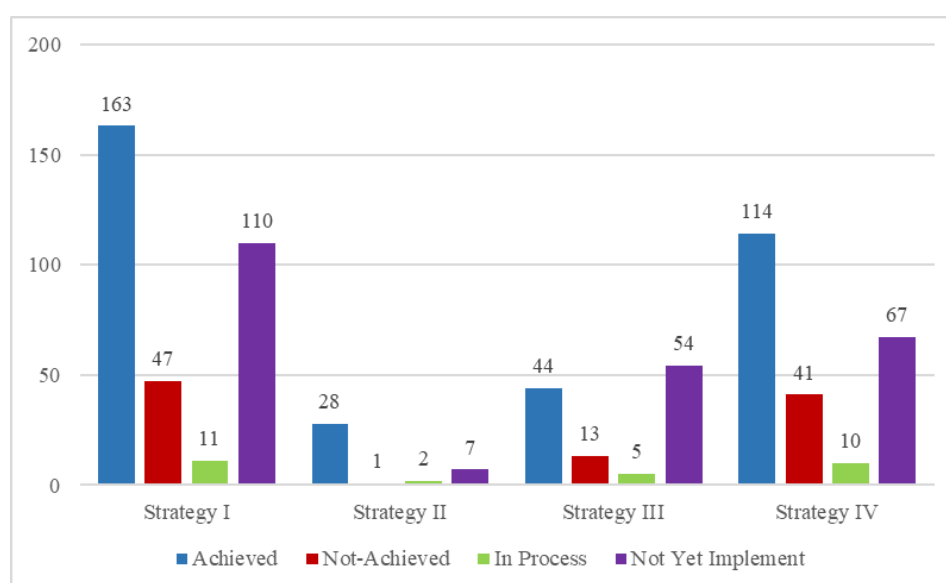
The financial resource allocation under the Project Budget category of ASAP 2020, for the strategic projects (academic and supporting units) indicate that 31.85% is allocated for *Strategy I: Strengthening education quality towards internationalization*, 48.56% for *Strategy II: Gearing AU towards digital transformation*, 5.98% for *Strategy III: Increasing social engagement within and beyond AU communities* and 13.61% for *Strategy IV: Ensuring AU sustainable development*. The actual amount of financial resource allocated for projects under each category is 26.28% for *Strategy 1*, 9.22% for *Strategy II*, 0.28 % for *Strategy III* and 64.21% for *Strategy IV*. A total of 276 projects required no funding.

Table 5.1.2: A summary of the annual projects aligned with AU strategies 2020 classified by AU strategies

AU Strategies	Number of All Approved ASAP 2020 (1)		Implementation Results								Not yet implemented (6) = (1) - (5)	
			Achieved (2)		Not achieved (3)		In progress (4)		Total (5) = (2)+(3)+(4)			
	No.	(%)	No.	(%)	No.	(%)	No.	(%)	No.	(%)	No.	(%)
Strategy I: Strengthening education quality towards internationalization	331	100%	163	49%	47	14%	11	3%	221	67%	110	33%
Strategy II: Gearing AU towards digital transformation	38	100%	28	74%	1	3%	2	5%	31	82%	7	18%
Strategy III: Increasing social engagement within and beyond AU communities	116	100%	44	38%	13	11%	5	4%	62	53%	54	47%
Strategy IV: Ensuring AU sustainable development	232	100%	114	49%	41	18%	10	4%	165	71%	67	29%
Total	717	100%	349	49%	102	14%	28	4%	479	67%	238	33%

Source: AU Strategic Plan Performance Report: Academic Year 2020

AU Strategy		Number of All Approved ASAP 2020	
I	Strengthening education quality towards internationalization	331	29.95%
II	Gearing AU towards digital transformation	38	3.44%
III	Increasing social engagement within and beyond AU communities	116	10.50%
IV	Ensuring AU sustainable development	232	21.00%
Total Annual Projects aligned with AU Strategies		717	64.89%
Routine Operation and Other Projects		388	35.11%
Total Approved ASAP		1,105	100.00%



Source: AU Strategic Plan Performance Report: Academic Year 2020

Figure 5.1.2. Implementation Result of the Strategic Projects

Classifying the annual projects according to AU strategies, Table 5.1.2 shows that *Strategy I: Strengthening education quality towards internationalization* has the largest number of annual projects, i.e. 331 projects. Out of 331 projects, 163 projects (49%) successfully achieved targets, while 110 projects (33%) were not implemented. *Strategy IV: Ensuring AU sustainable development* has the second largest number of annual projects, i.e. 232 projects, of which 114 projects (49%) were implemented successfully and 67 projects (29%) were not implemented. *Strategy III: Increasing social engagement within and beyond AU communities* has the third largest number of annual projects, i.e. 116 projects and 44 projects (38%) were successful implemented. *Strategy II: Gearing AU towards digital transformation* has the smallest number of annual projects, i.e. 38 projects, of which 28 projects (74%) were completed.

The reason why the majority of the projects were not successfully implemented was mainly due to the spread of the COVID-19 pandemic which resulted in the changes in teaching-learning approach, i.e. switch to online mode throughout the semester. In

addition, large events or gatherings are prohibited to prevent the spread of COVID-19. Therefore the faculty and majority of staffs are required to work from home. As a consequence, several projects were not implemented as planned.

The institutional strategic and action plans in 2020 were carried out effectively through the collaboration of the committees from all academic and support units under the close supervision of the Top Management Committee chaired by the Rector Magnificus. From the four institutional strategies with 7 objectives and 83 key performance indicators (KPIs), the University successfully accomplished 80.72% of the KPIs since the targets of 67 indicators were achieved. Moreover, several KPIs significantly exceeded the preset targets. Overall the assessment result for the academic year 2020 was in the level of **‘Good’**.

The overall AU performance in the academic year 2020, evaluated by the achievement of the AU Strategic plan, are presented in Table 5.1.3.

Table 5.1.3: Overall Implementation Results of AU Strategic Plan for 2019

Strategy		Objectives	Indicators	Indicator Target Achieved	
I	Strengthening education quality towards internationalization	2	24	18	75.00%
II	Gearing AU towards digital transformation	1	19	15	78.94%
III	Increasing social engagement within and beyond AU communities	2	16	13	81.25%
IV	Ensuring AU sustainable development	2	24	21	87.50%
Overall Result		7	83	67	80.72%

- *Strategy One is “Strengthening education quality towards internationalization”.* Under this strategy (Table 5.1.4) with 2 objectives and 24 KPIs, the University attained 75.00% success rate, accomplishing 18 out of 24 indicators. This is significantly lower than the previous academic year (91.67%). Four KPIs were unaccomplished (16.67%) and 2 KPIs were not implemented (8.33%). Overall performance of Strategy I is therefore average.

KPIs that significantly exceeded the preset targets are:

1. Number of training/ seminar projects organized
2. Number of courses utilizing active learning
3. Number of publications faculty members published in international journals listed by OHEC or conference proceedings
4. Number of citations in recognized databases such as TCI, ACI, SCOPUS, Web of Knowledge etc.
5. Number of students doing internship with MNCs

This is due to the support given by the university to ensure that the teaching learning activities, faculty research and faculty and staff trainings and seminars, which were mostly conducted online, continued uninterrupted and were effectively managed.

The Unaccomplished KPIs (with less than the preset targets) are:

- Number of exchange students.
- Number of awards received by students internationally.
- Percentage of graduate employment in multinational firms.
- Number of visiting professors from recognized overseas universities.

One major problem is the COVID-19 pandemic. Another problem is the lack of effective database system to keep track of graduates and alumni. It is therefore necessary for all programs to strengthen the engagement with their graduates and keep track of the career and academic progress of the graduates as well as maintain efficient database.

Table 5.1.4: Strategy ONE: Strengthening education quality towards internationalization

Strategy ONE: <i>Strengthening education quality towards internationalization</i>				
Strategy I Objectives	Initiative	Indicators		
		Total	Achieved	% Achievement
1 To leverage the University's strength as an international university to produce quality graduates.	1. Steer academic programs towards international standards	2	2	100%
	2. Enhance quality of teaching and learning process towards international standards and practices	7	5	71.43%
	<i>Total</i>	9	7	77.77%
2 To increase AU's global recognition	3. Raise international recognition of faculty members, students, and alumni	9	6	66.67%
	4. Strengthen the positioning as a multicultural community of scholars (students and faculty members)	6	5	83.33%
	<i>Total</i>	15	11	73.337%
Grand Total of Strategy ONE		24	18	75.00%

- *Strategy Two is "Gearing AU towards digital transformation".* Under this strategy with 1 objective and 19 KPIs, in 2020 (Table 5.1.5), the University accomplished 15 out of 19 indicators, constituting 78.95% success rate which is similar to the previous academic year (78.95%). Two KPIs were not achieved (10.53%) and 2 KPIs were not implemented (10.53%). Thus the overall performance of Strategy Two is average.

KPIs that significantly exceeded the preset targets are:

- Number of courses delivered in digital education format
- Number of access to fully online course

This could be the result of adopting the online learning system throughout the academic year. In alignment with the strategy *Gearing AU towards digital transformation*, the digitalization has been integrated more intensively and extensively in the teaching-learning process, research, and administration. The AU SPARK is a comprehensive mobile application that is designed to facilitate the teaching & learning process and ease the life on campus for both students and lecturers. The functions of AU SPARK cover, for instance, course registration, classroom management, academic advising, etc. Furthermore, the AU Learning Management System, MSME Learning Management System and MS Teams have also been successfully integrated into the teaching-learning activities. This is evident from the fact that all Programs, both at the graduate and undergraduate level, were able to quickly adapt to the online teaching mode. MSME has also developed the MSME E-Services system (<https://eservice.msme.au.edu/learning>) to facilitate knowledge sharing with the public in various categories including learning and teaching, career advice and technological know-how as well as the E-Service Performance Report System. The University has also implemented E-budget.

Unaccomplished KPIs (with less than the preset targets) are:

1. Adequate network bandwidth.
2. Estimated time and cost saved.

Table 5.1.5: Strategy TWO: Gearing AU towards digital transformation

Strategy TWO: <i>Gearing AU towards digital transformation</i>				
Strategy II Objectives	Initiative	Indicators		
		Total	Achieved	% Achievement
1 To utilize Information and Communication Technology for enhancing the capability and efficiency in the core functions of teaching and learning, research, social service, and academic service.	1. Integrate digitalization into main functions (i.e. teaching, research, academic service and management)	15	13	86.67%
	2. Build an innovative culture to drive AU towards digital transformation	4	2	50%
	Total of Strategy TWO	19	15	78.95%

- *Strategy Three is “Increasing social engagement within and beyond AU communities”.* Under this strategy of two objectives with sixteen indicators, in 2020 (Table 5.1.6), the University achieved 13 out of 16 indicators, constituting 81.25% success rate, which is similar to the academic year 2019 (81.25%). Three indicators

were not accomplished, constituting 18.75%. The overall performance of Strategy Three is good.

Some KPIs that significantly exceeded the preset targets are:

- Number of research projects funded by external organizations
- Number of training programs to develop competencies of young researchers.
- Number of participating local schools or industries and AU faculty members in research or academic service projects.
- Number of faculty members participating for providing consulting services or training programs for external communities.

Some important unaccomplished KPIs (with less than preset target) are:

- Number of students as research assistant
- Number of research projects granted to young Researchers

This could be due to the fact that due to COVID-19 pandemic, 47% of the projects were not implemented.

Table 5.1.6: Strategy THREE: Increasing social engagement within and beyond AU communities

Strategy THREE: <i>Increasing social engagement within and beyond AU communities</i>				
Strategy III Objectives	Initiative	Indicators		
		Total	Achieved	% Achievement
1 To promote strong collaborations and partnerships between AU and stakeholders	1. Increase collaboration with national or international organizations and Catholic institutions worldwide	7	5	71.43%
2 To connect public engagement with researches and academic activities	2. Promote public engagement and support collaboration between AU faculty members and local schools or industries	9	8	88.89%
Grand Total of Strategy THREE		16	13	81.25%

- *Strategy Four is “Ensuring AU sustainable development”.* Under this strategy with 2 objectives and 24 indicators (Table 5.1.7), the University accomplished 21 indicators which is equivalent to 87.5% success rate, similar to the performance in the academic year 2019 (87.50%). 1 KPI was not achieved (4.16%) and 2 KPIs were not implemented (8.33%) Overall, performance for Strategy Four is good.

KPIs that significantly exceeded the preset targets are:

- Number of participants in the training courses
(*Action Plan: Develop new and innovative training courses/ programs for lifelong learning*)
- Number of trainings, activities /programs organized
(*Action Plan: Develop students' soft skills*)
- Number of participants participating
(*Action Plan: Promote the university in national and international events, competitions and conferences*)
- Number of new start-ups or entrepreneurs developed
- Level of employers' satisfaction towards graduates' entrepreneurial spirit: leadership, management knowledge, and
- Number of trainings, conferences and workshops organized for knowledge sharing

49% of the proposed projects under Strategy IV were implemented and only 29% were not implemented. In spite of the COVID-19 pandemic and work from home policy, the university ensured all trainings and projects were successfully implemented to ensure sustainable development of the programs, graduates and faculty.

Unaccomplished KPI (with less than preset target) is:

- Percentage increase in the number of student enrolments

This is partly due to the COVID -19 pandemic where many businesses have been affected and parents are not able to afford the children's tuition. Another reason is due to the intense competition among international programs in Thailand. Though the University has continuously promoted the programs through a number of PR activities in all media, it has not increased the number of student enrolments. Therefore continuous evaluation of the effectiveness of each medium in reaching the target group need to be conducted and PR activities need to be improved accordingly.

For the two indicators, i.e. *Number of programs developed* and *Number of enrolments*, for the action plan 'Develop new multidisciplinary academic programs', no results were reported. But many programs have already initiated the process of developing new programs in line with the technological trends of the market and country.

Table 5.1.7: Strategy FOUR: Ensuring AU sustainable development

Strategy FOUR: <i>Ensuring AU sustainable development</i>				
Strategy IV Objectives	Initiative	Indicators		
		Total	Achieved	% Achievement
1 To ensure innovative growth and sustainable employment of graduates in the digital age	1. Establish systems and structures to support innovative growth and sustainable employment of graduates in the digital age	9	7	77.78%
2 To make known to public the distinctive features of AU	2. Create uniqueness and good image for the university	10	9	90%
	3. Develop and maximize quality management system and resources	5	5	100%
	<i>Total</i>	<i>15</i>	<i>14</i>	<i>93.33%</i>
Grand Total of Strategy FOUR		24	21	87.50%

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.**

The Rector Magnificus, the President, of Assumption University appointed the Financial and Asset Management Committee of the University. The duties and responsibilities of the Committee are to analyze internal and external financial environments, formulate the AU Five-Year Financial and Asset Management Strategic Plan (2018 – 2022) which is in line with the University’s Five-Year Strategic Plan (2018–2022), and determine the sound financial policies as well as appropriate action plans to ensure the effective and efficient graduate production and the cost-effectiveness of the Program/School Management.

Thereafter, the Committee proposed the AU Five-Year Financial and Asset Management Strategic Plan including action plans endorsed by financial reports, overall implementation, and financial performance to the Top Management, Rector, and the University Council for their consideration and approval, respectively.

At the end of an academic year, the overall operations and financial performance of all Programs, Schools, and the University were gathered and analyzed by the Office of Financial Management with respect to the ratios of cost pertaining to the development of students, faculty and staff, and teaching-learning instructional management as well as the cost per student for each Program/School.

Prior to the commencement of an academic year 2020, all relevant financial data were reported to the Top Management Committee and thereafter to respective Deans to

conduct the cost-effective analysis with regards to the graduate production and the program management.

Table 5.1.8 shows the average ratios of cost at AU level in an academic year 2020, the largest average ratio of cost (63.46%) accounted mainly from the development of faculty and staff (i.e. salary, remunerations, position payment, specialization payment, extra-teaching payment, cost of training, seminars, and international educational trips, scholarships to faculty members and staff, etc.), which is very essential to ensure the quality of teaching and learning as well as graduate quality.

Table 5.1.8: Ratios of Cost Per Degree 2020 – AU Level (Unit: Percentage)

Ratios of Cost Per Degree 2020 – AU Level (Unit: Percentage)			
Degree	Students (Scholarships)	Faculty and Staff	T+L
Average Ratios of Cost	5.95	63.46	30.59

Based on the cost per student, ratios of developmental costs, and the above average ratios of cost prepared by the Office of Financial Management, the Vice President for Academic Affairs arranged the meeting with the respective School to disclose all pertinent financial data and its performance to affirm its cost-effectiveness.

In connection with the given data, each School performed the cost-effective analysis of the graduate production and the program management. Subsequently, each School developed the project proposals for the Action Plans for Strengthening Academic Unit's Performance (ASAP), the University budgeting system, and proposed to the University Planning and Budgeting Committee (UPBC) for consideration and approval.

Budget allocation for specific School was classified into six categories according to the University's main operational functions as follows.

- 1) Graduate Production – student development, faculty and staff development, as well as teaching and learning development
- 2) Research
- 3) Academic Services
- 4) Preservation of Art and Culture
- 5) Administration
- 6) Institution's Identity

The proportion of budget allocation for each function (Table 5.1.9) varied corresponding to the diverse programs and different degree levels. In an academic year 2020, the budget allocation at AU level for graduate production accounted for the largest proportion (42.19%) as the University primarily emphasized on the quality of graduates and followed by administration (26.66%). AU allocated more research budget (26.37%) comparing to previous year, resulting in more research production in 2020. The total number of budget proposals under ASAP to support AU Five-Year Strategic Plan 2020 was 717 projects. The cost effectiveness analysis revealed that

more projects (479 projects: 67%) were implemented comparing to last year, while many projects could not be implemented due to the COVID-19 pandemic.

Table 5.1.9: Proportion of the University's Budget Allocation 2020 (Unit: Percentage): AU Level

Proportion of the University's Budget Allocation 2020 (Unit: Percentage): AU Level									
Level	Graduate Production (GP)				Other Operational Functions				
	Students	Faculty and Staff	T + L	Total of GP	Research	Academic Services	Preservation of Art and Culture	Administration	Institution's Identity (3E)
Average Budget Allocation	9.86	3.88	28.45	42.19	26.37	3.55	0.31	26.66	0.95

In order to evaluate the cost-effectiveness of each Program/School in an academic year 2020, the University utilized several key performance indicators as follows.

1. Job placement survey
2. Satisfaction of market employers with respect to five domains (i.e. Ethics, Knowledge, Cognitive Skills, Human Relationship and Responsibilities, Mathematical Analysis, Communication, and Information Management)
3. Satisfaction of graduates with respect to five domains
4. Satisfaction of graduates with respect to the Program Quality (i.e. Program, Lecturers, Teaching and Learning, Evaluation, Student Advising, and Extra-Curricular Activities)
5. Achievements with respect to AU Five-Year Strategic Plan (2018-2022)
 - Strategy 1: Strengthening education quality towards internationalization
 - Strategy 2: Gearing AU towards digital transformation
 - Strategy 3: Increasing social engagement within and beyond AU communities
 - Strategy 4: Ensuring AU sustainable development
6. Program accreditation/affiliation
7. Awards/recognitions of students and faculty members
8. Institution's Identity (3E: Ethics, English Proficiency, and Entrepreneurial Spirit)
9. Number of research publications, conferences, proceedings, creative works, paper presentations, patents, etc.

With respect to a job placement survey in an academic year 2020 (Table 5.1.10-5.1.11), the average percentage of graduates who were employed within one year of graduation was 88.04% at undergraduate level; however, the average job placement at AU level remained sensibly high at 93.38% despite the economic downturn and the COVID-19 pandemic. Besides, number of graduates employed by the multinational companies (MNCs) was well above the AU target level.

Table 5.1.10: Job Placement Survey 2020 – Undergraduate Level

Job Placement Survey 2020 – Undergraduate Level	
School	2020
Martin de Tours School of Management and Economics	89.32%
Theodore Maria School of Arts	89.47%
Bernadette de Lourdes School of Nursing Science	78.13%
Vincent Mary School of Science and Technology	81.08%
Vincent Mary School of Engineering	85.94%
Albert Laurence School of Communication Arts	94.65%
School of Law	89.29%
School of Biotechnology	88.89%
Montfort Del Rosario School of Architecture and Design	97.87%
School of Music	85.71%
Average Job Placement: Undergraduate Level	88.04%

Table 5.1.11: Job Placement Survey 2020 – AU Level

Job Placement Survey 2020 – AU Level	
Degree	2020
Bachelor's Degree	88.04%
Master's Degree	94.07%
Doctoral Degree	98.03%
Average Job Placement: AU Level	93.38%

The satisfaction of the market employers with respect to five domains (i.e. Ethics, Knowledge, Cognitive Skills, Human Relationship and Responsibilities, Mathematical Analysis, Communication and Information Management) in accordance with the Thai Qualifications Framework for Higher Education was conducted. The results (Table 5.1.12-5.1.13) affirmed that the market employers' satisfaction remained very high, above the AU target level of at least 3.51 (out of 5 points), at both undergraduate and AU level, suggesting that the program management is still very effective, producing high quality graduates who meet the Programs' objectives and the industries' needs.

Table 5.1.12: Satisfaction of Market Employers on Five Domains 2020 – Undergraduate Level

Satisfaction of Market Employers on Five Domains 2020 – Undergraduate Level	
School	2020
Martin de Tours School of Management and Economics	4.11
Theodore Maria School of Arts	4.21
Bernadette de Lourdes School of Nursing Science	4.28
Vincent Mary School of Science and Technology	3.94
Vincent Mary School of Engineering	4.25
Albert Laurence School of Communication Arts	4.19
School of Law	4.25
School of Biotechnology	3.93

Satisfaction of Market Employers on Five Domains 2020 – Undergraduate Level	
School	2020
Montfort Del Rosario School of Architecture and Design	4.14
School of Music	3.90
Average Score out of 5 Points: Undergraduate Level	4.12

Table 5.1.13: Satisfaction of Market Employers on Five Domains 2020 – AU Level

Satisfaction of Market Employers on Five Domains 2020 – AU Level	
Degree	2020
Bachelor's Degree	4.12
Master's Degree	4.14
Doctoral Degree	4.25
Average Score out of 5 Points: AU Level	4.17

Besides, the University evaluated the satisfaction of graduates with respect to five domains in an academic year 2020 (Table 5.1.14-5.1.15). The results proved that the graduates' satisfaction remained very high above the AU target, signifying the effective program management in teaching and learning development as well as graduate production.

Table 5.1.14: Satisfaction of Graduates on Five Domains 2020 – Undergraduate Level

Satisfaction of Graduates on Five Domains 2020 – Undergraduate Level	
School	2020
Martin de Tours School of Management and Economics	4.28
Theodore Maria School of Arts	4.26
Bernadette de Lourdes School of Nursing Science	4.53
Vincent Mary School of Science and Technology	4.22
Vincent Mary School of Engineering	4.25
Albert Laurence School of Communication Arts	4.31
School of Law	4.13
School of Biotechnology	4.17
Montfort Del Rosario School of Architecture and Design	4.15
School of Music	4.58
Average Score out of 5 Points: Undergraduate Level	4.29

Table 5.1.15: Satisfaction of Graduates on Five Domains 2020 – AU Level

Satisfaction of Graduates on Five Domains 2020 – AU Level	
Degree	2020
Bachelor's Degree	4.29
Master's Degree	4.42
Doctoral Degree	4.48
Average Score out of 5 Points: AU Level	4.40

Additionally, the satisfaction of graduates on Program Quality (i.e. Program, Lecturers, Teaching and Learning, Evaluation, Student Advising, and Extra-Curricular Activities) was conducted to assess the Program/School's cost-effectiveness (Table 5.1.16-5.1.17), agreeing that the graduates' satisfaction on Program Quality at both undergraduate and AU level was well above the AU target, confirming the overall efficient and effective cost management.

Table 5.1.16: Satisfaction of Graduates on Program Quality 2020 – Undergraduate Level

Satisfaction of Graduates on Program Quality 2020 – Undergraduate Level	
School	2020
Martin de Tours School of Management and Economics	4.12
Theodore Maria School of Arts	4.12
Bernadette de Lourdes School of Nursing Science	4.30
Vincent Mary School of Science and Technology	4.11
Vincent Mary School of Engineering	4.12
Albert Laurence School of Communication Arts	4.19
School of Law	4.04
School of Biotechnology	3.98
Montfort Del Rosario School of Architecture and Design	4.10
School of Music	4.39
Average Score out of 5 Points: Undergraduate Level	4.15

Table 5.1.17: Satisfaction of Graduates on Program Quality 2020 – AU Level

Satisfaction of Graduates on Program Quality 2020 – AU Level	
Degree	2020
Bachelor's Degree	4.15
Master's Degree	4.31
Doctoral Degree	4.35
Average Score out of 5 Points: AU Level	4.27

Regarding the achievements of AU Five-Year Strategic Plan (2018-2022), all Schools contributed and successfully implemented the projects to support the AU strategies as shown in table 5.1.18, proving a high-level of cost-effective management of the University.

Table 5.1.18: Achievements of AU 5-Year Strategic Plan (2018-2022) 2020 – AU Level

Achievements of AU 5-Year Strategic Plan (2018-2022) 2020 – AU Level				
School	Strategy 1	Strategy 2	Strategy 3	Strategy 4
Martin de Tours School of Management and Economics	✓	✓	✓	✓
Theodore Maria School of Arts	✓	✓	✓	✓
Bernadette de Lourdes School of Nursing Science	✓	✓	✓	✓

Achievements of AU 5-Year Strategic Plan (2018-2022) 2020 – AU Level				
School	Strategy 1	Strategy 2	Strategy 3	Strategy 4
Vincent Mary School of Science and Technology	✓	✓	✓	✓
Vincent Mary School of Engineering	✓	✓	✓	✓
Albert Laurence School of Communication Arts	✓	✓	✓	✓
School of Law	✓	✓	✓	✓
School of Biotechnology	✓	✓	✓	✓
Montfort Del Rosario School of Architecture and Design	✓	✓	✓	✓
School of Music	✓	✓	✓	✓
Master's Degree	✓	✓	✓	✓
Doctoral Degree	✓	✓	✓	✓
Overall Achievements: AU Level	Achieved	Achieved	Achieved	Achieved

With respect to Program Accreditation/Affiliation, many Programs are accredited by and/or affiliated with national or international standards/organizations. For example, under Martin de Tours School of Management and Economics, Finance Program is under CFA Affiliation University Program with CFA Institute and Insurance Program is accredited by Australian and New Zealand Institute of Insurance and Finance. In addition, Master of Science in Investment Analysis and Management Program is also affiliated with CFA Institute. Graduate School of Business is also accredited by the Network of International Business School (NIBS).

Another indicator that can be applied to determine the cost-effectiveness is the number of recognitions and awards received by students as well as faculty members at national and/or international level. The following table ascertained that many students and faculty members, from many Schools and Program, received recognitions and awards which help enhancing the University's good reputation.

CFA stands for Chartered Financial Analyst.

Table 5.1.19: Recognitions and Awards by Students and Faculty Members 2020 – AU Level

Recognitions and Awards by Students and Faculty Members 2020 – AU Level		
School/Degree	Students	Faculty Members
Martin de Tours School of Management and Economics	✓	✓
Theodore Maria School of Arts	✓	
Albert Laurence School of Communication Arts	✓	✓
School of Law	✓	✓
School of Biotechnology	✓	✓
School of Music	✓	✓
Master's Degree		✓

The University also allocated budget for its Institution's Identity (3E: Ethics, English Proficiency, and Entrepreneurial Spirit) to instill total development in students. Table 5.1.20 revealed that the students' satisfaction (4.14) was significantly higher than previous year (4.03) and the employers' satisfaction (4.12) was well above the AU target. This evidently denotes that the University has been successful in instilling the AU Identity among the AU graduates.

Table 5.1.20: AU Identity (3E: Ethics, English Proficiency and Entrepreneurial Spirit) 2020

AU Identity (3E: Ethics, English Proficiency and Entrepreneurial Spirit) 2020		
School	Students	Employers
Martin de Tours School of Management and Economics	4.04	4.15
Theodore Maria School of Arts	3.96	4.28
Bernadette de Lourdes School of Nursing Science	4.47	4.29
Vincent Mary School of Science and Technology	4.41	3.83
Vincent Mary School of Engineering	3.94	4.12
Albert Laurence School of Communication Arts	4.18	4.24
School of Law	4.21	4.27
School of Biotechnology	4.34	4.02
Montfort Del Rosario School of Architecture and Design	4.02	4.11
School of Music	3.85	3.86
Average Score out of 5 Points: Undergraduate Level	4.14	4.12

With respect to the last performance indicator, research publications at AU level, the total number of academic works increased significantly from 191 in 2019 to 243 in 2020 and total number of creative works reasonably increased from 46 in 2019 to 58 in 2020. Besides, many research articles were published in SCOPUS Indexed Journals.

In conclusion, the University directed, followed up, supported, and encouraged all Programs and Schools to analyze financial data composing of the cost per student for each School and Program, ratios of cost for development of students, faculty and staff as well as teaching and learning instructional management on a continuous basis. The University also performed the cost-effectiveness analysis of the graduate production and the program management at all levels. Based on the outcomes of several key performance indicators verified above, it confirms that the University achieved the high level of effective and efficient graduate production as well as Program/School management in an academic year 2020.

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 mission. The degree of risk should be lowered.**

Assumption University managed the risk based on the Risk treatment Plan from the risk assessment process done by the AU Risk Management Committee appointed by the President of the University. The University assesses risk covers the four missions of

higher education and reviews the impact into five areas. There is a risk impact to financial, people, operation, reputation and compliance.

This academic year, the revision of AU Risk treatment was developed as following:

- First one is cause of the Epidemic Outbreak with the highest risk value (Risk value is 20) and set as the highest risk value and required immediate treatment.
- Second one is the persistent decline of student intake is still recurring, this risk is placed in the second rank with the same risk value as the first one.
- The third one is the Breach of personal data protection (risk value is 16), the violation of patent (risk value is 16)
- The fourth one is copyright and license of the software, and the last one is the inefficient and vulnerable ICT systems (risk value is 12)

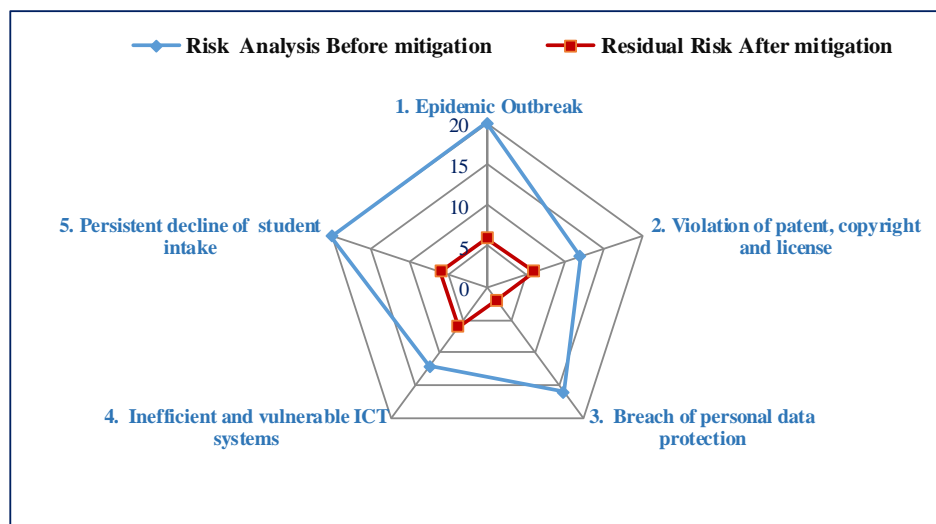


Figure 5.1.3: AU Risk treatment

During the academic year 2020, the risk management committee constantly monitored and oversaw the implementation of the action plans that would expectedly lower the degree of the identified risks. At the end of the academic year 2020, the risk management committee reassessed and evaluated the residual risks upon the implementation of risk management measures. The outcomes after the treatments are as follows:

- Four action plans to reduce the risk of Epidemic Outbreak.
- Eleven action plans to reduce the risk of Persistent decline of intake students.
- Three action plans to reduce the risk of Breach of personal data protection.
- Two action plans to reduce the risk of violation of patent, copyright and license of the software.
- Nine action plans to reduce risk of Inefficient and vulnerable of the ICT system.

Risk	Risk Analysis Before mitigation			Treatment Measures	Residual Risk After mitigation		
	Likelihood (1-5)	Impact (1-5)	Risk Factor Matrix Result (Likelihood x Impact)		Likelihood (1-5)	Impact (1-5)	Remaining Risk Factors
1. Epidemic Outbreak	5	4	20	1) Encourage the lecturers to offer online courses. 2) Monitor the health of students and staffs especially who have the high exposure to the epidemic. 3) Establish the communication channel for all parties to followup the situation. 4) Set up responsive team to take care of the situation and announcement.	2	3	6
2. Persistent decline of student intake	5	4	20	1) Aggressively publicize AU & AU programs through Catholic and network schools. 2) Design branding strategy & launch branding campaign of each school promoting distinctive uniqueness beyond competitors in the international level. 3) Organize teaching & learning courses in which students can accumulate study credits either through online study (Massive Open Online Courses: MOOC) or conventional classroom study then transfer accumulative credits to the normal program. 4) Increase participation in overseas educational exhibition. 5) Integrate courses to develop multidisciplinary programs. 6) Develop new programs or modify existing programs in response to market demand. 7) Terminate programs which are outdated & not in demand. 8) Organize short/training courses, which participants earn the certificates, in response to market demand e.g. digital marketing, language courses, computer program courses, soft skill courses. 9) Develop student retention plan and ensure effective implementation. 10) Develop financial & long-term business plan and ensure effective implementation.	3	2	6

Risk	Risk Analysis Before mitigation			Treatment Measures	Residual Risk After mitigation		
	Likelihood (1-5)	Impact (1-5)	Risk Factor Matrix Result (Likelihood x Impact)		Likelihood (1-5)	Impact (1-5)	Remaining Risk Factors
				11) Develop and promote alternative sources of income e.g. research grants, academic services, rental spaces, short-course training program, government projects, consultancy project.			
3. Breach of personal data protection	4	4	16	1) Follow the guideline of established agency e.g. the general Data protection regulation (GDPR) of EU regarding personal data protection. 2) Formulate policies regarding personal data protection and disseminate to all relevant parties for acknowledgment and implementation. 3) Educate the lecturers and staff regarding the impact of the latest data privacy law in Thailand to protect school from this school.	2	1	2
4. Violation of patent, copyright and license	3	4	12	1) Install software to block the illegal download and installation for university's computer system. 2) Develop ethical standard handbook regarding research citation and use of patent, license and copyrights material Enforce ethical standard.	2	3	6
5. Inefficient and vulnerable ICT systems.	3	4	12	1) Formulate plans and implement the drills regarding ICT threat prevention. 2) Formulate a Business Continuity Plan (BCP) to handle the attacks by ICT malicious mischief. 3) Raise awareness of and educate AU students and personnel regarding ICT threat prevention according to the specified plan. 4) Enhance and optimize backup bandwidth. 5) Establish feasible backup link, both between campuses and external links. 6) Procure essential network infrastructure and / or equipment for efficient & feasible systems. 7) Carry out proper and sufficient maintenance of network infrastructure and/or equipment.	2	3	6

Risk	Risk Analysis Before mitigation			Treatment Measures	Residual Risk After mitigation		
	Likelihood (1-5)	Impact (1-5)	Risk Factor Matrix Result (Likelihood x Impact)		Likelihood (1-5)	Impact (1-5)	Remaining Risk Factors
				8) Survey and analyze demand of users. 9) Replace obsolete equipment by proper equipment which is essential to work performance.			

By the end of the academic year 2020, the AU Risk Management Committee was reviewed and evaluated the risk value after executed all action plans with effectiveness. Upon the execution of the treatment measures, all risks were reassessed in terms of “*risk likelihood scale*” and “*risk impact scale*”, which have been stipulated in the AU Risk Management Manual, to calculate the residual risk. All residual risks were lower after the treatments in comparison with the level of risk before the treatment, as presented in the abovementioned table. Several measures have been proposed and implemented; nonetheless, the situation persists.

With this residual risk result, the committee agreed to retain the Epidemic Outbreak, persistent decline of student intake, Violation of patent, copyright and license, and Inefficient and vulnerable ICT systems into the following academic year risk assessment.

4. ☒ The University applies the 10 principles of Good Governance in administration

As good governance plays a pivotal role in the success of Higher Education and is a crucial factor in sustaining and improving quality and performance, the University has strictly adhered to the ten principles of good governance to ensure honest, transparency, accountability, effectiveness, and efficiency in the administrative management, as well as to avoid any fraudulent practices attributable to the internal conflicts of interest. AU focuses greatly on governance and operations to achieve its mission, comply with regulatory challenges, and also position itself to a highly dynamic, changing, and complex environment. The University’s governance structure includes the University Council (UC), the President, the Top Management Committee/the University Executive Board, and the Academic Senate Committee. The UC comprises of nineteen members, with responsibility for the administration of the University and for the management of its finances and assets. Its role is the advisory body to the Rector and exercises general oversight over the University and its affairs. To ensure the effective processes of decision- making within the University, the UC met four times in the academic year 2020 (1/2020 on October 8, 2020, 2/2020 on November 12, 2020, 3/2020 on February 25, 2021, and 4/2019 on May 20, 2021) to discuss diverse issues and monitor the efficiency and effectiveness of internal management including financial matters, good governance, and risk management.

Aligning the University's mission, the University Audit Committee has been appointed to help supervise the above-mentioned arrangements.

To ensure the UC and all AU administrators perform their duties with their utmost capacity of all levels of good governance principles and determine how they advance the mission of the University, the performance evaluations were conducted to evaluate the AU top administrators including the Rector Magnificus, Vice Presidents and Deans in the areas of core responsibilities such as leadership, management, and operational performance. The overall performance evaluation results of the academic year 2020 ranged from 4.04 to 5.00 out of 5. The following are the detailed performance evaluation results.

Performance evaluation results of the Rector Magnificus: 4.8 out of 5

Performance evaluation results of Vice Presidents: ranged from 4.24 to 5 out of 5

Performance evaluation results of Deans: ranged from 4.04 to 4.92 out of 5

The ten principles of good governance of AU administration are responsive to the present and future needs of the society, including effectiveness, efficiency, responsiveness, accountability, transparency, participation, decentralization, rule of law, equity, and consensus oriented.

1) Effectiveness

Despite the challenges and changes facing the Higher Education, particularly in relation to educational technologies, rising students' expectations, and changing public expectations, the University is capable to produce desired results. The UC is committed to encouraging management effectiveness through performance evaluations and reviews. The UC also ensures that all key executive members are equipped with the information they need to perform their duties effectively. Relating to the University's 5-year strategic plan (2018-2022), the University stipulated the annual operational goals, indicators, and targets as stated in the University's Action Plans for Strengthening Academic and Administrative units' Performance (ASAP). With concrete procedures and guidelines, all academic and administrative units set up their annual action plans to be in line with the University's mission. The University allocated sufficient budget and resources for all academic and support units as proposed in their ASAP reports. The analysis results demonstrated that, of all the approved projects, 49% was successfully implemented, while 11% was ongoing projects due to a variety of reasons. For the academic year 2020, there were a total of 717 approved projects, including 603 projects proposed by the academic units and 114 projects proposed by the support units. The implemented projects from the academic and support units accounted for 65% (394 projects) and 75% (85 projects), respectively.

2) Efficiency

The University has stipulated its standard working procedures and directions for all academic and administrative units to ensure they could function efficiently and have carried out their tasks in such a way to bring about the best outcome to the University's vision. The number of unnecessary resources were reduced to produce the highest amount of output. The Top Management Executive assisted the President in overseeing the strategic direction for the University. In order to achieve efficient administration, the Committee delegated responsibilities to a number of committees cradling key areas for the University including teaching and learning, research, student activities, infrastructure and facility development, finance human resources, governance and management. All implemented projects were operated efficiently through cost-effectiveness and resource utilisation strategies for the best interests of its stakeholders and within a set timeframe.

3) Responsiveness

The University set up stakeholder relationship management processes to make sure that the needs of all stakeholders have been taken within a reasonable timeframe. The essential key stakeholders for the University involve students, parents, faculty, staff, administrators, employers, alumni and the community. As students are valuable stakeholders, a wide variety of student services and resources have been provided to support academic activity and to stimulate personal, social, and professional developments. The Office of Vice President for Student Affairs is a focal point where students could seek immediate advice and assistance or voice their complaints, which could be instantly dealt with in due course. Satisfaction surveys were conducted at different levels to understand the needs of stakeholders. The findings and feedback of surveys were analyzed and utilized for the University's development and improvement as follows:

- Survey Report on AU Student's Satisfaction on Student Affairs Services 2020
- Survey Report on AU Student's Satisfaction on AU Graduates 2020
- Survey Report on AU Career Satisfaction and Engagement 2020
- Survey Report on AU Uniqueness and Core Values 2020

4) Accountability

The University operates under the regulatory framework for Higher Education and empowers all responsible and concerned people to perform their duties and responsibilities with honesty, accountability, and integrity. The University's operational goals were well implemented through approved projects undertaken by responsible units. The University is accountable to its stakeholders and the public, and is committed to reporting the consequences of the decisions they make on behalf of the stakeholders the AU represents.

5) Transparency

The University is committed to transparent practices in its institutional operations and standard procedures, contributing to the engagement of stakeholders across the University. To monitor the AU administrative operations, the two fundamental committees namely the AU Ombudsmen and the University Audit Committee have been appointed by the University Council. The AU Ombudsmen, in particular, is responsible for the grievances raised by AU members through the Office of Human Resource Management, as well as investigate complaints against maladministration. The University Audit Committee assists the UC to monitor the effectiveness of the University's internal control and risk management system. In order to enhance information disclosure, the University ensures that all necessary information is readily accessible to its stakeholders through the University's website.

6) Participation

The University involves both the internal and external partners in the decision-making either directly or through appointed representatives. The University strives to achieve good and purposeful engagement, in which decisions are informed by the views of stakeholders and consider the needs of the community, contributing to trust and understanding while assisting with risk management. As the internal stakeholders, AU administrators at different levels have opportunities to participate in discussing the major issues, formulating policies, developing strategies, and implementing plans. A number of steering and working committees were formed, comprising representatives from both academic and support units. Stakeholders at different levels including current students, employers, alumni, and external experts actively participated in providing comments and suggestions to a variety of important issues such as the curriculum revision and modification, the examination reviews, and the internal quality assurance assessment. In addition, the model for parental involvement has been embraced, with a strong emphasis on collaborative decision-making and communication through a Parent Meeting Day.

7) Decentralization

The UC empowers the Rector Magnificus and the Top Management Committee to lead and manage all institutional activities, particularly in the development of strategic planning and decision making. All activities pertaining to the University's planning and decision making are distributed or delegated to all people concerned. All school administrators and support units have the authority and primary responsibility for the management of significant areas or functions within the University to ensure the effective development, provision, implementation and evaluation of the action plans. The annual reports, which provided a thorough recommendations and feedback, have been submitted to the Top Administrators for review and use for further improvement.

8) Rule of Law

The University has embraced and adhered to the principles and the rule of law. Under the ministerial regulations and provisions of the Private Higher Education Institutions Act B.E. 2546 Amendment (No.2) B.E. 2550, the University puts in force the operating rules and regulations governing the operation of all units.

The Top administrators communicate these rules to all AU members through various means and regularly monitor them to follow these rules strictly. Aligning the strategic directions of the Ministry of Higher Education, Science, Research, and Innovation (MHESI), the University ensures to maintain quality of education and prepare its students for the 21st century through the integration of Desired Outcome Education (DOE) characteristics and the essential soft/life skills into teaching and learning.

More importantly, given the current circumstances presented by the COVID-19 pandemic, the University has strictly followed the Emergency Decree on Public Administration in Emergency Situations concerning the situation of the COVID-19 outbreak. Several announcements, measures, and protocol have been issued to curb transmissions for the health and safety of everyone.

9) Equity

Equity and inclusiveness are distinguished characteristics of good governance of the University. As a virtue of being an International Catholic University, AU is committed to promoting fairness and avoiding prejudice and discrimination in all its operations. All faculty, staff, and students are given respect and fair treatments. AU faculty and staff obtain an equal right to be acknowledged and recognized. All are treated equally in terms of performance appraisal, promotion, scholarships, professional development, education studies degree, research grant and remunerations. As a community of over 90 nationalities, students are provided with an equal amount of admiration. Assumption University International Student Group (AUISG) has been established by the Office of Student Affairs in 2012 to support all foreign students studying in AU. All AU members are gratified that their interests have been considered by the University. This reflects one of the University's missions in which to create a healthy studying and working environment. AU always provides the opportunity for its community to enhance and improve their well-being.

10) Consensus- oriented

The University ensures to take into account the differing interests of various stakeholders in order to reach a broad consensus. All concerned faculty and staff members are encouraged to share ideas and concerns, as well as to actively engage in the institutional activities. These contribute to establishing a sense of belonging while maximizing join and connection.

Given the emergence and ongoing impacts of coronavirus disease 2019 (Covid-19), the University has complied with the national infection control measures and implemented

a number of preventive strategies in the effort to curb the spread of Covid-19, putting health and safety of AU community a priority. In particular, the University has issued the AU's Operational Procedures During the Period of the Covid-19 Pandemic, in response to the heightened escalation of the infected cases.

5. ☑ The University monitors and supports all units to manage knowledge according to knowledge management system.

The University envisions itself as a learning organization, supporting students, faculty and staff development through life-long learning and knowledge management by initiating Assumption University Knowledge Management System (AU KMS) with responsibilities in setting up knowledge management policies, procedures, and framework for governing the development and implementation of knowledge management of Schools and Support Units. For sustainable development of managing the knowledge, the University strategically focuses on five dimensions including student development, teaching and learning, administration and management, research, social and economic services. In order to support this endeavor, the University appoints AU KM Working Team to mentor, monitor and support all Schools and Support Units for the development and implementation of their knowledge management plans to ensure that the knowledge management policies, plans and procedures of Assumption University are implemented effectively. The KM Manual and KM Strategic Plan (2016-2020) are in place as system and mechanism to control the procedures in managing of the knowledge and measure the effectiveness of knowledge management of the University.

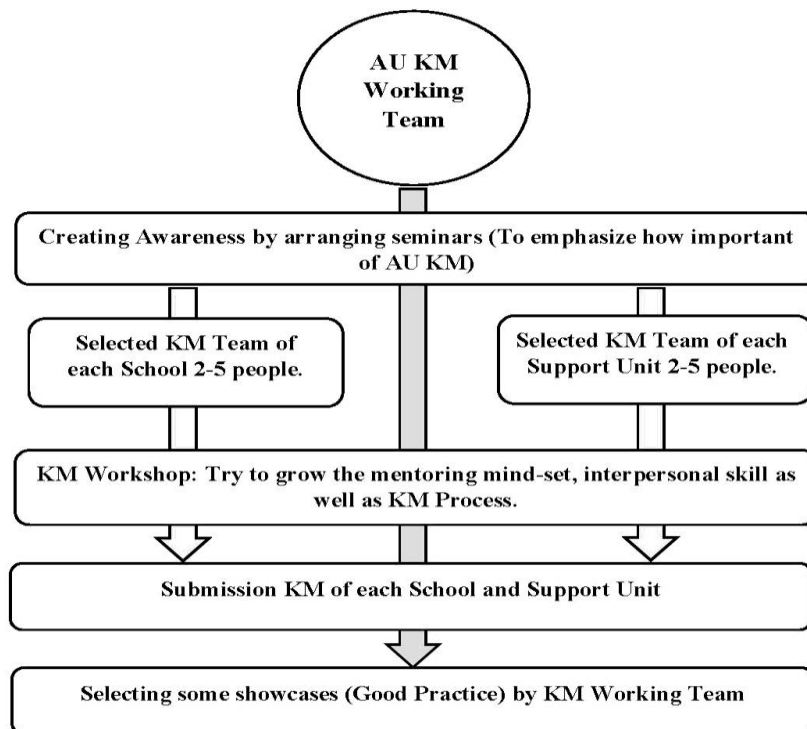


Figure 5.1.4: KM Monitoring and Supporting System

The AU KM Working Team has monitored and followed up the knowledge management of all Schools and Support Units and detected that all units complied with the AU KM. In academic year 2020, 12 Schools and 13 Support Units performed knowledge management contributing to 25 KM outputs. Of which, 42% of the KM outputs is aimed at improving the administration and management, 19% at teaching and learning also 19% at student development.

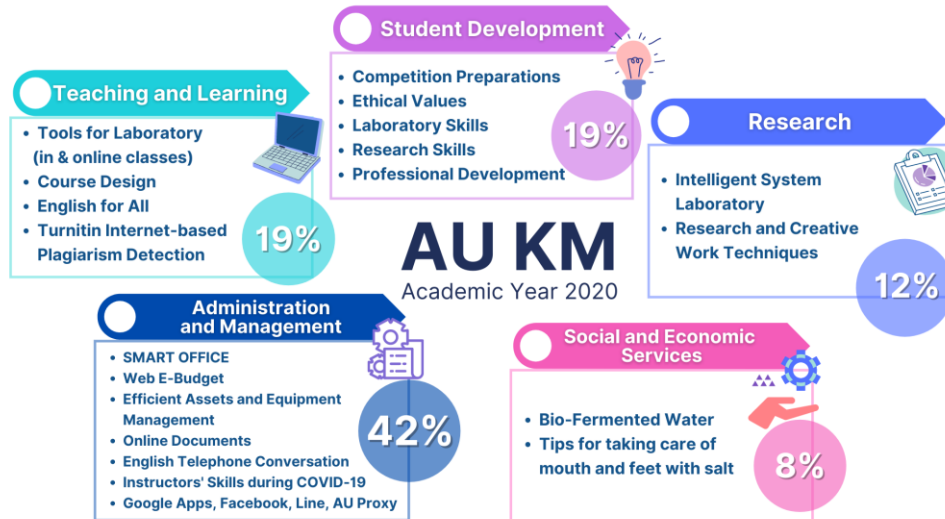


Figure 5.1.5: AU Knowledge Management for Academic Year 2020

With respect to the utilization of knowledge, all Schools and Support Units published their KM works at their websites for public sharing of their knowledge assets. Based on these works, the AU KM Working Team assessed the degree to which the knowledge has been used, identified, and recommended the “knowledge” that has been successfully implemented as a good practice.



Figure 5.1.6: AU KM Best Practices

Good Practices in AU Knowledge Management for Academic Year 2020

Source	Knowledge Management	KM Implication
Martin de Tours School of Management and Economics	Preparing Students for Competition	Generate the systematical way to determine the focal steps that students need to be prepared and practiced in order to provide the best presenting skill and hit to the point.
Theodore Maria School of Arts	Ethical Value Development Using Extracurricular Activities	Emphasize the AU ethical valued among students.
School of Biotechnology	Bio-Students Research Skill	Demonstrate the effective system in providing step by step ways to develop students' basic research skill that is must-know in assisting students to conduct their research.
Central Library	Google Apps for Education	Utilize various Google Apps (Google Drive, Google Forms, Google Photos, etc.) to enhance work efficiency among staff members.

6. ☒ The University monitors the plan for administration and development of faculty members and support staff.

In the academic year 2019 (1 August 2019 – 31 May 2020), a human resources development and management action plan was formulated and approved by the University Council to serve as a strategic policy for directing the efforts towards the human resources development of faculty and staff members. The plan was well administered and implemented by the Office of Human Resource Management (OHRM), through a collaborative effort of various schools, departments, and offices, leading to a number of successful skill development activities, despite the difficulties that arose from the COVID-19 pandemic.

The human resources development and management plan categorizes development for faculty members (Figure 5.1.7) and staff members (Figure 5.1.8) according to 4 key development skills: academic, professional, self-development, and management. In academic year 2020, a number of development activities across the skills have been implemented. These are summarized in the table below.

Academic Skills	Successfully implemented 3 projects in this category (from a target of 3 projects), with 4 training activities.
Professional Skills	Successfully implemented 3 projects in this category (from a target of 4 projects), with 10 training activities.
Self-development Skills	Successfully implemented 3 projects in this category (from a target of 4 projects), with 8 training activities.
Management Skills	Successfully implemented 2 projects in this category (from a target of 3 projects), with 1 training activity.

From the collected data, the university has achieved its human resource development goals, with 11 projects successfully implemented (out of 14), or 78.57%, consisting of 16 human resource development training activities. It was also noted that the university has achieved 5 out of its 6 key performance indicators (KPIs), or 83.33%, according to the university's human resources development and management plan. These are summarized in the table below.

Index	Description	Success
1	No less than 5% of the total number of full-time faculty members obtaining further education nationally or internationally.	No
2	An increase of 3-5 full-time faculty members per year obtaining higher degree qualifications.	Yes
3	An increase of 3-5 full-time faculty members per year obtaining higher academic positions.	Yes
4	No less than 5% of the total number of full-time faculty members attending training workshops, seminars, and conferences organized by AU or external parties, both nationally and internationally.	Yes
5	No less than 20% of the total number of staff members attending training workshops and seminars organized by AU or external parties, both nationally and internationally.	Yes
6	No less than 20% of the total number of staff members attending human resource development programs for self-development and/or management skills at least once per year.	Yes

Consequently, by proceeding with the human resource development and management plan, the university demonstrates a number of successful outcomes. These include:

- 188 faculty members attending training, seminars and/or workshops, both internally and externally, utilizing 112,001 Baht.
- 62 faculty members publishing and presenting a total of 108 academic works at conferences and workshops, utilizing 1,280,813.73 Baht.
- 1 new faculty member receiving PhD scholarship, from 23 scholarship recipients in total, utilizing 1,704,462.55 Baht.
- 6 faculty members obtaining higher degree qualifications.
- 5 faculty members obtaining higher academic positions, comprising of 4 assistant professorships and 1 associate professorship.
- 1 staff member receiving scholarship for a total of 42,305.- Baht.
- 1 staff member obtaining higher degree qualification.

In addition, the university has also awarded 34 faculty members the AU Awards for Excellence and 12 staff members the Staff of the Year Awards, making a total of 49 awards bestowed for employees' excellences in their performances and duties.

Figure 5.1.7: Professional Development for Au Faculty Members Academic Year 2020

PROFESSIONAL DEVELOPMENT FOR AU STAFF MEMBERS ACADEMIC YEAR 2020				
In-house Training for Staff Development				
<ul style="list-style-type: none"> • Induction for New Staff • English Language Development for Staff • Information Technology Training Courses • Professional Moral and Ethics • Professional Development • Annual Staff Seminar 	<ul style="list-style-type: none"> • English Language Development for Staff ✓ • Information Technology Training Courses ✓ • Professional Moral and Ethics ✓ • Professional Development • Annual Staff Seminar ✓ • Specific Professional Skills Development ✓ • General Management, Finance, Budgeting, Public Relations Skills Development ✓ • Leadership Skills Development ✓ • Strategic Planning Skills Development ✓ 	<ul style="list-style-type: none"> • English Language Development for Staff ✓ • Information Technology Training Courses ✓ • Professional Moral and Ethics ✓ • Professional Development • Annual Staff Seminar ✓ • Specific Professional Skills Development ✓ • General Management, Finance, Budgeting, Public Relations Skills Development ✓ • Leadership Skills Development ✓ • Strategic Planning Skills Development ✓ 	<ul style="list-style-type: none"> • Professional Moral and Ethics ✓ • Annual Staff Seminar ✓ • General Management, Finance, Budgeting, Public Relations Skills Development ✓ • Leadership Skills Development ✓ • Strategic Planning Skills Development ✓ 	<ul style="list-style-type: none"> • Professional Moral and Ethics ✓ • Annual Staff Seminar ✓ • General Management, Finance, Budgeting, Public Relations Skills Development ✓ • Leadership Skills Development ✓ • Strategic Planning Skills Development ✓
	<ul style="list-style-type: none"> • English Language Development for Staff ✓ • Information Technology Training Courses ✓ • Professional Moral and Ethics ✓ • Professional Development ✓ • Annual Staff Seminar ✓ • Specific Professional Skills Development ✓ • General Management, Finance, Budgeting, Public Relations Skills Development ✓ • Leadership Skills Development ✓ • Strategic Planning Skills Development ✓ 	<ul style="list-style-type: none"> • English Language Development for Staff ✓ • Information Technology Training Courses ✓ • Professional Moral and Ethics ✓ • Professional Development • Annual Staff Seminar ✓ • Specific Professional Skills Development ✓ • General Management, Finance, Budgeting, Public Relations Skills Development ✓ • Leadership Skills Development ✓ • Strategic Planning Skills Development ✓ 	<ul style="list-style-type: none"> • Professional Moral and Ethics ✓ • Annual Staff Seminar ✓ • General Management, Finance, Budgeting, Public Relations Skills Development ✓ • Leadership Skills Development ✓ • Strategic Planning Skills Development ✓ 	<ul style="list-style-type: none"> • Professional Moral and Ethics ✓ • Annual Staff Seminar ✓ • General Management, Finance, Budgeting, Public Relations Skills Development ✓ • Leadership Skills Development ✓ • Strategic Planning Skills Development ✓
Probation Staff	Full-time Staff and Senior Staff	Head of Office and Deputy Head of Office	Deputy Director of Office/ Assistant Director of Office/ Deputy Director of Institute	Director of Office/ Director of Institute
<ul style="list-style-type: none"> • Specific Professional Skills Development ✓ • Specific Professional Skills Development ✓ • Basic General Management Skills Development ✓ • Basic Leadership Skills Development ✓ • Basic Strategic Planning Skills Development ✓ • General Management Skills Development for Executive ✓ • Leadership Skills Development for Executive ✓ • Strategic Planning Skills for Executive ✓ • General Management Skills Development for Executive ✓ • Leadership Skills Development for Executive ✓ • Strategic Planning Skills for Executive ✓ 				
External Training by Supporting Staff to Participate in Seminars/Conferences/Workshops/Training Locally and Internationally				

Remark: There are 445 AU Staff in academic Year 2020, as of May 31, 2021. ✓ shows the activity has been done in academic year 2020.

Figure 5.1.8: Professional Development for Au Staff Members Academic Year 2020

- **Academic Skill Development**

The University has allocated budgets through OHRM to support faculty and staff members in terms of educational qualifications. Currently, the percentage of faculty members holding a Master's Degree was at 49.58% while for those holding a Doctoral Degree increased from 48.59% (2019) to 49.44% (2020). As for staff development, the percentage of staff holding a Master's Degree was at 9.70% with an increase in Doctoral Degree holder from 0.46% (2019) to 0.69% (2020). In 2020, there were 25 AU scholarship recipients from academic and support units (24 existing recipients and 1 new recipient). For education qualification adjustments, there were 7 members receiving qualification adjustment (6 from academic units and 1 from support units). In terms of academic titles, there was a slight decrease in the number of new academic title recipients, with new 4 assistant professors and 1 new associate professor.

Academic year 2020 saw a significant increase in training activities for faculty and staff members, in order to enhance academic knowledge and prepare for changes due to the COVID-19 pandemic. These are summarized in the table below.

Activity	Date	Responsible Unit	No. of Participants
1. Moodle Learning Management System Essential Training Workshop	Jun 1-2, 2020	OAA	14
2. AU Training on Teaching Pedagogy for Academic Year 2020	Nov 10, 2020	OAA & GSHS	25
3. Training on AU Instructors as CLIL Teachers Evaluation for Semester 2/2020	Dec 18, 2020	OAA & IELE	10
4. Training on Course Assessment Academic Year 2020	Apr 8, 2021	OAA	15

- **Professional Skill Development**

In 2020, there were 10 internal professional skill development activities provided for faculty and staff members, which is also a significant increase from last year. The activities are summarized in the table below.

Activity	Date	Responsible Unit	No. of Participants
1. How to Cut and Trim the Videos Training and Workshop	Jun 16, 2020	AU Library	9
2. Digital Marketing Workshop: "AU Personnels towards Digital Era"	Jul 17, 2020	AU Library & VMS	35
3. Collaborative Mindset Workshop	Jul 21&23, 2020	OHRM	19
4. KM Workshop: "Design Thinking"	Aug 18, 2020	IRAS	51
5. Intensive Training for AU Website Personnel in Digital Marketing Skills to Improve Websites' Ranking	Oct 28, 2020	VMS	38

Activity	Date	Responsible Unit	No. of Participants
6. 5 th AU Digital Marketing Workshop Series on “How to Create Meaningful Infographics”	Nov 25, 2020	VMS	22
7. AU General Worker Training & Development: “Self Reflection for Better & Developed Work Performance & More Harmonized & Happy Working Relationship”	Nov 28, 2020	Administrative Affairs	107
8. AU DX 2021 #1: “Creating Learning Content for Online Platform”	Mar 30 - Apr 2, 2021	OAA & VMS	42
9. AU DX 2021 #2: “Designing Active Learning for Online Classrooms”	Apr 20-23, 2021	OAA & VMS	50
10. AU DX 2021 #3: “Improving Learning Experience Using Data”	May 10-13, 2021	OAA & VMS	37

- **Self- Development Skills**

In 2020, self-development skills activities including English language skills, information technology skills, professional morality and ethics, and personality development were organized as in-house training programs. These are

Activity	Date	Responsible Unit	No. of Participants
1. E-learning (English Delivery for AU Staff)	Oct 14- Nov 18, 2020	OPPQA and TMSA	109 (13 units)
2. How to Cut and Trim the Videos Training and Workshop	Jun 16, 2020	AU Library	9
3. Intensive Training for AU Website Personnel in Digital Marketing Skills to Improve Websites’ Ranking	Oct 28, 2020	VMS	38
4. 5 th AU Digital Marketing Workshop Series on “How to Create Meaningful Infographics”	Nov 25, 2020	VMS	22
5. AU DX 2021 #1: “Creating Learning Content for Online Platform”	Mar 30 - Apr 2, 2021	OAA & VMS	42
6. AU DX 2021 #2: “Designing Active Learning for Online Classrooms”	Apr 20-23, 2021	OAA & VMS	50
7. AU DX 2021 #3: “Improving Learning Experience Using Data”	May 10-13, 2021	OAA & VMS	37
8. Special Seminar on Morality and Ethics by the President of Assumption University	Jul 1, 2, 3 & 8, 2020	OHRM	451

- **Management Skill Development**

Activity	Date	Responsible Unit	No. of Participants
1. Annual Meeting and Seminar for Administrators of Supporting Units	Jul 3, 2020	OHRM	20

Overall, the implementation of human resource development and management action plan in 2020 was 78.57% (11 out of 14 projects) with all of the projects achieving the pre-determined targets and indicators.

During the course of 2020, the university was required to make several disruptive transitions in the way it operates in order to cope with the changes brought forth by the pandemic. A lot of the training workshops and seminars were held online, and were mostly organized in-house through collaboration with faculty members with the expertise on digital and information technologies. Consequently, 2020 saw a significant drop in the number of external professional development activities, despite its original budget approved by the university prior to the year. Nevertheless, many in-house human resource development projects and activities were successfully implemented with rippled effects towards the professional development and digital transformation of the university.

1. Professional Development for Academic Units

Table 5.1.21: Number of Faculty Members who Attend Training, Seminar, and Workshop

Types of Professional Development	Number of Participants	Budget	Expenses
Local	188	1,200,000.-	70,510.-
Overseas	-	6,000,000.-	-
Total	188	7,300,000.-	70,510.-

Table 5.1.22: Number of Faculty Members who Present Papers

Types of Paper Presentation	Number of Presenters	Budget	Expenses
Local	62	5,400,000.-	1,280,813.73
Overseas	-		-
Total	62		1,280,813.73

Table 5.1.23: Scholarship Recipient from Academic Units

Type	Local University					Overseas					Grand Total
	Budget	Expenses	M.A.	Ph.D.	Total	Budget	Expenses	M.A.	Ph.D.	Total	
Faculty	3,500,000.-	1,704,462.55	-	22	22	1,500,000	-	-	1	1	23
Total	3,500,000.-	1,704,462.55	-	22	22	1,500,000	-	-	1	1	23

Table 5.1.24: Academic Title Holders

Academic Titles	Number of Holders
Assistant Professor	4
Associate Professor	1
Professor	-
Total	5

2. Professional Development for Support Units

Table 5.1.25: Number of Staff Members who Attend Training, Seminar, and Workshop

Types of Professional Development	Number of Participants	Budget	Expenses
Local			
Executive	5	100,000.-	5,400.-
Staff	445	300,000.-	41,091.-
Worker	107		
Total	557	400,000.-	46,491.-
Overseas			
Executive	-	2,000,000.-	-
Staff	-	1,000,000.-	-
Worker	-		
Total	-	3,000,000.-	-
Grand Total	557	3,400,000.-	46,491.-

Table 5.1.26: Scholarship Recipients from Support Units

Type	Local University				
	Budget	Expenses	M.A.	Ph.D.	Total
Staff	100,000.-	42,305.-	-	1	1
Total	100,000.-	42,305.-	-	1	1

Note: Budget and expenses for staff members also include those applicable to workshops, meetings, and activities at management level.

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.**

Assumption University has promoted education quality by incorporating QA systems and mechanisms in all of its operations 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. 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.



Figure 5.1.9: AU Internal Quality Assurance System

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.

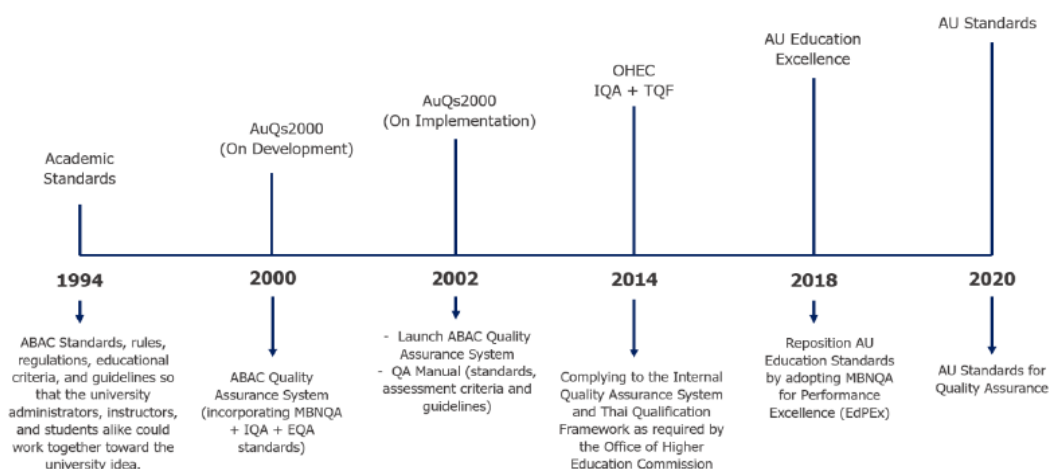


Figure 5.1.10: Evolution of QA Development of Assumption University

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

<u>Schools</u>	<u>Support Units</u>
<ul style="list-style-type: none">• Higher Education Standard• Desired Outcomes of Education• Standard Control Program and TQFs• Teaching and Learning• Advising	<ul style="list-style-type: none">• 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 Programs, Schools and Support Units

In academic year 2020, 61 programs were assessed during July and August (*program level*), 12 Schools reported their year-end progress of the EdPEX for performance improvement in August (*school level*) and 13 Support Units were assessed in August (*support units level*). All units received the results and feedback for improvement. The results of Internal Quality Assessment for Academic Year 2020 are as follows:

Program Internal Quality Assessment Result

Academic Year	Assessment Score	Assessment Result
2020	3.52	Good
2019	3.49	Good
2018	3.49	Good
2017	3.45	Good
2016	3.31	Good
2015	2.87	Fair
2014	2.12	Fair

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

In summary, 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 is gradually improved every year with the highest score in 2020 over the past six years. 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.

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 scores	Yes

Evidence

Document Code	Document Name
5.1-1-1	AU Order No. 124/2020 Appointment of the Strategic Planning Committee of Assumption University
5.1-1-2	AU Five-Year Strategic Plan 2018-2022
5.1-1-3	AU Order No. 239/2019 Appointment of the University Planning and Budgeting Committees (UPBC) for Academic Year 2020
5.1-1-4	Performance Report AU Strategic Plan Academic Year 2020
5.1-2-1	Cost per unit Report for Academic Year 2020
5.1-2-2	Percentage of University's Allocated Budget Academic Year 2020
5.1-2-3	A Job Placement Survey of Assumption University Graduates (Batch 48)
5.1-2-4	Market Employer Satisfaction Index of Assumption University's Graduates (Batch 48)
5.1-2-5	Survey Report on A Study on Graduates Satisfaction with Program Quality (Batch 48)
5.1-2-6	Survey Report on AU Uniqueness and Identity Development Academic Year 2020
5.1-3-1	คู่มือบริหารความเสี่ยง มหาวิทยาลัยอัสสัมชัญ ฉบับปรับปรุง กุมภาพันธ์ 2559
5.1-3-2	AU Order No. 125/2020 Appointment of the Risk Management Committee of Assumption University
5.1-3-3	AU Risk Management Plan Academic Year 2020
5.1-3-4	AU Risk Management Report Academic Year 2020
5.1-4-1	Performance evaluation results of the Rector Magnificus Academic Year 2020
5.1-4-2	Performance evaluation results of Vice Presidents Academic Year 2020
5.1-5-1	AU Order No. 128/2020 Appointment of the AU KM Working Team
5.1-5-2	KM Manual Version 1.0
5.1-5-3	AU Knowledge Management Strategic Plan (2016-2020)
5.1-5-4	KM Public Sharing at OPPQA Website: https://oppqa.au.edu/index.php
5.1-5-5	KM Schools Report 2020 https://au-edocument.au.edu/course/view.php?id=19
5.1-5-6	KM Support Units Report 2020 https://au-edocument.au.edu/course/view.php?id=19
5.1-6-1	รายงานผลการดำเนินงานตามแผนพัฒนาบุคลากร มหาวิทยาลัยอัสสัมชัญ ปีการศึกษา 2563 <ul style="list-style-type: none"> - แผนการพัฒนาบุคลากรและโครงการ (สายวิชาการและสายสนับสนุน) ปีการศึกษา 2559-2563 - ผลการดำเนินงานตามแผนการพัฒนาบุคลากรและโครงการ (สายวิชาการและสายสนับสนุน) ปีการศึกษา 2563
5.1-7-1	Assumption University Quality Assurance Manual

Document Code	Document Name
5.1-7-2	EdPEX Manual : http://au-edpex.au.edu/
5.1-7-3	คู่มือประกันคุณภาพภายในหน่วยงานสนับสนุน
5.1-7-4	AU IQA Master Plan for Academic Year 2020
5.1-7-5	AU-EdPEX milestones (1 August 2018 – 31 March 2021) http://au-edpex.au.edu/about-us/au-edpex-milestones.html
5.1-7-6	AU Order No.122/2020 : Appointment of the University Quality Assurance Board
5.1-7-7	AU Order No.123/2020 : Appointment of the Quality Assurance Executive Committee for Academic Units
5.1-7-8	AU Order No.129/2020 : Appointment of the AU Organizational Performance Excellence Committee
5.1-7-9	AU Order No.126/2020 : Appointment of the Quality Assurance Executive Committee for Support Units
5.1-7-10	AU Order No.127/2020 : Appointment of the QA Academic Coordinating Committee
5.1-7-11	Results of Program Internal Quality Assessment Academic Year 2020
5.1-7-12	Feedback Report on the School EdPEX Year-End Review 2020
5.1-7-13	สรุปผลการประเมินคุณภาพภายในหน่วยงานสนับสนุน ปีการศึกษา 2563

Indicator 5.2 Results of School Administration

Performance Outcome

N/A

(Schools complied with the EdPEX criteria)

Indicator 5.3 System for Monitoring Program and School Quality Assurance

Type of indicator Process

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 the continuous development of the Schools.
6. All programs pass all the standard control criteria specified in Component 1.

Assessment Criteria

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

Performance Outcome

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.

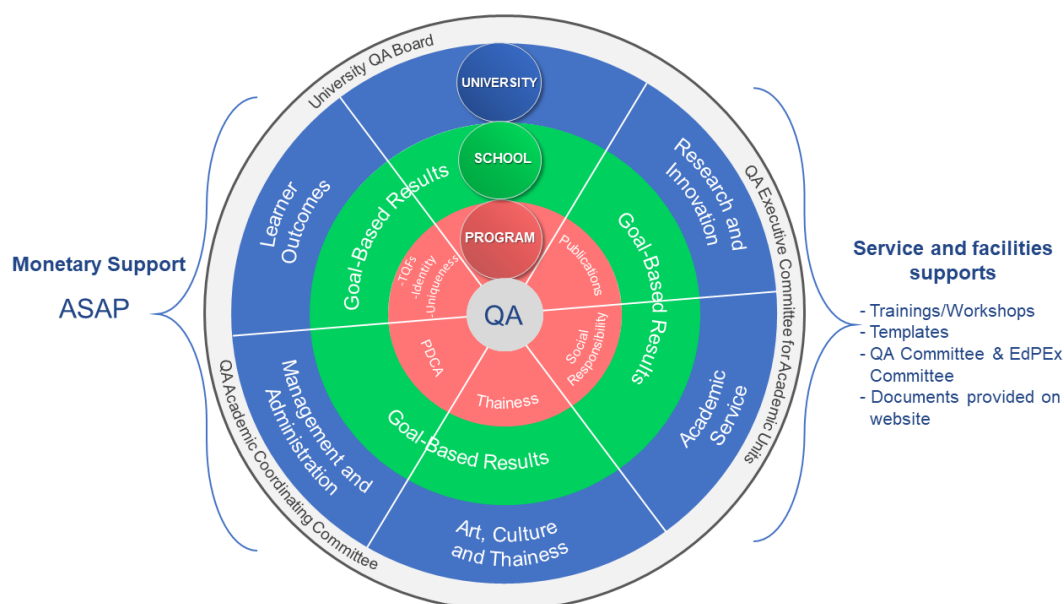


Figure 5.3.1: System for Monitoring Program and School Quality Assurance

Assumption University carries on the mission of higher education on quality of graduate production (i.e. learner outcomes), research, academic services as well as art and culture as the University's core functions. Achieving these key missions are the significant demands for quality of the Programs and Schools of the University. Essentially, the University has developed a system to monitor the quality of Programs and Schools by incorporating the components and standard criteria of the Program Internal Quality Assurance System as required by Higher Education Standard and the EdPEX criteria which emphasizes of the goal-base and fact-base to drive the Schools.

Each School has Program Administrative Committee and School Administrative Committee, as direct and main mechanism responsible for Program and School quality assurance. Both committees are responsible for planning, following up, monitoring, and supervising the management of the concerned programs to ensure quality in accordance with quality standards and criteria. Furthermore, each School has subcommittees to oversee student development, research and academic services.

The administration of Program Internal Quality Assurance follows the policies, system and mechanism, and standard procedures set by AU in its QA Manual while the administration of School Internal Quality Assurance follows the AU-EdPEX Milestones set by the University. The University monitors and follows up all works

related to quality assurance of the University in accordance with the AU IQA master plan.

In academic year 2020, all Programs and Schools implemented their quality assurance plans in line with the activities and timeframe specified in the AU IQA master plan and AU-EdPEx Milestone, accordingly.

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.**

The University appoints several committees and establish Center for Excellence objectively to monitor and oversee the performance of Program and Schools.

The Academic Senate, chaired by the Vice President for Academic Affairs, is responsible for supervising, monitoring and controlling the management of quality development and improvement of all aspects specified in education missions of Schools and Programs through the protocols of Academic Senate, the School Administrative Committees and Program Administrative Committees, respectively.

With respect to quality assurance function, the University set up structural QA committees covering all unit levels (i.e., University, Schools, Programs and Support Units). The University QA Board, chaired by the Rector Magnificus, is responsible for policies and principles in the governance of AU's Quality Education; the QA Executive Committee for Academic Units, chaired by Vice President for Academic Affairs, is responsible for ensuring that the given QA policies, plans, procedures and systems of AU are implemented effectively and efficiently; QA Academic Coordinating Committee, who are school representatives, act as a liaison between the School and the QA Executive Committee for the implementation of the quality assurance system of the University.

The University empowers the Office of Policy, Planning and Quality Assurance (OPPQA) to facilitate and oversee the overall implementation of the University's quality assurance system by having Center for Excellence (CFE) as a facilitating unit to liaise with all QA Committees to ensure that the University's quality assurance missions are well deployed and accomplished.

In academic year 2020, the Center for Excellence reported the performance and progression of the Programs and Schools to the concerned QA committees including QA Executive Committees, Academic Senate and QA Board. Significant improvements have been found in all components of the Program and School Assessments including graduate production, research, academic services and program administration.

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.

The University provides resources for supporting the Programs' and Schools' performance through monetary, service and facilities support.

Monetary Support

The University allocated funds to support Programs and Schools in accomplishing their missions and fulfilling quality assurance requirements. Schools can request for specific needed resources such as teaching and learning tools/equipment, laboratories, etc. through their annual budget plans (ASAP). The University appointed three University Planning and Budgeting Committees (UPBC) for Graduate Programs, Undergraduate Programs and Administrative Units to review, audit, and endorse the annual budget reports (ASAP) to ensure that the specified standard operating procedures are adhered to. In these annual budget reports (ASAP), all Programs and Schools must propose the appropriate budgets for projects to support them to achieve outcomes based on the QA components required. The committees reviewed the project plans to ensure that the project objectives were clearly stated, and expected outcomes and achievement indicators would accomplish missions and internal quality assurance components. Once the ASAP reports of all units were endorsed by the committees, they were submitted to the President for consideration and approval.

Service and Facilities Support

The University provides trainings/workshops, templates, documents, mentoring services and teaching and learning facilities to support Programs and Schools as follows:

- The University hold four academic senate meetings which all deans attended to create understanding of the new education standard B.E. 2561, Desired Outcomes of Education, TQFs and the EdPEX as well to help in the transmission of quality assurance requirements to Programs and Schools for practice.
- Several templates (e.g., Program IQA, Strategic Plan, Risk Management Plan, Annual Report, EdPEX) were provided to support Programs' and Schools operations.
- Two EdPEX workshops were organized to Schools for mentoring and coaching of the EdPEX.
- To support teaching and learning, the University provides internet access and online databases. The internet Wifi access is available on every campus allowing students to access to the Internet using their own personal notebooks and mobile devices. The Library has acquired digital and electronic resources including E-Books, E-Journals, Online database, etc. The University has

adequate and sufficient physical facilities for teaching and learning, student development and research study.

- Other supporting services and documents are provided e.g., guidelines for the implementation of higher education standards into practice, source of research fund, document on funding procedures and academic title procedures.
- Relevant QA information required for Programs and Schools is available on the OPPQA website <http://www.oppqa.au.edu>.

4. ☒ The Program and School assessment results are reported to the committee at the University level for consideration.

The University QA Board and Top Management received the IQA assessment reports of the Programs and Schools on September 2, 2021. *Remark: The results will be reported to the University Council on September 22, 2021.*

Program Performance

In academic year 2020, 61 programs were assessed using assessment criteria specified in OHEC's internal quality assurance manual. All programs passed the standard control in program administration with four programs obtained quality level of "Very Good", 57 programs obtained "Good".

Table 5.3.1: Summary of Program Internal Quality Assessment Results

Academic Year	NOT PASS	Low	Fair	Good	Very Good	Total Programs
	0	(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

As shown in Table 5.3.2 – Table 5.3.5, there are positive improvements in graduates, students, faculty member, program, teaching-learning and student evaluation and learning support facilities.

Table 5.3.2: Program Internal Quality Assessment Results 2014-2020 (by Component)

Academic Year	Program Internal Quality Assessment Results 2014-2020 (by Component)						Assessment 0.01-2.00 = Low 2.01-3.00 = Fair 3.01-4.00 = Good 4.01-5.00 = Very Good	
	Standard Control	Graduates	Students	Faculty Member	Program, Teaching-Learning and Student Evaluation	Learning Support Facilities	Assessment Score	Assessment Result
2020	61 programs (Pass)	4.15	3.14	3.38	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

Table 5.3.3: The Results of Performance Improvements in all Program Levels

Degree	Total Programs	Number of Programs with higher scores in 2020 compared with 2019
Bachelor	29 programs	▲ 13 programs (44.83 %)
Master	19 programs	▲ 12 programs (63.16 %)
Doctoral	13 programs	▲ 6 programs (46.15 %)
Total	61 programs	▲ 31 programs (50.82 %)

Summary of Program Performance Academic Year 2020

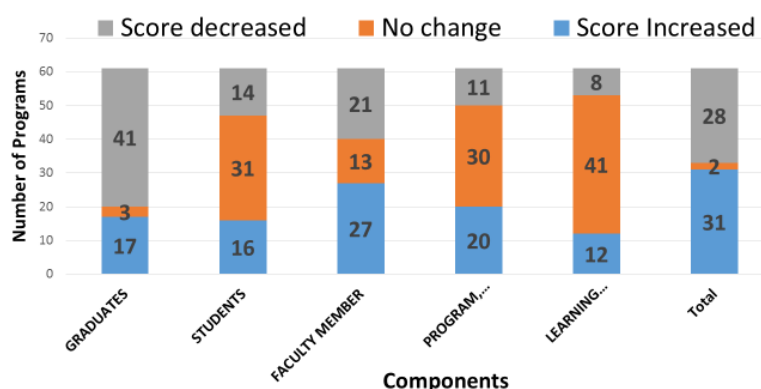


Figure 5.3.2 : Summary of Program Performance Academic Year 2020

Table 5.3.4: Ratio of Full-time Faculty Members holding Academic Titles 2017-2020

2017						2018						2019						2020					
No academic title	Academic Title				Grand Total	No academic title	Academic Title				Grand Total	No academic title	Academic Title				Grand Total	No academic title	Academic Title				Grand Total
	Asst. Prof.	Assoc. Prof.	Prof.	Total			Asst. Prof.	Assoc. Prof.	Prof.	Total			Asst. Prof.	Assoc. Prof.	Prof.	Total			Asst. Prof.	Assoc. Prof.	Prof.	Total	
708.50	75	18	3	96	804.50	642.50	87	17	2	106	748.50	599	87	16	2	105	704	589	86	15	2	103	692
Ratio 12 : 88						Ratio 14 : 86						Ratio 15 : 85						Ratio 15 : 85					

Table 5.3.5: Ratio of Full-time Faculty Members holding Bachelor, Master's and Doctoral Degrees in 2017-2020

Academic Year 2017*				Academic Year 2018*				Academic Year 2019*				Academic Year 2020*			
B	M	D	Total	B	M	D	Total	B	M	D	Total	B	M	D	Total
12	458	334.50	804.50	9	403.50	336	748.50	5	359	340	704	7	338.50	346.50	692
1: 57: 42				1: 54: 45				1: 51: 48				1: 49: 50			

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.

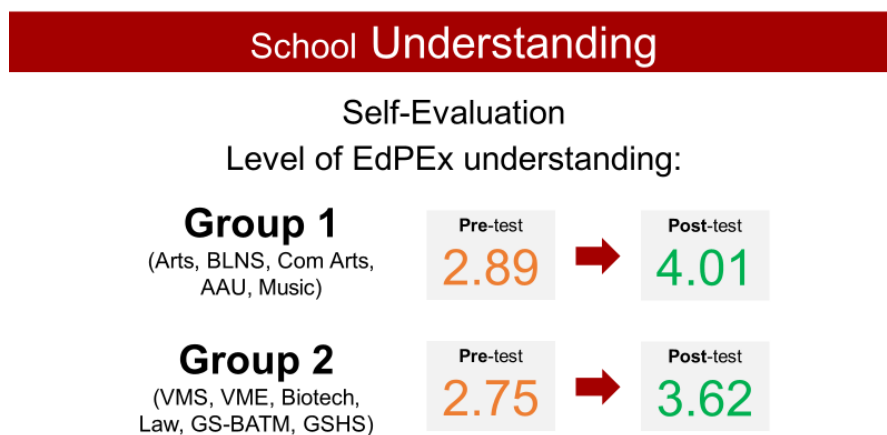


Figure 5.3.3: School Understanding

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

In summary, the outstanding performance outcomes in 2020 are as follows:

Graduate Production

- The University has strengthened the student services and supports to enhance desired characteristics of 21st century graduates. Assumption University, emphasizing “English Language Proficiency” (one of the University’s identities), intends to be an essential part of international academic activities’ supporter and challenges in international competition.

- The outstanding achievements have been recognized for winning several international awards on business plans in global competitions.
 - Thailand MICE Youth Challenge 2020
 - Honorable Mention Award for Excellent Classical Music Business Plan
 - World Peace Ethics Awards
 - CFA Institute Research Challenge in Thailand 2020-2021
 - NIBS Worldwide Business Plan Competition

Faculty Members

- There is an improvement in full-time faculty members holding doctoral degree with ratio 1:49:50 (Bachelor: Master: Doctoral).

Research

- There are increased publications from 194 publications in 2019 to 241 publications in 2020; thus scores of research output is improved from 4.19 in 2019 to 4.45 in 2020.
- The journal rank is improved i.e. The New English Teacher is ranked from TCI Tier 2 to ACI and TCI Tier 1.

Academic Services

The noteworthy academic services with sustainable development and high impact on communities and external organizations include:

- English Language Project
- Legal Aid Project
- Engineering Knowledge
- Poster design for the environment conservation campaign
- Physical exercises for obesity prevention
- Basic art and architectural design training
- Music Training
- Learning media activities in library
- Non-smoking project
- SME

5. ☒ The assessment results and the University Council's suggestions are used for developing the Schools continuously.

After the completion of internal quality assessments at all levels: Programs, Schools, Support Units and AU, the Center for Excellence (CFE) will aggregate the IQA results and compile all suggestions and recommendations given by the University Council, Top Management, University QA Board and QA Executive Committees then prepare performance analysis, indicating positive and negative results of each IQA component and plan for School Site Visits, accordingly. The QA Site Visit is a

mechanism that the University perceives as the core driver to communicate all suggestions and recommendations, oversee future support needed and mentor Schools for quality improvement. The QA Executive Committees and AU Performance Excellence Committee are in charge of School Site Visits by having the Center for Excellence (CFE) as a facilitating unit to liaise between the committees and Schools.

Suggestions and recommendations are highlighted to all Schools and Support Units for future development and continuous improvement including

- AU Transformation
- SMART Office
- Environmental protection
- Data protection
- Good governance
- Teaching and research quality
- Relationship and social engagement
- AU Uniqueness and Identity
- International recognition
- AU's Education quality at par with international standard

6. ☒ All programs pass all the standard control criteria specified in Component 1.

In academic year 2020, 61 programs completed the Program Internal Quality Assessment with all 61 programs passing the standard control criteria specified in Component 1.

Significant improvements found in the assessment of the standard control of the program administration including

- Faculty members who are responsible for the program are mostly PhD holders and their educational backgrounds are in the field of disciplinary, attaining qualified faculty members.
- Publications are at TCI1 and international levels, demonstrating research with high impact.
- Graduate students have publications or at least published work in any form.

Assessment Result

Indicator	Target	Assessment outcome	Score	Achievement (Yes/No)
Indicator 5.3 System for monitoring Program and School quality assurance	6 items	6 items	5 scores	Yes

Evidence

Document Code	Document Name
5.3-1-1	Assumption University Quality Assurance Manual
5.3-1-2	AU IQA Master Plan for Academic Year 2020
5.3-1-3	AU-EdPEX milestones (1 August 2018 – 31 March 2021) http://au-edpex.au.edu/about-us/au-edpex-milestones.html
5.3-2-1	AU Order No.122/2020 : Appointment of the University Quality Assurance Board
5.3-2-2	AU Order No.123/2020 : Appointment of the Quality Assurance Executive Committee for Academic Units
5.3-2-3	AU Order No. 127/2020 : Appointment of the QA Academic Coordinating Committee
5.3-3-1	AU Order No. 239/2019 : Appointment of the University Planning and Budgeting Committee (UPBC)
5.3-3-2	รายงานจำนวนคอมพิวเตอร์และ Access Point ปีการศึกษา 2563
5.3-3-3	รายงานจำนวนทรัพยากรสารสนเทศ ปีการศึกษา 2563
5.3-4-1	A Summary Report of Internal Quality Assessment Results (Academic Year 2014-2019)
5.3-4-2	Feedback Report on the School EdPEX Year-End Review 2020
5.3-5-1	AU Improvement Result based on IQA Recommendation Academic Year 2020
5.3-6-1	Results of Program Internal Quality Assessment for Academic Year 2020

Component 6 Institution's Identity

- **Strengths**

Since the establishment of the University in 1969, the Identity of Ethics, English and Entrepreneurial Spirit has been continuously emphasized in curricula, activities and learning environment.

- **Strengthening Measures**

The University has designed a clear and effective system and mechanisms and the promotion of the system among different faculties has been continuously emphasized.

- **Issues for Improvement**

Student's satisfaction scores need to be improved by enhancing more knowledge about identity and uniqueness.

- **Improvement and Development Measures**

Media channels and the communication process are to be improved to promote the understanding of AU's identity and uniqueness.

Indicator 6.1 Achievements in the Development of Institution's Identity

Type of Indicator	Process
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Identity of Assumption University students

1. Ethics
 - Integrity
 - Social consciousness
 - Discipline
2. English Proficiency
 - Listening skills
 - Speaking skills
 - Reading skills
 - Writing skills
3. Entrepreneurial Spirit
 - Leadership
 - Management of knowledge
 - Labor Omnia Vincit

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 mechanisms for continuous enhancement of the student identity are specified.
4. Students, faculty members and support staff fully participate in.
5. There is an evaluation of satisfaction. The evaluation result is not less than 80%.

Assessment Criteria

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

Performance Outcome

1. ☒ There is a proper and practical rationale in identifying student identity.

The Assumption University's Uniqueness and Identity Strategic Plan (2014-2018) Revised Edition 2015 was revised during the academic year 2017 to correspond with the new University 5-Year Strategic Plan (2018-2022) and later in the academic year 2019 it was revised to correspond with the revised curriculum of BG1403 Professional Ethics in which the service-learning was no longer the requirement for the third-year students. Thus, the integration of Catholic Values in teaching, learning and activities remains the duty of all faculty members in each school to inculcate the University's identity through the mapping of Desired Outcome of Education and 3Es into its curricula. Simultaneously, at the student activity level, the student projects monitored by the Center for Student Leadership and Experiential Learning were designed to inculcate the ethical values through experiential learning. The Assumption University's Identity and Uniqueness is published for public on the University's website (See <https://www.au.edu/about-au/general-information.html>). Whereas the Assumption University's Uniqueness and Identity (2018 – 2022) Five-Year Strategic Plan revised version on April 10, 2020 was published in the website of the Office of Policy, Planning and Quality Assurance for AU community (See <https://oppqa.au.edu/>) In the academic year 2020, the University Uniqueness and Identity Support Committee (UUISC) utilized the online meeting through electronic mail and LINE as the COVID-19 pandemic disrupted the normal operation.

2. ☒ Appropriate indicators and levels of achievement are specified.

The indicators and their levels of achievement are presented in the Assumption University's Uniqueness and Identity (2018 – 2022) revised version on April 10, 2020 booklet.

In view of the dimension of identity, there are 3 strategies with 9 indicators.

Strategy 1. To form students to be ethical

There are 4 indicators.

Strategy 2. To train students to acquire English proficiency

There are 2 indicators.

Strategy 3. To produce students with the entrepreneurial spirit

There are 3 indicators.

In the academic year 2020, it was found that most of the indicators were achieved with level of satisfaction of stakeholders higher than 3.50.

Table 6.1.1: Identity Indicators and Achievement Results 2020

Indicators	Achievements	Remarks
1.1.1 Level of graduating students' satisfaction towards their characteristics: integrity, social consciousness, and discipline	Yes	4.09 or 81.80%
1.1.2 Level of faculty and personnel' satisfaction towards graduating students' characteristics: integrity, social consciousness, and discipline.	Yes	Faculty 4.47 or 89.40% Personnel 4.49 or 89.80%
1.1.3 Level of employers' satisfaction towards graduates' characteristics: integrity, social consciousness, and discipline	Yes	4.14 or 82.80%
1.1.4 Awards/ recognitions given to students and alumni.	Yes	Referring to Awards on the university website Albert Prize Awards
2.1.1 Level of graduating students' English proficiency at the undergraduate level based on CEFR or equivalent scales	No	No information
2.1.2 Level of graduating students' English proficiency at the postgraduate level based on CEFR or equivalent scales	No	No Information
3.1.1 There are learning processes and/or programs to promote leadership, management knowledge, and <i>Labor omnia vincit</i> .	Yes	Referring to Student Affairs Annual Report 2020 Project 7.12 Career Training and Exposure : The Smart Successor MSME Annual Report 2020
3.1.2 Level of employers' satisfaction towards graduates' leadership, management knowledge, and <i>Labor omnia vincit</i>	Yes	4.09 or 81.80%
3.1.3 Awards/ recognitions given to students and alumni.	Yes	Referring to Awards on the university website and School Annual Report
Total	Achieved 77.78%% (7/9) Not Achieved 22.22% (2/9)	

The results of the survey of faculty (4.47 or 89.4 %) and staff (4.49 or 89.8%) towards graduating characteristics i.e. integrity, social consciousness, and discipline were slightly higher than those of the academic year 2019. However, the result of the survey of graduating students (4.09 or 81.80%) towards graduating characteristics i.e. integrity, social consciousness, and discipline was slightly higher comparing to the academic year 2019 (See the IRAS Survey Report on AU Uniqueness and Identity Implementation of the Academic Year 2020).

For awards and recognition, there were several awards and recognitions during the academic year 2020. Examples of these recipients were given as follows:

Miss Satita Phetsuwan of the AU Thomas Aquinas School of Law has received the “Excellent Youth Award Bringing Fame and Honor to the Country in the Area of Arts, Culture & Music 2021 (เด็กและเยาวชนที่นำชื่อเสียงมาสู่ประเทศชาติ ด้านศิลปวัฒนธรรมและดนตรี ประจำปี 2564) (See <https://www.au.edu/about-au/awards-achievements/students-awards/au-law-student-presented-with-outstanding-youth-award-in-arts-culture-music.html>)



The CropsJet Team from the Martin de Tours School of Management and Economics (MSME) won the first prize of the 2021 NIBS Worldwide Business Plan Competition. Through perseverance and entrepreneurial spirit, the CropsJet Team won the first prize (Gold Prize--€1,000) which was announced on May 12, 2021 at the NIBS Reconnect, Virtual Conference. The CropsJet Team consists of 4 members: Ms. Sehaj Arneja (6018193), Department of Management—Leadership and Entrepreneurship, Ms. Thae Hsu Nway (6038301), Department of Management—Leadership and Entrepreneurship, Ms. Kataleeya Hewett (6111358), Department of International Business Management, Ms. Yada Tangchaiprasopchok (5741004), Department of International Business Management (See <https://www.au.edu/about-au/awards-achievements/students-awards/congratulations-winners-of-the-2021-nibs-worldwide-business-plan-competition.html>).



3. ☒ A system and mechanisms for continuous enhancement of the student identity are specified.

There are the University Uniqueness and Identity Support Committees in both institutional and school levels appointed by the University. The name list of committee members was revised as appropriate. The Appointment Order No. 246/2018 was on July 19, 2018 tenable until July 31, 2021.

The University utilized the First Orientation and subsequent orientation events to promote the uniqueness and identity of the University to new students, new faculty members and staff. During the COVID-19 pandemic, the First Orientation was on the online platform, the online video presentation in which brief information about the University and tips for academic success were presented by the President and the Vice President for Academic Affairs. The video also highlighted the University's identity and uniqueness to new students.

Through St. Martin Center for Professional Ethics, the instructors of BG1403 classes were assigned to promote the understanding on the uniqueness and identity to students in all classes. Schools also organized activities to inculcate the identity. For example, School of Management and Economic organized activities to promote entrepreneurial spirit such as Webinar on Botox your Resume and Are you linked (or out)?, CFA Training and Coaching and Yuwaphat's project : Government Saving Bank Social Project to develop small local community businesses (MSME Annual Report p. 84).

The Center for Student Leadership and Experiential Learning under the Office of Student Affairs has a systematic plan on student development to form student's characteristics inspired by the University Identity (3Es) together with the 5 dimensions of OHEC on student development activity and the latest Desired Outcome of Education (DOE) of the Ministry of Education. The CSLEL has designed a quality assurance system to monitor the student development through engagement in the desired activities. The process includes advising, monitoring and coaching for specific learning purpose. Finally the CSLEL would conduct a quantitative research method which was a self-assessment to identify the level of student leaders' competency based on the eight characteristics using five-point rating scale. In the academic year 2020, there were 294 students responded and the results showed that the competency or

achievement of Integrity was the highest (4.70) and the competency or achievement of English competency was the lowest (4.16). Table 6.1.2 shows the results of finding (See Student Affairs Annual Report 2020).

Table 6.1.2: The Results of Student Leader Performance in relation to the University's Identity (3Es)

Standard Learner Outcome	AU Identities	Characteristics	Mean	Ranking
Desired Outcome of Education (DOE) - Learner persons - Innovative cocreator - Active citizen	Ethics	Integrity	4.70	1
		Social consciousness and Responsibility	4.46	3
		Discipline	4.53	2
	Entrepreneurial Spirit	Leadership	4.30	5
		Management knowledge	4.33	4
	English proficiency	English proficiency	4.16	8
		Communication	4.27	7
		Self-development	4.28	6
Average			4.38	

4. ☒ Students, faculty members and support staff fully participate in.

Students from all Schools attended and participated in the Professional Ethics Seminar classes.

The School also has its own activities promoting 3Es. For example: School of Management and Economic organized activities to promote entrepreneurial spirit such as Webinar on Botox your Resume and Are you linked (or out)?, CFA Training and Coaching and Yuwaphat's project : Government Saving Bank Social Project to develop small local community businesses (MSME Annual Report p. 84).

In addition, in the academic year 2020, there were 95 projects implemented by Assumption University Student Organization (AUSO) covering 5 categories of the OHEC. 3 projects promoted moral and ethical development whereas 4 projects promoted entrepreneurial spirit (See Student Affairs Annual Report 2020).

In addition, faculty members and staff were reminded of the University's Uniqueness and Identity during the seminars, meetings and the annual University events.

5. ☒ There is an evaluation of satisfaction. The evaluation result is not less than 80%.

The overall score of stakeholders' (student, faculty members, staff members and market employers) satisfaction toward AU Identity Development is 4.48 or 89.60%. The details are shown that the level of satisfaction towards the dimension of English Proficiency is 4.30 or 85.96%, the dimension of Ethics is 4.14 or 82.85% ,and the dimension of Entrepreneurial Spirit is 4.10 or 81.92% respectively (See the IRAS Survey Report on AU Uniqueness and Identity Implementation of the Academic Year 2020).

Assessment Results

Indicator	Target	Performance outcome	Score
Indicator 6.1 System and mechanisms for ethics development	5 items	5 items	5 scores

Evidence

Document Code	Document Name
6.1-1	Assumption University's Uniqueness and Identity Strategic Plan (2018-2022) Revised version on April 10, 2020
6.1-2	AU Higher Education Standards (academic year 2018)
6.1-3	Appointment Order of the UIISC No. 246/2018
6.1-4	Results of UIISC Strategy Performance 2020
6.1-5	Awards Photos
6.1-6	Student Affairs Annual Report 2020
6.1-7	IRAS Satisfaction Survey on AU Uniqueness and Identity Implementation Academic Year 2020
6.1-8	School Annual Report on Identity and Uniqueness 2020

Component 7 Institution's Uniqueness

- **Strengths**

Since the beginning, the University has been designated as an international and Catholic institution under the patronage of the Brothers of St. Gabriel. The infrastructure reflects the Catholic values and symbols; the learning environment is conducive to international atmosphere. The University has changed its policy from English as a medium of instruction to English as a medium of communication.

- **Strengthening Measures**

Faculties, students, staff and alumni have been encouraged to win more awards in terms of uniqueness.

- **Issues for Improvement**

The decreasing number of international faculty members should be resolved.

- **Improvement and Development Measures**

The number of international faculty members has been increased.

Indicator 7.1 Achievements in the Development of Institution's Uniqueness

Type of Indicator Process

Uniqueness

“An International Catholic University”

1. Catholic University

- 1.1 Catholic values
- 1.2 Catholic symbols
- 1.3 Catholic leader
- 1.4 Liturgical services

2. International University

- 2.1 International programs
- 2.2 International scholars
- 2.3 International students
- 2.4 International recognition
- 2.5 Learning environment

Standard Criteria

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

Assessment Criteria

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

Performance Outcome

1. ☒ **There is a proper and practical rationale in identifying the University uniqueness.**

The Assumption University's Uniqueness and Identity Strategic Plan (2014-2018) Revised Edition 2015 was revised during the academic year 2017 to correspond with the new University 5-Year Strategic Plan (2018-2022), and later in the academic year 2019 it was revised to correspond with the revised curriculum of BG1403 Professional Ethics in which the service-learning was no longer the requirement for the third-year students. Thus the integration of Catholic Values in teaching, learning and activities remains the duty of all faculty members in each school to inculcate the University's identity through the mapping of Desired Outcome of Education and 3Es into its curricula. Simultaneously, at the student activity level, the student projects monitored by the Center for Student Leadership and Experiential Learning were designed to inculcate the ethical values through experiential learning. The Assumption University's Identity and Uniqueness is published for public on the University's website (See <https://www.au.edu/about-au/general-information.html>). Its revised version on April 10, 2020 was also published in the website of the Office of Policy, Planning and Quality Assurance for the AU community (See <https://oppqa.au.edu/>). In the academic year 2020, the University Uniqueness and Identity Support Committee (UIISC) utilized the online meeting through electronic mail and LINE because of the COVID-19 pandemic.

2. ☒ **Appropriate indicators and levels of achievement are specified.**

The indicators and their levels of achievement are presented in the Assumption University's Uniqueness and Identity (2018 – 2022) revised version on April 10, 2020 booklet.

In view of the dimension of uniqueness, there are 2 strategies with 13 indicators to sustain the University's uniqueness.

Strategy 1. To provide education through Catholic formation and settings

There are 7 indicators.

Strategy 2. To educate students through internationalization

There are 6 indicators.

In the academic year 2020, it was found that 84.62% of the indicators were achieved and 15.38% of the indicators were not achieved due to reasons stated in the table below.

Table 7.1.1: Uniqueness Indicators and Achievement Results

Indicators	Achievements	Remarks
1.1.1 Percentage of graduating students completing 48 hours of Professional Ethics Seminar.	Yes	Number of Bachelor's Degree Graduates Batch 48 3,687 students
1.1.2 Awards/ recognitions given to faculty members, staff, students and alumni.	Yes	Referring to Awards on the university website.
1.2.1 Catholic symbols are present in all faculties and schools.	Yes	Photos
1.3.1 The President of the University is a member of the Montfort Brothers of St. Gabriel.	Yes	Photos
1.4.1 The University includes liturgical services and sacramental rites in the first orientation, Wai Khru Ceremony, Christmas, Holy Week, Easter, Assumption Day, Feast of St. Louis Marie Grignon de Montfort, and Graduation Ceremony.	Yes	Photos
1.5.1 Percentage of faculty members attending the Annual Faculty Seminar.	No	Canceled due to COVID-19 pandemic
1.5.2 Percentage of supporting staff members attending the Annual Staff Seminar.	No	Canceled due to COVID-19 pandemic
2.1.1 Percentage of academic programs designed in line with internationally recognized curricula that use English as the medium of instruction, are accessible to students worldwide, and are accepted by overseas universities and/or organizations.	Yes	All 61 programs
2.1.2 The collaboration with overseas universities and/or organizations.	Yes	Referring to University SAR 2020, MOU Report 2020
2.1.3 The acceptance of graduates by overseas universities and/or organizations.	Yes	Working with international organizations 92.2% , Study abroad 67.3%

Indicators	Achievements	Remarks
2.1.4 The integration of architectural design, facilities, and atmosphere conducive to learning among students of diverse nationalities and cultures.	Yes	Photos
2.2.1 The ratio of expatriate to Thai faculty members.	Yes	Ratio 1:3 (higher than expectation 1:4)
2.2.2 The ratio of expatriate to Thai students.	Yes	Ratio 1:2 (higher than expectation 1:5)
Total	Achieved 84.62% (11/13) Not Achieved 15.38% (2/13)	

The overall results of the implementation on the University's uniqueness show a higher level of achievement in the academic year 2020 comparing to the previous year. In terms of maintaining /increasing proportion of international scholars and students, it was found that in the academic year 2020 the ratio of expatriate to Thai faculty members was the same as the previous year whereas the ratio of expatriate to Thai students was 1:2; both results were above the expectations (Uniqueness Indicators 2.2.1 and 2.2.2).

There were higher levels of achievements in terms of acceptance of graduates by overseas universities and /or organizations comparing to previous years. The percentage of graduates intending to study abroad is 67.3% and the percentage of working with private multinational corporations is 92.2% (Uniqueness Indicators 2.13). All details were presented in the Assumption University's Uniqueness and Identity Results of Performance for the Academic Year 2020 as of May 31, 2021.

3. ☒ A system and mechanisms for continuous development of the University's uniqueness are specified.

There are several University Uniqueness and Identity Support Committees in both institutional and school levels appointed by the University. The name list of committee members was revised as appropriate. The Appointment Order No. 246/2018 was on July 19, 2018 tenable until July 31, 2021.

Student Affairs and the Office of Thai Art and Culture have implemented the strategy no. 5 promoting Thai arts and culture in our international context. Among all 9 projects, 4 projects were implemented successfully, but 5 projects were either postponed or suspended. The 20th Higher Education Arts and Culture Festival and the 45th Higher Education Thai Classical Music Festival were postponed to next academic year by the host due to the outbreak of COVID 19. The Thai Social Etiquette Training and Contest, the Cultural and Religious Excursion and the Presentation of Wreath on King Chulalongkorn Memorial Day were suspended in complying with the COVID-19 measures.

In the academic year 2020, due to the pandemic, the Assumption University Student Organization with the International Student Communities utilized the online platform i.e., Facebook Live in organizing virtual events such as the Activity Week, the TEDxAssumptionU 2021, and the Wai Kru Ceremony. The organizers observed the D-M-H-T measures in organizing the events. The events promoted multicultural environment, fostered the bond between members of the communities including Thai and international students in the new normal environment.



The Office of Thai Art and Culture with the Assumption University Student Organization (AUSO) organized the Loy Krathong Festival and celebrated at AU with “Green & Clean Concept” on October 29, 2020. The event included the Krathong Making Session for Thai, foreign students and faculty members using only the biodegrading materials such as banana plant chunks, leaves and fresh flowers. At least 50 faculty members and students took part and joined the Krathong making morning session and around 200 persons participated in the afternoon session. The highlight of the event was the traditional Thai performance by the international students. The level of participants’ knowledge and skills towards the Krathong making are at 3.97 and 4.05 respectively.



The Office of Thai Art and Culture with the Assumption University Student Organization also organized the “Songkran Festival” in a simple Thai atmosphere on April 8, 2021 at the Thai Pavilion area, Suvarnabhumi Campus. The event was joyfully celebrated and greatly impressing and entertaining for both Thai and international student community members. The level of participants’ satisfaction towards the event is at 4.40 of 5- point scale.

At the school level, generally, the instructors encouraged team working environment through group projects, and both Thai and international students gradually learn how to collaborate with one another during their studies. During the academic year 2020, the University announced the use of online teaching and learning mode, thus, the faculty utilized suitable teaching and learning approaches to maintain the atmosphere of team working even though it was an online class.

4. ☒ Students, faculty members and support staff fully participate in.

In general, there were University events fully participated by students, faculty members and support staff such as Assumption Day, Christmas, Feast Day of St. Louis Marie de Montfort, Orientation day, Commencement Ceremony and everyday Mass.

In the academic year 2020, several University’s events were postponed or cancelled. However, there were some events organized by the University under the COVID-19 prevention measures such as the following events (See <http://www.sa.au.edu/news-events.html>).

- The Celebration of H.M. Queen Suthida Bajrasudhabimalalakshana's Birthday Anniversary on June 2, 2020.
- The Celebration of H.M. King Rama X's Birthday Anniversary on July 24, 2020.
- The Celebration of H.M. Queen Sirikit's Birthday Anniversary on August 11, 2020.
- The Alms Giving and Merit Making on the Buddhist Lent Day on July 1, 2020.
- The Wai Kru Ceremony on July 23, 2020.
- The Thai speech contest on December 22, 2020.
- The Loy Krathong Festival on October 29, 2020.
- The AU Songkran Festival on April 8, 2021.

As a Catholic University in Thailand, the University held a Mass Celebration of Assumption Day and the Crowning of Virgin Mary on August 14, 2020.

5. ☒ There is an evaluation of satisfaction. The evaluation result is not less than 80%.

The overall score of stakeholders' (student, faculty members, staff members and market employers) satisfaction toward AU Uniqueness is 4.47 or 89.40%. All the details are shown that the level of satisfaction towards Catholic University is 4.58 or 91.60% whereas the satisfaction level towards International University is 4.39 or 87.80% respectively (See the IRAS Satisfaction Survey on AU Uniqueness and Identity Development Academic Year 2020). The results are slightly higher than the previous year.

Assessment Results

Indicator	Target	Performance outcome	Score
Indicator 7.1 Achievements in the development of institution's uniqueness	5 items	5 items	5 scores

Evidence

Document Code	Document Name
7.1-1	Assumption University's Uniqueness and Identity Strategic Plan (2018-2022) Revised version on April 10, 2020
7.1-2	Appointment Order of the UIISC No. 246/2018
7.1-3	Results of UIISC Strategy Performance 2020
7.1-4	Student Affairs Annual Report 2020
7.1-5	IRAS Satisfaction Survey on AU Uniqueness and Identity Development Academic Year 2020

Appendix I

Common Data Set Academic Year 2020 Assumption University

Common Data Set 2020			Total
1	Number of programs offered in the academic year		61
	-	Bachelor's degree	29
	-	Master's degree	19
	-	Doctoral degree	13
2	Number of programs offered off- campus		-
	-	Bachelor's degree	-
	-	Master's degree	-
	-	Doctoral degree	-
3	Number of students		
	3.1	Number of students of all degree levels	9,070
	-	Number of students in Bachelor's degree programs	8,115
	-	Number of students in Master's degree programs	699
	-	Number of students in Doctoral degree programs	256
4	Number of full-time faculty members classified by academic titles and academic degrees		
	4.1	Number of full-time faculty members working and on leave	692
	-	Number of full-time faculty members (working and on leave) holding Bachelor's degree or equivalent	7
	-	Number of full-time faculty members (working and on leave) holding Master's degree or equivalent	338.50
	-	Number of full-time faculty members (working and on leave) holding Doctoral degree or equivalent	346.50
	4.2	Number of full-time faculty members with no academic titles	589
	-	Number of full-time faculty members (with no academic titles) holding Bachelor's degree or equivalent	7
	-	Number of full-time faculty members (with no academic titles) holding Master's degree or equivalent	320.50
	-	Number of full-time faculty members (with no academic titles) holding Doctoral degree or equivalent	261.50
	4.3	Number of full-time faculty members holding Assistant Professorship	86
	-	Number of Assistant Professors holding Bachelor's degree or equivalent	0
	-	Number of Assistant Professors holding Master's degree or equivalent	17
	-	Number of Assistant Professors holding Doctoral degree or equivalent	69

Common Data Set 2020			Total
	4.4	Number of full-time faculty members holding Associate Professorship	15
	-	Number of Associate Professors holding Bachelor's degree or equivalent	0
	-	Number of Associate Professors holding Master's degree or equivalent	1
	-	Number of Associate Professors holding Doctoral degree or equivalent	14
	4.5	Number of full-time faculty members holding Professorship	2
	-	Number of Professors holding Bachelor's degree or equivalent	0
	-	Number of Professors holding Master's degree or equivalent	0
	-	Number of Professors holding Doctoral degree or equivalent	2
5	Program faculty members' academic degrees		-
6	Program faculty members' academic works		-
7	Bachelor's degree graduates who can secure jobs		
	7.1	Number of Bachelor's degree graduates	2,892
	7.2	Number of Bachelor's degree graduates who completed the survey questionnaire on employment	2,582
	7.3	Number of Bachelor's degree graduates who get employment after graduation (not including those who are self-employed)	1,787
	7.4	Number of Bachelor's degree graduates who are self-employed	541
	7.5	Number of Bachelor's degree graduates who were employed before enrollment in the program	0
	7.6	Number of Bachelor's degree graduates who further their studies	310
	7.7	Average monthly income or salary of Bachelor's degree graduates who are employed or self-employed	26,570.72
	7.8	Number of Bachelor's degree graduates who were self-employed and earned income before enrollment in the program	0
	7.9	Number of Bachelor's degree graduates who entered monkhood	0
	7.10	Number of Bachelor's degree graduates who are enlisted in the military training	0
	7.11	Survey result of employers' satisfaction with Bachelor's degree graduates in programs complying with the TQF: HEd (Five-point scale)	4.15
8	Master's degree graduates' published/ disseminated academic works		
	8.1	Number of Master's Degree Graduates	481
	8.2	Number of master's degree graduates' published/ disseminated academic works	189
	-	Full articles published in any form (0.10)	63
	-	Full articles published in the proceedings of national conferences (0.20)	3

Common Data Set 2020			Total
	-	Full articles published in the proceedings of international conferences <u>or</u> in national journals not listed in OHEC's Regulations on Criteria for Selection of Academic Journals for Publication of Academic Works B.E. 2556 but the University proposes them to the University Council for acceptance and informs the Higher Education Commission within 30 days after the official announcement (0.40)	35
	-	Academic works with petty patent (0.40)	0
	-	Articles published in journals listed in the TCI database (Tier 2) (0.60)	78
	-	Articles published in international journals not listed in OHEC's Regulations on Criteria for Selection of Academic Journals for Publication of Academic Works B.E. 2556 but the University proposes them to the University Council for acceptance and informs the Higher Education Commission within 30 days after the official announcement (not listed on Beall's list) <u>or</u> published in journals listed in the TCI database (Tier 1) (0.80)	8
	-	Articles published in international journals listed in international databases listed in OHEC's Regulations on Criteria for Selection of Academic Journals for Publication of Academic Works B.E. 2556 (1.00)	2
	-	Academic works with patent (1.00)	0
	-	Creative works disseminated to the public in any form or online (0.20)	0
	-	Creative works disseminated at the institutional level (0.40)	0
	-	Creative works disseminated at the national level (0.60)	0
	-	Creative works disseminated at the international joint project level (0.80)	0
	-	Creative works disseminated at the ASEAN level (1.00)	0
	-	Creative works disseminated at the international level (1.00)	0
	9 Doctoral degree graduates' published/ disseminated academic works		
	9.1	Number of doctoral degree graduates' published/ disseminated academic	47
	-	Full articles published in the proceedings of national conferences (0.20)	0
	-	Full articles published in the proceedings of international conferences <u>or</u> in national journals not listed in OHEC's Regulations on Criteria for Selection of Academic Journals for Publication of Academic Works B.E. 2556 but the University proposes them to the University Council for acceptance and informs the Higher Education Commission within 30 days after the official announcement (0.40)	4

Common Data Set 2020			Total
	-	Academic works with petty patent (0.40)	0
	-	Articles published in journals listed in the TCI database (Tier 2) (0.60)	28
	-	Articles published in international journals not listed in OHEC's Regulations on Criteria for Selection of Academic Journals for Publication of Academic Works B.E. 2556 but the University proposes them to the University Council for acceptance and informs the Higher Education Commission within 30 days after the official announcement (not listed on Beall's list) <u>or</u> published in journals listed in the TCI database (Tier 1) (0.80)	9
	-	Articles published in international journals listed in international databases listed in OHEC's Regulations on Criteria for Selection of Academic Journals for Publication of Academic Works B.E. 2556 (1.00)	6
	-	Academic works with patent (1.00)	0
	-	Creative works disseminated to the public in any form or online (0.20)	0
	-	Creative works disseminated at the institutional level (0.40)	0
	-	Creative works disseminated at the national level (0.60)	0
	-	Creative works disseminated at the international joint project level (0.80)	0
	-	Creative works disseminated at the ASEAN level (1.00)	0
	-	Creative works disseminated at the international level (1.00)	0
	-	Number of Doctoral degree graduates	51
10	Full-Time Equivalent Students (FTES)		
	10.1	Number of Full-Time Equivalent Students (FTES) of all degree levels	5,276.61
	-	Bachelor's degree programs	3,712.62
	-	Master's degree programs	1,046.82
	-	Doctoral degree programs	517.17
11	Amount of funds		
	11.1	Amount of internal funds for research or creative works	1,050,157.00
	-	Science and technology	242,000.00
	-	Health science	0.00
	-	Humanities and social sciences	808,157.00
	11.2	Amount of external funds for research or creative works	9,586,946.94
	-	Science and technology	6,570,946.94
	-	Health science	0
	-	Humanities and social sciences	3,016,000.00

Common Data Set 2020			Total
	11.3	Number of full-time faculty members working (excluding those who are on leave for further studies)	565
	-	Science and technology	69.50
	-	Health science	15
	-	Humanities and social sciences	480.50
	11.4	Number of full-time researchers working (excluding those who are on leave for further studies)	6
	-	Science and technology	0
	-	Health science	0
	-	Humanities and social sciences	6
	11.5	Number of full-time faculty members who are on leave for further studies	12
	-	Science and technology	0
	-	Health science	0
	-	Humanities and social sciences	12
	11.6	Number of full-time researchers who are on leave for further studies	0
	-	Science and technology	0
	-	Health science	0
	-	Humanities and social sciences	0
12	Full-time faculty members' and researchers' academic works		
	12.1	Full research or academic articles published in the proceedings of national conferences (0.20)	3
	-	Science and technology	1
	-	Health science	0
	-	Humanities and social sciences	2
	12.2	Full research or academic articles published in the proceedings of international conferences or in national journals not listed in OHEC's Regulations on Criteria for Selection of Academic Journals for Publication of Academic Works B.E. 2556 but the University proposes them to the University Council for acceptance and informs the Higher Education Commission within 30 days after the official announcement (0.40)	57
	-	Science and technology	26
	-	Health science	1
	-	Humanities and social sciences	30
	12.3	Academic works with petty patent (0.40)	0
	-	Science and technology	0
	-	Health science	0
	-	Humanities and social sciences	0

Common Data Set 2020			Total
12.4	Full research or academic articles published in journals listed in the TCI database (Tier 2) (0.60)		95
-	Science and technology		1
-	Health science		1
-	Humanities and social sciences		93
12.5	Full research or academic articles published in international journals not listed in OHEC's Regulations on Criteria for Selection of Academic Journals for Publication of Academic Works B.E. 2556 but the University proposes them to the University Council for acceptance and informs the Higher Education Commission within 30 days after the official announcement (not listed on Beall's list) <u>or</u> published in journals listed in the TCI database (Tier1) (0.80)		18
-	Science and technology		0
-	Health science		1
-	Humanities and social sciences		17
12.6	Full research or academic articles published in international journals listed in the international databases listed in OHEC's Regulations on Criteria for Selection of Academic Journals for Publication of Academic Works B.E. 2556 (1.00)		72
-	Science and technology		9
-	Health science		0
-	Humanities and social sciences		63
12.7	Academic works with patent(1.00)		0
-	Science and technology		0
-	Health science		0
-	Humanities and social sciences		0
12.8	Academic works for social service which pass the evaluation for academic title application (1.00)		0
-	Science and technology		0
-	Health science		0
-	Humanities and social sciences		0
12.9	Research works of other units or organizations at the national level done by the University (1.00)		0
-	Science and technology		0
-	Health science		0
-	Humanities and social sciences		0
12.10	Discovery of new plants, animals which are registered (1.00)		0
-	Science and technology		0
-	Health science		0
-	Humanities and social sciences		0

Common Data Set 2020			Total
	12.11	Textbooks or books which pass the evaluation for academic title application (1.00)	0
	-	Science and technology	0
	-	Health science	0
	-	Humanities and social sciences	0
	12.12	Textbooks or books which are evaluated according to the criteria for academic title application but are not used for academic title application (1.00)	0
	-	Science and technology	0
	-	Health science	0
	-	Humanities and social sciences	0
	12.13	Creative works disseminated to the public in any form or online (0.20)	39
	-	Science and technology	0
	-	Health science	0
	-	Humanities and social sciences	39
	12.14	Creative works disseminated at the institutional level (0.40)	0
	-	Science and technology	0
	-	Health science	0
	-	Humanities and social sciences	0
	12.15	Creative works disseminated at the national level (0.60)	10
	-	Science and technology	0
	-	Health science	0
	-	Humanities and social sciences	10
	12.16	Creative works disseminated at the international joint project level (0.80)	7
	-	Science and technology	0
	-	Health science	0
	-	Humanities and social sciences	7
	12.17	Creative works disseminated at the ASEAN level (1.00)	0
	-	Science and technology	0
	-	Health science	0
	-	Humanities and social sciences	0
	12.18	Creative works disseminated at the international level (1.00)	2
	-	Science and technology	0
	-	Health science	0
	-	Humanities and social sciences	2