Assumption University
Self-Assessment Report (SAR)

Academic Year 2014
(1st August 2014 – 31st July 2015)

31st October 2015

Preface

Internal Quality Assurance is one part of the education administration process which the Commission on Higher Education requests that all higher educational institutions should practice all the time. The objectives are to control, audit and assess the operations of higher education institutions for education excellence. Higher education institutions have to prepare an annual report that assesses the educational quality.

Over the years, since its foundation, Assumption University has been engaged in education quality assurance by developing academic and operational work standard and incorporating quality assurance system and mechanism, in all its operation to ensure that quality education and services are delivered to its stakeholders and to maintain high quality academic standard.

This is a self-assessment report of Assumption University in academic year 2014. The report sets out the self-assessment, information and evidence which demonstrate how Assumption University complies with the Ministerial Regulation for Internal Quality Assurance in higher education.

Center for Excellence

Assumption University

Executive Summary

Assumption University is a non-profit institution whose main purpose is to serve the nation by providing quality education and disseminating business, scientific, technological and humanistic knowledge. Its aspiration is inspired by the four key tenets of Education Excellence through quality curriculum, quality faculty, quality infrastructure and quality graduates.

This self-assessment report was developed by Assumption University to report the University's performance achievements of academic year 2014 in the areas of graduate production, research, academic service, preservation of art and culture and administration, in accordance with the components, indicators and standard criteria of internal quality assurance at Institutional Level set by the Higher Education Commission.

Assumption University Performance in 2014

In academic year 2014, Assumption University put a lot of effort to raise the quality of its academic excellence, research, academic service, student development and internal quality assurance system. The self-assessment was done under the 15 key performance indicators which comprise 13 key performance indicators governed by the Commission on Higher Education and additional two key performance indicators of the institution's identity and uniqueness, set by the University. The result of self-assessment demonstrates that Assumption University achieves an average score of 3.85 out of 5 for its overall operational performance in academic year 2014 indicating a 'Good' quality level.

For program administration, 75 programs offered by the University were assessed, of which, the average score was 2.21 out of 5. Out of 75 programs, 72 programs passed the standard control criteria specified in Component 1 and three programs did not. For faculty development, Assumption University obtains 36.93% of full-time faculty members holding a doctoral degree and earns the average score of 4.62 out of 5. However, the University remains shortfall in full-time faculty members holding academic title. For student development, academic service, preservation of art and culture, administration and development of institution's identity and uniqueness, the University demonstrates its strengths in these areas. In terms of research, Assumption University has shown its improvement in system and mechanism for research, research fund and academic works this year when compared with the results of last year. Despite, the production of academic works still falls short.

Strengths

1. Assumption University has a well established learning environment that promotes teaching-learning and student development.
2. Assumption University has a well constructive institutional uniqueness and identity which are well recognized by the general public. The uniqueness of 'An International Catholic University' and the 3Es of identity (Ethics, English Proficiency and Entrepreneurial Spirit) promote Assumption University in international recognition.
3. Assumption University has long standing alumni, business partners and international institution networks.

Strengthening Measures

1. Increase collaboration with strategic partners and stakeholders locally and internationally.
2. Maintain international learning environment to strengthen the international community of scholars.
3. Promote international recognition.

Issues for Improvement

1. Not all programs meet the standard control.
2. Number of full-time lecturers holding academic titles remain below the standard requirement.
3. Research publication and book writing are few, in particular, international publication.
4. The existing information management system does not support the overall university's administration and operation in the dynamic education circumstances.

Improvement Measures

1. Develop a quality assurance strategic approach to address each quality component.
2. Strengthen the monitoring and follow-up measures to improve the quality of programs.
3. Develop measures to stimulate faculty members to produce research, creative works and books. Workload should be considered to allocate time for academic works. Research advisors may be considered to help new researchers or promote the production of research of researchers.
4. Encourage faculty members to acquire for internal and external research funds.
5. Human resource development plan should be revised to set up the career path for the academic title holders.
6. A concrete strategic plan is needed to support the program administration, school administration, learning support and services. Specifically, the strategic information support for management and quality assurance is essential for competitive educational circumstances.

Table of Contents

Preface i

Executive Summary ii

PART I Assumption University General Information 1

1. Name and Location 1
2. Historical Background 1
3. Philosophy, Vision, Mission, Uniqueness, Identity and Strategic Plan 1
4. Assumption University Organization Chart 4
5. Administrators 5
6. Academic Programs in Academic Year 2014 8
7. Students 11
8. Full-time Faculty Members 12
9. Infrastructure 13
10. Financial and Budget Annual Report 14
11. Assumption University Improvement Result Based on IQA Recommendations Academic Year 2013 14

PART II Results of the University's Performance 18

Results of Internal Quality Assessment Classified by Components 18

Results of Internal Quality Assessment Classified by Indicators 18

PART III Performance Assessment **20**

Component 1 Graduate Production **20**

Indicator 1.1 Results of Program administration 20

Indicator 1.2 Full-time faculty members holding a doctoral degree 24

Indicator 1.3 Full-time faculty members holding an academic title 26

Indicator 1.4 Bachelor's degree student service 28

Indicator 1.5 Bachelor's degree student activities 32

Component 2 Research **35**

Indicator 2.1 System and mechanism for research and creative work administration and development 36

Indicator 2.2 Research and creative work funds 40

Indicator 2.3 Full-time faculty members' and researchers' academic works 42

Component 3 Academic Service **44**

Indicator 3.1 Academic service to society 45

Component 4 Preservation of Art and Culture **56**

Indicator 4.1 System and mechanism for preservation of art and culture 56

Table of Contents

Component 5 Administration **62**

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 62

Indicator 5.2 Results of School administration 69

Indicator 5.3 System for monitoring Program and School quality assurance 71

Component 6 Institution's Identity **76**

Indicator 6.1 Achievements in the development of institution's identity 77

Component 7 Institution's Uniqueness **80**

Indicator 7.1 Achievements in the development of institution's uniqueness 81

Appendix Common Data Set Academic Year 2014 **83**

PART I: 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 URL: http://accschoolofcommerce.com

ABAC City Campus
Zen Department Store @ Central World, 14th floor., 4,4/5 Rajdamri Road, Phatumwan Bangkok 10330 Thailand
Tel. (662) 1009115-8 Fax (662) 1009119

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. Philosophy, Vision, Mission, Uniqueness, Identity and Strategic Plan

Philosophy

In loyalty to its Christian mission, Assumption University stands for:

- Respect for the three institutions of the Nation: Religion, Country, the King and a democratic way of life;
- Belief that a man justifies himself and his existence by the nobility of his work: LABOR OMNIA VINCIT;
- Commitment to be a light that leads men towards the true source of all knowledge and life.

As a university, it represents an international "academic community which, in a rigorous and critical fashion, assists in the protection and advancement of human dignity", specifically, with devotion to the Thai cultural heritage, "through research, teaching and various services offered to the local, national and international communities."

Vision

Assumption University, a leading international university in Thailand, will achieve the highest level of intellectual excellence within a diverse and collaborative community whose members share a passion for teaching, learning and an abiding commitment to innovate and create through research, and a strong tradition in engaging with the community and stakeholders through knowledge creation and dissemination.

Assumption University envisions itself in the 21st Century as a learning community supported by the most appropriate information and communication technology. The successful utilization of the technology and information for education excellence is based on the academic and administrative competency working within a progressive, innovative and seamless organizational environment.

Assumption University envisions itself in the next decade as:

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

Assumption University envisions its graduates as:

- Healthy and open-minded persons, characterized by personal integrity, an independent mind, and creative thinking.
- Professionally competent, willing to exercise responsible leadership for economic progress in a just society.
- Able to communicate effectively with people from other nations and to participate in globalization.

Mission

1. Manage teaching-learning to produce graduates who achieve academic and moral excellence.
2. Conduct quality research to increase knowledge and new innovations.
3. Respond to and lead society and the nation academically.
4. Preserve and promote the national culture to the world.

Uniqueness and Identity

AU Uniqueness

"An International Catholic University"

- Catholic University
  - Catholic values
  - Catholic symbols
  - Catholic leader
  - Liturgical services
- International University
  - International programs
  - International scholars
  - International students
  - International recognition
  - Learning environment

AU Identity

Identity of Assumption University students

- Ethics
  - Integrity
  - Social consciousness
  - Discipline
    - Self-discipline
    - Social discipline
- English Proficiency
- Entrepreneurial Spirit
  - Leadership
  - Management of knowledge
  - Labor Omnia Vincit

AU Strategic Plan

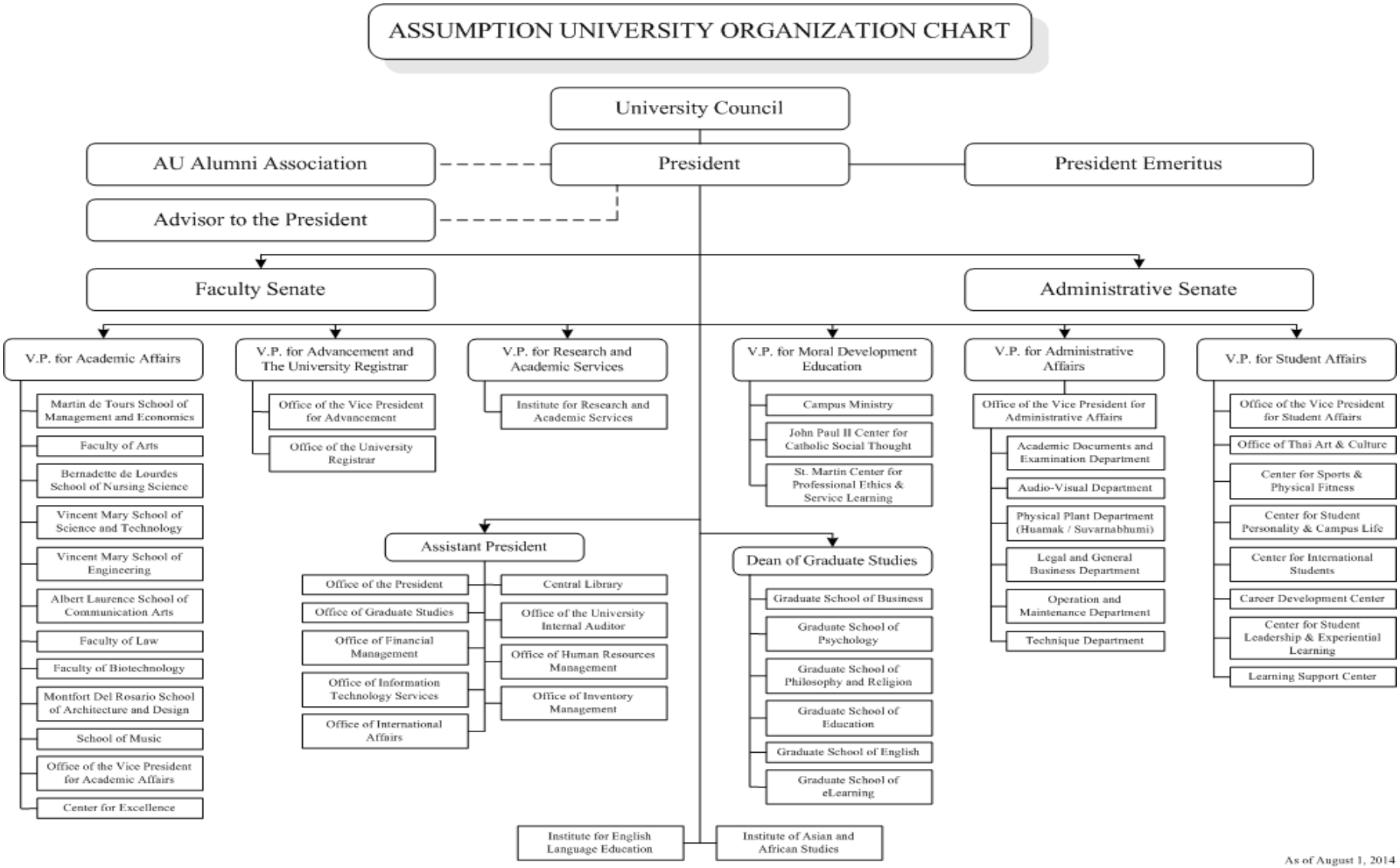
Goals

1) To be a leading international university in the region
2) To be excellent in education management and in production of quality graduates.
3) To be a leading university in terms of interdisciplinary approach and technology, especially management sciences

Strategies

Strategy 1	Strengthen the internationalization of education management
Strategy 2	Adopt quality assurance measures for education management and production of quality graduates
Strategy 3	Produce academic works and research which benefit society
Strategy 4	Develop and maximize quality management system and resources
Strategy 5	Create uniqueness and good image for the University

4. Assumption University Organization Chart



5. Administrators

Assumption University Council

1.	Dr. Chumpol	Pornprapa	Advisor
2.	Rev. Bro. Surasit	Sukchai	Chairman
3.	Prof. Dr. Narasri	Vaivanijkul	Vice Chairman
4.	Rev. Bro. Dr. Prathip Martin	Komolmas	Member
5.	Rev. Bro. Dr. Bancha	Saenghiran	Member
6.	Dr. Kamol	Kitsawad	Member
7.	Assoc. Prof. Dr. Naris	Chaiyasoot	Member
8.	Asst. Prof. Dr. Prasang	Mongkonsiri	Member
9.	Mr. Plengsakdi	Prakaspesat	Member
10.	Mr. Pichai	Chunhavajira	Member
11.	Rev. Bro. Meesak	Wongprachanukul	Member
12.	Rev. Bro. Viriya	Chandavarodom	Member
13.	Rev. Bro. Visith	Srivichairatana	Member
14.	Mr. Werasak	Anusontivong	Member
15.	Dr. Sombat	Suwanpitak	Member
16.	Mr. Suthep	Lauhawatana	Member
17.	Dr. Udom	Hongchatikul	Member

Assumption University Administrators

1.	Rev. Bro. Dr. Prathip M. Komolmas	Rector Emeritus
2.	Rev. Bro. Dr. Bancha Saenghiran	President - Rector Magnificus
3.	Rev. Bro. Dr. Amnuay Yoonprayong	Vice Rector for Moral Development Education
4.	Dr. Sompit Porsutyaruk	Vice Rector for Academic Affairs
5.	Dr. Kamol Kitsawad	Vice Rector for Advancement
6.	Dr. Vindhai Cocracul	Vice Rector for Student Affairs
7.	Mr. Sompol Na-Songkhla	Vice Rector for Administrative Affairs
8.	Asst. Prof. Dr. Warayuth Sriwarakuel	Vice Rector for Research and Academic Services
9.	Dr. Soonthorn Pibulcharoensit	The University Registrar
10.	Dr. Krisana Kitcharoen	Assistant Rector
11.	Asst. Prof. Dr. Supavadee Nontakao	Deputy Vice Rector for Academic Affairs
12.	Dr. Apinya Soithurum	Deputy Vice Rector for Academic Affairs
13.	Mr. Bancha Skuldee	Deputy Vice Rector for Student Affairs
14.	Assoc. Prof. Dr. Chitapa Ketavan	Deputy Vice Rector for Research and Academic Services

School Administrators

1.	Dr. Uree Cheasakul	Dean, Martin de Tours School of Management and Economics
2.	Dr. Chayada Thanavisuth	Dean, School of Arts
3.	Asst.Prof.Dr. Nanthaphan Chinlumprasert	Dean, Bernadette de Lourdes School of Nursing Science
4.	Asst.Prof.Dr. Jirapun Daengdej	Dean, Vincent Mary School of Science and Technology
5.	Asst.Prof.Dr. Kittiphan Techakittiroj	Dean, Vincent Mary School of Engineering
6.	Mr. Wuthichai Choonhasakulchoke	Dean, Albert Laurence School of Communication Arts
7.	Assoc.Prof. Pornchai Soonthornpan	Dean, School of Law
8.	Dr. Churdchai Cheowtirakul	Dean, Faculty of Biotechnology
9.	Assoc.Prof.Dr. Nitichan Pleumarom	Dean, Montfort del Rosario School of Architecture & Design
10.	Dr. Vindhai Cocracul	Dean, School of Music
11.	Dr. Kitti Phothikitti	Dean, Graduate School of Business
12.	Asst.Prof.Dr. Warayuth Sriwarakuel	Dean, Graduate School of Philosophy and Religion
13.	Dr. Sangob Laksana	Dean, Graduate School of Education
14.	Asst.Prof.Dr. Linchong Chorrojprasert	Acting Dean, Graduate School of English Dean, Institute for English Language Education
15.	Asst.Prof.Dr. Chanintorn Jittawiriyanukoon	Dean, Graduate School of eLearning

Support Unit Administrators

1.	Mr. Sompol Na-Songkhla	Director, Office of the Vice Rector for Administrative Affairs
2.	Dr. Nathaya Pupat	Director, Office of the Vice Rector for Academic Affairs
3.	Dr. Chirapa Srikalasin	Director, Office of the Vice Rector for Student Affairs
4.	Dr. Chiraprapha La-ongkum	Director, Central Library
5.	Acting Sub Lt. Yutthana Suwannatarn	Director, Office of the University Registrar
6.	Dr. Witaya Chareonsri	Director, Office of Human Resources Management
7.	Dr. Preecha Methavasaraphak	Director, Institute for Research and Academic Services
8.	Mr. Rangsan Traibutra	Director, Office of Graduate Studies
9.	Ms. Natthayamon Payonrak	Director, Office of Financial Management
10.	Ms. Chongtip Nawikanjana	Director, Office of Inventory 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 Laoledchai	Director, Center for Excellence

Quality Assurance Committees

University Quality Assurance Board

1.	Rev. Bro. Dr. Bancha Saenghiran	Chair
2.	Dr. Sompit Porsutyaruk	Member
3.	Dr. Kamol Kitsawad	Member
4.	Dr. Vindhai Cocracul	Member
5.	Mr. Sompol Na-Songkhla	Member
6.	Dr. Krisana Kitcharoen	Member
7.	Dr. Kitti Phothikitti	Member
8.	Mr. Bancha Skuldee	Member
9.	Dr. Kitikorn Dowpiset	Member
10.	Asst. Prof. Dr. Supavadee Nontakao	Member and Secretary
11.	Dr. Yupawadee Laoledchai	Member and Assistant Secretary

Quality Assurance Executive Committee for Academic Units

1.	Dr. Vindhai Cocracul	Chair
2.	Asst. Prof. Dr. Supavadee Nontakao	Vice Chair
3.	Asst. Prof. Dr. Warayuth Sriwarakuel	Member
4.	Assoc. Prof. Dr. Chitapa Ketavan	Member
5.	Asst. Prof. Dr. Nanthaphan Chinlumprasert	Member
6.	Dr. Chayada Thanavisuth	Member
7.	Asst. Prof. Dr. Kittiphan Techakittiroj	Member
8.	Asst. Prof. Dr. Wunwisa Krasaekoopt	Member
9.	Dr. Yanida Siamwalla	Member
10.	Dr. Yupawadee Laoledchai	Member and Secretary
11.	Dr. Laura M. Brahmakasikara	Assistant Secretary

Quality Assurance Executive Committee for Support Units

1.	Mr. Sompol Na-Songkhla	Chair
2.	Dr. Chiraprapha La-ongkum	Vice Chair
3.	Mr. Sorana Arunrat	Member
4.	Acting Sub Lt. Yutthana Suwannatarn	Member
5.	Ms. Natthayamon Payonrak	Member
6.	Ms. Chongtip Nawikanjana	Member
7.	Dr. Yupawadee Laoledchai	Member
8.	Mr. Sakda Chaiyalarp	Member and Secretary

6. Academic Programs in Academic Year 2014

No.	School	Number of Programs			
		Bachelor's Degree	Master's Degree	Doctoral Degree	Total
1	Martin de Tours School of Management and Economics	11	2	1	14
2	School of Arts	5	-	-	5
3	Bernadette de Lourdes School of Nursing Science	1	-	-	1
4	Vincent Mary School of Science and Technology	3	3	3	9
5	Vincent Mary School of Engineering	5	-	-	5
6	Albert Laurence School of Communication Arts	6	-	-	6
7	Faculty of Law	1	3	-	4
8	Faculty of Biotechnology	2	1	1	4
9	Montfort del Rosario School of Architecture and Design	4	-	-	4
10	School of Music	2	-	-	2
11	Graduate School of Business	-	4	2	6
12	Graduate School of Philosophy and Religion	-	1	1	2
13	Graduate School of Education	-	3	2	5
14	Graduate School of English	-	2	1	3
15	Graduate School of eLearning	-	3	2	5
	Total	40	22	13	75

Bachelor's Degree Programs (40 programs)

Martin de Tours School of Management and Economics

1 Bachelor of Business Administration Program in Marketing
2 Bachelor of Business Administration Program in Management (Suvarnabhumi Campus and ACC Campus)
3 Bachelor of Business Administration Program in Finance & Banking
4 Bachelor of Business Administration Program in Accounting (TQF 1)
5 Bachelor of Business Administration Program in Business Information Systems (TQF 1)
6 Bachelor of Business Administration Program in Hospitality and Tourism Management
7 Bachelor of Business Administration Program in International Business Management
8 Bachelor of Business Administration Program in Insurance
9 Bachelor of Business Administration Program in Industrial Management
10 Bachelor of Business Administration Program in Real Estate
11 Bachelor of Economics Program in Business Economics

School of Arts

12 Bachelor of Arts Program in Business English
13 Bachelor of Arts Program in Business French
14 Bachelor of Arts Program in Business Chinese
15 Bachelor of Arts Program in Business Japanese
16 Bachelor of Arts Program in Chinese for Economy and Trade

Bernadette de Lourdes School of Nursing Science

17 Bachelor of Nursing Science Program (TQF 1)

Vincent Mary School of Science and Technology

18 Bachelor of Science Program in Computer Science (TQF 1)

19 Bachelor of Science Program in Information Technology (TQF 1)

20 Bachelor of Science Program in Communication and Computer Network Technology

Vincent Mary School of Engineering

21 Bachelor of Engineering Program in Electrical and Electronics Engineering (TQF 1)

22 Bachelor of Engineering Program in Computer Engineering (TQF 1)

23 Bachelor of Engineering Program in Telecommunications and Electronics Engineering (TQF 1)

24 Bachelor of Engineering Program in Mechatronics Engineering (TQF 1)

25 Bachelor of Engineering Program in Aeronautic Engineering

Albert Laurence School of Communication Arts

26 Bachelor of Communication Arts Program in Advertising

27 Bachelor of Communication Arts Program in New Media Communication

28 Bachelor of Communication Arts Program in Performance Communication

29 Bachelor of Communication Arts Program in Public Relations

30 Bachelor of Fine and Applied Arts Program in Computer Generated Imagery

31 Bachelor of Fine and Applied Arts Program in Visual Communication Design

School of Law

32 Bachelor of Laws Program

School of Biotechnology

33 Bachelor of Science Program in Food Technology

34 Bachelor of Science Program in Agro – Industry

Montfort del Rosario School of Architecture and Design

35 Bachelor of Architecture Program in Architecture

36 Bachelor of Architecture Program in Interior Architecture

37 Bachelor of Fine and Applied Arts Program in Interior Design

38 Bachelor of Fine and Applied Arts Program in Product Design

School of Music

39 Bachelor of Arts Program in Music Business

40 Bachelor of Music Program in Music Performance

Master's Degree Programs (22 programs)

Martin de Tours School of Management and Economics

1 Master of Science Program in Supply Chain Management

2 Master of Science Program in Finance and Economics

Vincent Mary School of Science and Technology

3 Master of Science Program in Computer Science

4 Master of Science Program in Information Technology

5 Master of Science Program in Communication and Computer Network Technology

School of Law

6 Master of Laws Program in Business Law (Thai Program)

7 Master of Laws Program in Business Law

8 Master of Arts Program in International Law and Diplomacy

School of Biotechnology

9 Master of Science Program in Food Biotechnology

Graduate School of Business

10 Master of Business Administration Program in Business Administration (Hua Mak Campus and City Campus)

11 Master of Business Administration Program in Tourism Management

12 Master of Management Program in Organization Development and Management

13 Master of Science Program in Investment Analysis and Management

Graduate School of Philosophy and Religion

14 Master of Arts Program in Philosophy

Graduate School of Education

15 Master of Education Program in Curriculum and Instruction

16 Master of Education Program in Educational Administration

17 Master of Science Program in Counseling Psychology

Graduate School of English

18 Master of Arts Program in English Language Teaching

19 Master of Arts Program in Professional English Media Studies

Graduate School of eLearning

20 Master of Science Program in Management (eLearning Mode)

21 Master of Science Program in Information and Communication Technology (eLearning Mode)

22 Master of Education Program in Teaching and Technology (eLearning Mode)

Doctoral Degree Programs (13 programs)

Martin de Tours School of Management and Economics

1 Doctor of Philosophy Program in Business Administration

Vincent Mary School of Science and Technology

2 Doctor of Philosophy Program in Computer Science

3 Doctor of Philosophy Program in Information Technology

4 Doctor of Philosophy Program in Communication and Computer Network Technology

School of Biotechnology

5 Doctor of Philosophy Program in Food Biotechnology

Graduate School of Business

6 Doctor of Philosophy Program in Organization Development

7 Doctor of Philosophy Program in Hospitality and Tourism Management

Graduate School of Philosophy and Religion

8 Doctor of Philosophy Program in Philosophy

Graduate School of Education

9 Doctor of Philosophy Program in Educational Leadership

10 Doctor of Philosophy Program in Counseling Psychology

Graduate School of English

11 Doctor of Philosophy Program in English Language Teaching

Graduate School of eLearning

12 Doctor of Philosophy Program in eLearning Methodology

13 Doctor of Philosophy Program in Teaching and Technology (eLearning Mode)

7. Students

School		Number of Students			Total
		Bachelor's Degree	Master's Degree4	Doctoral Degree	
1	Martin de Tours School of Management and Economics	7,263	30	28	7,321
2	School of Arts	3,384	-	-	3,384
3	Bernadette de Lourdes School of Nursing Science	207	-	-	207
4	Vincent Mary School of Science and Technology	261	39	21	321
5	Vincent Mary School of Engineering	440	-	-	440
6	Albert Laurence School of Communication Arts	1,745	-	-	1,745
7	Faculty of Law	663	55	-	718
8	Faculty of Biotechnology	130	1	-	131
9	Montfort del Rosario School of Architecture and Design	740	-	-	740
10	School of Music	66	-	-	66
11	Graduate School of Business	-	717	33	750
12	Graduate School of Philosophy and Religion	-	7	12	19
13	Graduate School of Education	-	69	21	90
14	Graduate School of English	-	31	10	41
15	Graduate School of eLearning	-	56	17	73
	Total	14,899	1,005	142	16,046

8. Full-time Faculty Members

School		Number of full-time faculty members based on the duration of employment									Number of full-time faculty members							
		< 6 months			6 -9 months			> 9 months			Actual				Adjusted by the duration of employment			
		B	M	D	B	M	D	B	M	D	B	M	D	Total	B	M	D	Total
1	Martin de Tours School of Management and Economics	3	-	-	-	6	4	1	226	81	1	235	85	321	1	229	83	313
2	School of Arts	1	-	-	2	2	-	15	115	27	17	118	27	162	16	116	27	159
3	Bernadette de Lourdes School of Nursing Science	-	-	-	-	-	-	-	16	7	-	16	7	23	-	16	7	23
4	Vincent Mary School of Science and Technology	-	-	-	-	-	-	-	16	32	-	16	32	48	-	16	32	48
5	Vincent Mary School of Engineering	-	-	-	-	-	-	3	11	20	3	11	20	34	3	11	20	34
6	Albert Laurence School of Communication Arts	1	-	-	1	1	-	7	48	3	8	50	3	61	7.5	48.5	3	59
7	Faculty of Law	-	-	-	-	-	-	1	35	9	1	35	9	45	1	35	9	45
8	Faculty of Biotechnology	-	-	-	-	-	-	4	8	11	4	8	11	23	4	8	11	23
9	Montfort del Rosario School of Architecture and Design	-	-	-	-	3	-	4	45	3	4	48	3	55	4	46.5	3	53.5
10	School of Music	-	-	-	-	-	-	-	10	4	-	10	4	14	-	10	4	14
11	Graduate School of Business	-	-	-	-	-	4	-	7	98	-	7	102	109	-	7	100	107
12	Graduate School of Philosophy and Religion	-	-	-	-	-	1	-	-	9	-	-	10	10	-	-	9.5	9.5
13	Graduate School of Education	-	-	-	-	-	1	-	-	20	-	-	21	21	-	-	20.5	20.5
14	Graduate School of English	-	-	-	-	-	2	-	-	8	-	-	10	10	-	-	9	9
15	Graduate School of eLearning	-	-	-	-	-	-	-	-	20	-	-	20	20	-	-	20	20
	Full-time faculty members in other units	-	-	-	-	-	-	32	-	-	32	-	-	32	32	-	-	32
	Total	-	5	-	3	12	12	67	537	352	70	554	364	988	68.5	543	358	969.5

Source: Office of Human Resources Management

Full-time faculty members classified by academic tittles

School		Full-time faculty members by academic tittles				Total
		Lecturer	Assistant Professor	Associate Professor	Professor	
1	Martin de Tours School of Management and Economics	301	18	2	-	321
2	School of Arts	157	4	1	-	162
3	Bernadette de Lourdes School of Nursing Science	20	3	-	-	23
4	Vincent Mary School of Science and Technology	31	14	2	1	48
5	Vincent Mary School of Engineering	28	5	1	-	34
6	Albert Laurence School of Communication Arts	61	-	-	-	61
7	Faculty of Law	36	1	7	1	45
8	Faculty of Biotechnology	19	4	-	-	23
9	Montfort del Rosario School of Architecture and Design	51	1	3	-	55
10	School of Music	14	-	-	-	14
11	Graduate School of Business	102	7	-	-	109
12	Graduate School of Philosophy and Religion	7	3	-	-	10
13	Graduate School of Education	15	2	3	1	21
14	Graduate School of English	8	1	1	-	10
15	Graduate School of eLearning	15	2	3	-	20
	Full-time faculty members in other units	32	-	-	-	32
	Total	897	65	23	3	988

9. Infrastructure

Campus	Number of Utility Space (sq. m.)	Number of Building	Number of Rooms				
			Class rooms	Laboratory rooms	Faculty rooms	Other rooms	Total
Hua Mak	30,606.93	17	116	52	194	422	784
Suvarnabhumi	376, 614.96	37	384	50	213	2,347	2,994
ACC	1,402.20	1	15	1	1	5	22
ABAC City	1,168	1	9	1	1	3	14
Total	409,792.09	56	524	104	409	2,777	3,814

10. Financial and Budget Annual Report

Assumption University
Statement of Revenues and Expenses
Academic Year 2014

Description	Amount (Baht)
Revenues :	
Tuition Fees	1,456,219,968.00
University Fees	520,627,887.00
Registration Fees	148,139,657.07
Other Fees	550,267,926.81
Total Revenues	2,675,255,438.88
Expenses :	
Repairs and Maintenance	672,994,278.84
Educational Expenses	827,330,498.92
Administrative Expenses	469,207,360.67
Research and Library	27,322,629.26
Contribution and Pension	357,960,328.16
Total Expenses	2,354,815,095.85
Net Income	320,440,343.03

Remark : 1. Expenses *Include* Depreciations
2. Expenses *Exclude* Investment

Source : Office of Financial Management, September 17, 2015

11. Assumption University Improvement Result Based on IQA Recommendations Academic Year 2013

Issues based on IQA Recommendation 2013	Project/Activities Developed/Implemented
1 The University should assess the achievement of the plan in the first phase – "Building, Strengthening and Stabilizing AU foundation leading to Education Excellence" to cover the following aspects: o The level which AU has successfully implemented in the first phase strategic direction. o There exist some barriers hindering AU from implementing the plan. o There are plans that cannot be achieved due to the organizational culture such the University being a Teaching University. Thus, it is recommended whether there should be any paradigm shift to achieve second phase.	AU has developed new AU Strategic Plan to respond to changes and threats in different areas such as AEC, technological advancement, borderless economy, etc. AU appointed the AU Strategic Plan Development Committee to study, analyze, and develop AU 5-year Strategic Plan for year 2014 – 2018. AU Strategic Plan (2014-2018) was aligned with AU vision, mission and philosophy. AU personnel participated in developing AU strategic plan. The draft of Au Strategic Plan was disseminated to Schools and supporting units for comments and suggestions. Their comments and suggestions were discussed in the meetings of the committee. The draft was revised accordingly. AU Strategic Plan was approved by the University Council in its Meeting No. 1/2014, Jan. 16, 2014. The Schools' and supporting units' Strategic Plans have been revised to be aligned with the University's Strategic Plan. Indicators and targets are set accordingly.

Issues based on IQA Recommendation 2013	Project/Activities Developed/Implemented
2 AU should encourage more student publications (Master's and Ph.D.'s) in international journals.	Publication is a graduation requirement for Master's and Ph.D.'s theses. Advisors and students are encouraged to publish in journals with high impact factors.
3 The independent study (IS) should also be encouraged to be published or disseminated in any forms such as website, proceedings and others of different levels.	Master's IS publication is encouraged though it is not a graduation requirement. Programs and Schools assist students by finding the appropriate conferences or journals. The University tries to push many AU's journals to be included in TCI to support the faculty members' and students' publication. In 2015 five AU's journals are in Tier 1 of TCI.
4 Every unit should follow up on the knowledge and skills acquired from lecturers and support staff development. There should be evidence of how the results of trainings/conferences/seminars are applied to teaching and learning/ work.	AU has given a policy to all units to strengthen knowledge management by setting up the project for knowledge sharing after individual faculty member was supported to obtain training or participate in conference/seminar to ensure that knowledge gain from these activities are used for integrating in teaching-learning process
5 The number of academic titles is quite low. AU should provide more incentives to attract lecturers to pursue academic titles. Compared to other universities, the incentives may not be attractive enough.	AU adjusted the incentives for research publications (AU Announcement 9/2014) to increase the number of research works. In 2012, there were 13 applications for academic titles; in 2013, there were 23 applications; and in 2014, there were 19 applications.
6 There are still no succession plans in lecturer and staff development. Succession plans should be included as part of faculty and staff development.	-
7 The results of the desired characteristics surveys should be used in program modification in every program. Each unit should have a monitoring system to follow up on the application of the knowledge and skills acquired from development activities.	With the new IQA indicators, on which the assessment will be at program level, each program must conduct the survey of desired graduate characteristics by itself. Consequently, the survey results will be used for program modification. The Schools are directly responsible for monitoring and following up of the program development under the supervision of Academic Affairs.
7 With 38% of instructors holding Ph.D. and almost 30% foreign instructors, the University should encourage more international publications.	The University has encouraged more international publications by providing higher incentive (AU Announcement 9/2014).
8 In creating research/creative work proposals, the University should try to incorporate the potential use of the results to increase the number of research / creative work result utilization. The current level of research/creative work utilisation is only 18.4%.	Some research studies do not ask for supporting grants. Hence, it is quite difficult to ask faculty members to incorporate the potential use of the results in the proposal. However, during the QA meetings and workshop, Center for Excellence (CFE) reminds the Schools the utilization of research work in academic services and teaching-learning.

Issues based on IQA Recommendation 2013	Project/Activities Developed/Implemented
9 Assumption University should implement a systematic and clear procedure for improving research / creative work proposals, including funding targets, and ensure that records are kept for efficient retrieval.	AU revises its research procedure for research support (AU Announcement 9/2014) in which the process is shortened and funding and incentives are more attractive. IRAS is responsible for research data records and database (www.iras.au.edu).
10 Assumption University should establish procedures to evaluate books or textbooks that have clear evaluation criteria and there are content experts that are appointed by the University (only 2 out of 64 academic works qualified for the point of 1).	AU has procedures to evaluate books or textbooks with clear evaluation criteria and there are content experts appointed by the University (AU Announcement 25/2013: Textbook and Book Evaluation Process)
11 Assumption University should instill the concepts of PDCA in work processes such as the follow-up and assessment methods on the research funding allocations, research supports to collect information that can be used for continuous improvement.	CFE has organized several meetings and workshops, in which PDCA and systematic process are always emphasized.
12 Assumption University should encourage faculty members to establish joint research programs with local or international institutions to respond to the University's uniqueness of an international university.	Throughout 2014, Schools had established academic and research collaborations with overseas universities.
13 AU/School should expand this kind of projects to be implemented in a wider community.	In 2014, AU and Schools academic services were done at limited areas because of limited resources.
14 Lecturers should integrate academic service project with teaching-learning and research. Schools should consider to integrate more knowledge acquired from academic and professional services into teaching learning and research.	Schools are requested to identify the courses in which academic services are integrated in teaching-learning and research in their One-Year Plan and Budget (OYPB)
15 All Schools should be involved more in provision of academic services to wider communities and public.	Every School is involved in academic services using its expertise. However, the areas or communities to be given the services are still limited because of limited resources.
16 Despite having survey of the community needs and problems done by the IRAS, many School have not been involved. Thus, more Schools should be involved and develop a plan for providing academic services to society in the future.	Some Schools have provided academic services to certain communities for several years. They preferred to continue providing services to these communities. Every School must have academic service projects incorporated in School's OYPB.
17 The University should establish a network with other universities or organization to conduct art & culture activities at national / international levels	The University has developed a network with Elizabeth University in Hiroshima, Japan and University of Liverpool. For instance, AU co-organized a music appreciation class in which students have attended classes at Elizabeth University.

Issues based on IQA Recommendation 2013	Project/Activities Developed/Implemented
18 The AU Center for Excellence (CFE) should ensure that all faculty members are aware of the KM Manual and utilize it to its full potential.	Center for Excellence (CFE) has organized KM seminars, workshops, and KM café for both Schools and supporting units to ensure that they understand the concepts of KM and are able to develop their own KM system. In 2014, for Schools, the University focuses on two issues: teaching technique for student ethical development and research proposal writing technique, which are aligned with AU identity, teaching learning, and research mission. For supporting units the University focuses on "เทคนิคการสร้างจิตสำนึกที่ดีต่อการทำงาน"
19 CFE should determine the level of satisfaction of users who utilize the KM.	CFE organized the knowledge management workshops for knowledge sharing to faculty members and staff. Schools and support units are in the process of implementing the knowledge or tactics learned to their works. The result of KM utilization is ongoing follow up.
20 Development of IS/IT integration system of the university should be done as fast as possible so that all Schools and University can utilize it for their decision making.	On process of ICT proposal

PART II: Results of the University's Performance

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 Fairly good 3.51 – 4.50 Good 4.51 – 5.00 Very good
	Number of Indicators	Input	Process	Output	Assessment score	
1 Graduate Production	5	2.70	5.00	2.21	3.52	Good
2 Research	3	2.56	5.00	3.60	3.72	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	3	-	4.00	3.33	3.78	Good
Total Number of Indicators	13	3	7	3		
Assessment Score		2.65	4.71	3.05	**3.85**	**Good**
Assessment Result		Fairly good	Very good	Fairly good	**Good**	

Results of Internal Quality Assessment Classified by Indicators

Indicator		Performance outcome						Score
		Numerator / Denominator				Result		
1.1	Results of program administration	165.45 / 75				2.21 scores		2.21 scores
1.2	Full-time faculty members holding a doctoral degree	358 / 969.50				36.93%		4.62 scores
1.3	Full-time faculty members holding an academic title	91 / 969.50				9.39 %		0.78 scores
1.4	Bachelor's degree student service	Yes or No						
		1	2	3	4	5	6	
		Y	Y	Y	Y	Y	Y	
		6 items						5 scores
1.5	Bachelor's degree student activities	Yes or No						
		1	2	3	4	5	6	
		Y	Y	Y	Y	Y	Y	
		6 items						5 scores
2.1	System and mechanism for research or creative work administration and development	Yes or No						
		1	2	3	4	5	6	
		Y	Y	Y	Y	Y	Y	
		6 items						5 scores
2.2	Research and creative work funds	38.37 / 15				2.56 scores		2.56 scores

Indicator		Performance outcome		Score
		Numerator / Denominator	Result	
2.3	Full-time faculty members' and researchers' academic works	54.01 / 15	3.60 scores	3.60 scores
3.1	Academic service to society	Yes or No: 1 Y, 2 Y, 3 Y, 4 Y, 5 Y, 6 Y; 6 items		5 scores
4.1	System and mechanism for preservation of art and culture	Yes or No: 1 Y, 2 Y, 3 Y, 4 Y, 5 Y, 6 Y, 7 -; 6 items		5 scores
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: 1 Y, 2 Y, 3 Y, 4 Y, 5 Y, 6 -, 7 Y; 6 items		4 scores
5.2	Results of School administration	46.63 / 14	3.33 scores	3.33 scores
5.3	System for monitoring Program and School quality assurance	Yes or No: 1 Y, 2 Y, 3 Y, 4 Y, 5 Y, 6 -; 5 items		4 scores
6.1*	Achievements in the development of institution's identity	Yes or No: 1 Y, 2 Y, 3 Y, 4 Y, 5 Y; 5 items		5 scores
7.1*	Achievements in the development of institution's uniqueness	Yes or No: 1 Y, 2 Y, 3 Y, 4 Y, 5 Y; 5 items		5 scores

*Specific Indicators of Institution's Uniqueness and Identity

Part III: Performance Assessment

Component 1 Graduate Production

Indicator 1.1 Results of Program administration

Type of indicator Output

Assessment criteria

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

Score obtained = 165.45/ 75 = 2.21

Performance Outcome

Program		Standard Control	Scores	Assessment Results
1	Bachelor of Business Administration Program in Marketing	Pass	2.23	Fair
2	Bachelor of Business Administration Program in Management (Suvarnabhumi Campus and ACC Campus)	Pass	2.30	Fair
3	Bachelor of Business Administration Program in Finance & Banking	Pass	2.55	Fair
4	Bachelor of Business Administration Program in Accounting (TQF 1)	Pass	3.45	Good
5	Bachelor of Business Administration Program in Business Information Systems (TQF 1)	Pass	2.91	Fair
6	Bachelor of Business Administration Program in Hospitality and Tourism Management	Pass	2.47	Fair
7	Bachelor of Business Administration Program in International Business Management	Pass	2.95	Fair
8	Bachelor of Business Administration Program in Insurance	Pass	2.89	Fair
9	Bachelor of Business Administration Program in Industrial Management	Pass	2.26	Fair
10	Bachelor of Business Administration Program in Real Estate	Pass	2.63	Fair
11	Bachelor of Economics Program in Business Economics	Pass	2.46	Fair
12	Bachelor of Arts Program in Business English	Pass	2.56	Fair
13	Bachelor of Arts Program in Business French	Pass	1.91	Poor
14	Bachelor of Arts Program in Business Chinese	Pass	2.48	Fair
15	Bachelor of Arts Program in Business Japanese	Pass	2.27	Fair
16	Bachelor of Arts Program in Chinese for Economy and Trade	Pass	2.23	Fair
17	Bachelor of Nursing Science Program (TQF 1)	Pass	3.43	Good
18	Bachelor of Science Program in Computer Science (TQF 1)	Pass	2.12	Fair

Program		Standard Control	Scores	Assessment Results
19	Bachelor of Science Program in Information Technology (TQF 1)	Pass	2.06	Fair
20	Bachelor of Science Program in Communication and Computer Network Technology	Pass	1.29	Poor
21	Bachelor of Engineering Program in Electrical and Electronics Engineering (TQF 1)	Pass	2.11	Fair
22	Bachelor of Engineering Program in Computer Engineering (TQF 1)	Pass	1.98	Poor
23	Bachelor of Engineering Program in Telecommunications and Electronics Engineering (TQF 1)	Pass	1.98	Poor
24	Bachelor of Engineering Program in Mechatronics Engineering (TQF 1)	Pass	2.11	Fair
25	Bachelor of Engineering Program in Aeronautic Engineering	Pass	1.63	Poor
26	Bachelor of Communication Arts Program in Advertising	Pass	2.44	Fair
27	Bachelor of Communication Arts Program in New Media Communication	Pass	1.97	Poor
28	Bachelor of Communication Arts Program in Performance Communication	Pass	2.14	Fair
29	Bachelor of Communication Arts Program in Public Relations	Pass	2.50	Fair
30	Bachelor of Fine and Applied Arts Program in Computer Generated Imagery	Pass	1.69	Poor
31	Bachelor of Fine and Applied Arts Program in Visual Communication Design	Pass	2.76	Fair
32	Bachelor of Laws Program	Pass	1.59	Poor
33	Bachelor of Science Program in Food Technology	Pass	2.39	Fair
34	Bachelor of Science Program in Agro – Industry	Pass	2.84	Fair
35	Bachelor of Architecture Program in Architecture	Pass	2.73	Fair
36	Bachelor of Architecture Program in Interior Architecture	Pass	2.33	Fair
37	Bachelor of Fine and Applied Arts Program in Interior Design	Pass	2.41	Fair
38	Bachelor of Fine and Applied Arts Program in Product Design	Pass	2.65	Fair
39	Bachelor of Arts Program in Music Business	Pass	2.39	Fair
40	Bachelor of Music Program in Music Performance	Pass	2.49	Fair
41	Master of Science Program in Supply Chain Management	Pass	2.08	Fair
42	Master of Science Program in Finance and Economics	Pass	2.13	Fair
43	Master of Science Program in Computer Science	Pass	1.69	Poor
44	Master of Science Program in Information Technology	Pass	1.35	Poor
45	Master of Science Program in Communication and Computer Network Technology	Pass	1.85	Poor

Program		Standard Control	Scores	Assessment Results
46	Master of Laws Program in Business Law (Thai Program)	Pass	2.66	Fair
47	Master of Laws Program in Business Law	Pass	2.36	Fair
48	Master of Arts Program in International Law and Diplomacy	Pass	1.80	Poor
49	Master of Science Program in Food Biotechnology	Pass	2.42	Fair
50	Master of Business Administration Program in Business Administration (Hua Mak Campus and City Campus)	Pass	2.83	Fair
51	Master of Business Administration Program in Tourism Management	Pass	2.82	Fair
52	Master of Management Program in Organization Development and Management	Pass	3.07	Good
53	Master of Science Program in Investment Analysis and Management	Pass	3.03	Good
54	Master of Arts Program in Philosophy	Pass	2.33	Fair
55	Master of Education Program in Curriculum and Instruction	Pass	1.56	Poor
56	Master of Education Program in Educational Administration	Pass	2.03	Fair
57	Master of Science Program in Counseling Psychology	Pass	1.57	Poor
58	Master of Science Program in Management (eLearning Mode)	**Not Pass**	0.00	(1.64 Poor)
59	Master of Science Program in Information and Communication Technology (eLearning Mode)	Pass	1.85	Poor
60	Master of Education Program in Teaching and Technology (eLearning Mode)	Pass	2.06	Fair
61	Master of Arts Program in English Language Teaching	Pass	2.72	Fair
62	Master of Arts Program in Professional English Media Studies	**Not Pass**	0.00	(2.35 Fair)
63	Doctor of Philosophy Program in Business Administration	Pass	2.47	Fair
64	Doctor of Philosophy Program in Computer Science	Pass	1.68	Poor
65	Doctor of Philosophy Program in Information Technology	Pass	2.05	Fair
66	Doctor of Philosophy Program in Communication and Computer Network Technology	Pass	1.59	Poor
67	Doctor of Philosophy Program in Food Biotechnology	Pass	2.20	Fair
68	Doctor of Philosophy Program in Organization Development	Pass	3.06	Good
69	Doctor of Philosophy Program in Hospitality and Tourism Management	Pass	2.52	Fair
70	Doctor of Philosophy Program in Philosophy	Pass	2.37	Fair
71	Doctor of Philosophy Program in Educational Leadership	**Not Pass**	0.00	(1.55 Poor)
72	Doctor of Philosophy Program in Counseling Psychology	Pass	1.44	Poor

Program		Standard Control	Scores	Assessment Results
73	Doctor of Philosophy Program in eLearning Methodology	Pass	2.15	Fair
74	Doctor of Philosophy Program in Teaching and Technology (eLearning Mode)	Pass	1.96	Poor
75	Doctor of Philosophy Program in English Language Teaching	Pass	3.17	Good
	Assumption University Average score		**2.21**	

Remark: Assessment Result: 0.01-2.00 = Poor
2.01-3.00 = Fair
3.01-4.00 = Good
4.01-5.00 = Very Good

Assessment Result

Indicator	Target	Performance outcome	Score
Indicator 1.1 Results of program administration	N/A	2.21 scores	2.21 scores

Evidence

Document Code	Document Name
1.1-1	Program Internal Quality Assessment Report Academic Year 2014 of 75 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.

   358 x 100 /969.5 = 36.93

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

   36.93 x 5 /40 = 4.62

Score = 358 x 100 /969.5 = 36.93, Quality level = ≥40%* equals 5 scores, 36.93 x 5/ 40 = 4.62 score of 5

Remarks:

1. Doctoral degree is the doctoral degree received or its equivalent in compliance with the degree criteria of 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 may be considered equivalent to the doctoral degree on condition that they are approved by the Higher Education Commission.
2. Count the number of full-time faculty members in the academic year, including faculty members who are actually working and those who take leave for further study. In case of new recruitment, count the number of full-time faculty members by the criteria specified in the announcement on the counting of the number of full-time faculty members and researchers.

Performance Outcome

School		Number of full-time faculty members working and on leave based on the duration of employment				Per cent of full-time faculty members holding Ph.D. (%)	Score (5 = ≥40%)
		Bachelors' degree	Masters' degree	Doctoral degree	Total		
1	Martin de Tours School of Management and Economics	1	229	83	313	26.52	3.32
2	School of Arts	16	116	27	159	16.98	2.12
3	Bernadette de Lourdes School of Nursing Science	-	16	7	23	30.43	3.80
4	Vincent Mary School of Science and Technology	-	16	32	48	66.67	5.00

School		Number of full-time faculty members working and on leave based on the duration of employment				Per cent of full-time faculty members holding Ph.D. (%)	Score (5 = ≥40%)
		Bachelors' degree	Masters' degree	Doctoral degree	Total		
5	Vincent Mary School of Engineering	3	11	20	34	58.82	5.00
6	Albert Laurence School of Communication Arts	7.5	48.5	3	59	5.08	0.64
7	Faculty of Law	1	35	9	45	20.00	2.50
8	Faculty of Biotechnology	4	8	11	23	47.83	5.00
9	Montfort del Rosario School of Architecture and Design	4	46.5	3	53.5	5.61	0.70
10	School of Music	-	10	4	14	28.57	3.57
11	Graduate School of Business	-	7	100	107	93.46	5.00
12	Graduate School of Philosophy and Religion	-	-	9.5	9.5	100.00	5.00
13	Graduate School of Education	-	-	20.5	20.5	100.00	5.00
14	Graduate School of English	-	-	9	9	100.00	5.00
15	Graduate School of eLearning	-	-	20	20	100.00	5.00
	Full-time faculty members in other units	32	-	-	32	0.00	0.00
	Total Score	68.5	543	358	969.5	36.93	4.62

Source: Office of Human Resources Management

Assessment Result

Indicator	Target	Performance outcome	Score
Indicator 1.2 Full-time faculty members holding a doctoral degree	38.19 %	36.93 %	4.62 scores

Evidence

Document Code	Document Name
1.2-1	List and number of full-time faculty members 2014
1.2-2	List and number of full-time faculty members with academic qualification and academic titles 2014
1.2-3	List and number of full-time faculty members with study leave 2014

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.

   91x100 /969.5 = 9.39%

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

   9.39 x 5 /60 = 0.78

Score = 91 x 100 /969.5 = 9.39%, ≥ 60%* equals 5 point requirement for full score of 9.39 x 5 /60 = 0.78

Performance Outcome

	School	Number of full-time faculty members with no academic title	Number of full-time faculty members with an academic title				Number of full-time faculty members working and on leave	Per cent of full-time faculty members with an academic title	Score (5 = ≥60%)
			Asst. Prof.	Assoc. Prof.	Prof.	Total			
1	Martin de Tours School of Management and Economics	293	18	2	-	20	313	6.39	0.53
2	School of Arts	154	4	1	-	5	159	3.14	0.26
3	Bernadette de Lourdes School of Nursing Science	20	3	-	-	3	23	13.04	1.09
4	Vincent Mary School of Science and Technology	31	14	2	1	17	48	35.42	2.95
5	Vincent Mary School of Engineering	28	5	1	-	6	34	17.65	1.47
6	Albert Laurence School of Communication Arts	59	-	-	-	-	59	0.00	0.00
7	Faculty of Law	36	1	7	1	9	45	20.00	1.67
8	Faculty of Biotechnology	19	4	-	-	4	23	17.39	1.45
9	Montfort del Rosario School of Architecture and Design	49.5	1	3	-	4	53.5	7.48	0.62
10	School of Music	14	-	-	-	-	14	0.00	0.00

School		Number of full-time faculty members with no academic title	Number of full-time faculty members with an academic title				Number of full-time faculty members working and on leave	Per cent of full-time faculty members with an academic title	Score (5 = ≥60%)
			Asst. Prof.	Assoc. Prof.	Prof.	Total			
11	Graduate School of Business	100	7	-	-	7	107	6.54	0.55
12	Graduate School of Philosophy and Religion	6.5	3	-	-	3	9.5	31.58	2.63
13	Graduate School of Education	14.5	2	3	1	6	20.5	29.27	2.44
14	Graduate School of English	7	1	1	-	2	9	22.22	1.85
15	Graduate School of eLearning	15	2	3	-	5	20	25.00	2.08
	Full-time faculty members in other units	32	-	-	-	-	32	0.00	0.00
	Total Score	878.5	65	23	3	91	969.5	9.39	0.78

Source: Office of Human Resources Management

There are 91 faculty members holding academic ranking. In the academic year 2014, there are 969.5 full time faculty members The formula from number 2 of specific Institutional Criteria, Group B, is used to calculate our score for Indicator 1.3 which is 91 x 100 /969.5 = 9.39%. Comparing to the percentage calculated previously with the requirement for full score of 5, 9.39 x 5 /60 = 0.78. The score 0.78 is more than the score set in the goal which is 0.71. Therefore, the University has achieved this indicator.

Assessment Result

Indicator	Target	Performance outcome	Score
Indicator 1.3 Full-time faculty members holding an academic title	0.71 scores	9.39 %	0.78 scores

Evidence

Document Code	Document Name
1.3-1	List and number of full-time faculty members 2014
1.3-2	List and number of full-time faculty members with academic qualification and academic titles 2014
1.3-3	List and number of full-time faculty members with study leave 2014

Indicator 1.4 Bachelor's degree student service

Type of indicator Process

Standard criteria

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

Assessment 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 about how to spend their life in university and how to work**

   The Office of Student Affairs is a University unit in charge of student development and student services for all undergraduates. The following centers execute the Student Affairs service operation in the areas of academic advising, life counseling, and career counseling:

   The Learning Support Center (LSC) helps students solve academic problems and promote positive attitude towards academic achievement. Several activities are provided for AU students to promote their academic excellence. This unit launches the First Year Experience program providing essential services to prepare new students to the new university life. It collaborates with Schools in organizing orientations, provides information on learning and living, holds subject coaching as needed by some students, organizes an English preparatory class called "English for All" to boost students' self-confidence in English communication.

   The Center for Student Personality and Campus Life organizes the AU CARE project serving as the channel to meet new students. It conducts a physical examination and narcotic screening test by professional physicians; a psychological test on anxiety through the General Health Questionnaire in order to identify potential risk students; and a fitness test, an interview, and a survey on students' needs. New students are advised on adjustment, rules and regulations, for instance. Results of the findings are referred to relevant Schools for further action. The center also provides counseling services for students suffering from psychological illness or mental health related issues. In case of severely affected student, parents are contacted while the student is sent to either private or government hospital for immediate care.

   The Career Development Center (CDC) provides career counseling services to help students discover their personality, fine job opportunities and know career updates for current students and alumni through website www.jobcdc.au.edu, selects candidates for

both full time and part time jobs required by companies, holds summer internship program, networks with both local and international firms for students to have opportunities to interact with selected executives in the Company Presentation project and the Smart Successor project. In addition, the center promotes the entrepreneurial spirit through a business project called Dummy Company. Before implementing the Dummy Company, CDC arranges the University Entrepreneurial Development Program for students who wish to work as the management team. In academic year 2014, there were 2 Dummy Companies with 292 students participating and earning a total revenue of 6,870,736 baht.

The Financial Aid and Scholarship Division provides information on sources for student loans and financial aids, liaise the Government Student Loans Office to facilitate students who are in need, and follows up the academic performance of scholarship students.

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 availability of full-time and part- time work placements through various channels through university website (www.au.edu). Student Affairs also provides useful information for students in general through its website (www.sa.au.edu) , including information on BG 1403 Professional Ethics Seminar, student activities, sports and recreation, scholarships, student rights and disciplines, and SA E-information. Each unit utilizes various social media and internet service to reach out targeted students promptly and widely such as Facebook, Twitter, Youtube (ABAC Channel), ABAC News online to share news with students at real time. In addition to social media, as notice boards, posters and SMS or short message services are also used. There are 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. Student Affairs also print booklets with specific information distributed to students in events such as Career Week. The first orientation and last orientation are also organized to inform new students and graduating students respectively about necessary information. Lastly, Student Affairs utilizes the network of student development coordinators to exchange knowledge and update information on students.

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

   The Career Development Center provides career experiential development for students. Various activities are organized to prepare students for work such as career test, training, workshop, company exposure projects, summer job training programs, and working abroad exhibition.

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.**

   Criteria 1: The result of overall student satisfaction toward advising and counseling is 3.68 out of 5.

   For project based - The English For All Project – The number of participants was 303 students and the results of student satisfaction toward the course curriculum was 4.22, towards teacher and facilitator was 4.40, towards 4-skills development after joining the program was 4.08. AU Care- The number of participants was 2,907 students and the result of the student satisfaction was 4.40.

Criteria 2: The result of overall student satisfaction toward information services is 3.69 out of 5.

For project-based- Orientation Project- the number of participants was 2,518 students and the result of student satisfaction was 3.88.

Criteria 3: The results of satisfaction are presented in project based as below-

Career Week (organize twice a year) - The number of participants was 2,028 students and the result of the student satisfaction was 4.09.

University Corporate Internship 2014 – The number of participants was 102 students in 43 companies and the result of the student satisfaction was 4.18.

Smart Successor- The number of participants was 1,218 students and the result of the student satisfaction was 4.50.

University Entrepreneurial Development – The number of participants was 580 students and there were 217 students who applied for executive position and the result of the student satisfaction was 4.75.

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

   Criteria 1: English For All project- the number of students per class is reduced to suit the demand of the students. AU Care project- the duration of activity is expanded to cater to the increasing number of students i.e. from 3 days to 4 days in Suvarnabhumi campus.

   Criteria 2: Orientation project- the information booklet is upgraded into a digital format E-Information to respond to the student's needs.

   Criteria 3: Smart Successor project- topics of the presentation are adjusted to suit the needs of participants.

   In general, results of assessment including comments and suggestions in questionnaires, project evaluation, and social media are utilized in the preparation of annual report, self-assessment report and the planning of One-Year-Plan.

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

   Career Development Center provides job placement information for alumni through website www.jobcdc.au.edu Addition, the Assumption University Alumni Association, acting on behalf of the University, actively organizes academic activities to enrich and develop alumni knowledge and skills regularly. Beneficial information and knowledge are shared for alumni through the University's and Schools' website, Facebook, and email.

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	Student Affairs Annual Report Academic Year 2014
1.4-1-2	Project Report of English for All 2014
1.4-1-3	Project Report of First Year Experience
1.4-1-4	Project Report of AU Care
1.4.2-1	www.au.edu, www.facebook.com/assumptionuniversity
1.4-2-2	ABAC Newsletters, ABAC Today
1.4-2-3	LED Media Information
1.4-2-4	www.sa..au.edu, www.jobcdc.au.edu
1.4-3-1	Project Report of Career Week
1.4-3-2	Project Report of University Cooperate Internship
1.4-3-3	Project Report of Career Planning: The Smart Successor
1.4-4-1	Report on quality of activities and services
1.4-4-2	Survey Report on AU Student's Satisfaction on Student Affairs Services 2014
1.4-6-1	abaca.auaa.or.th or https://th-th.facebook.com/auaa.abaca

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.**

   The Student Affairs has formulated guidelines for the promotion of student activities as specified in the unit's strategic plan. These activities enhance students' learning achievements in all domains specified in the TQF:HEd. The guidelines are for extracurricular activity implementation both at University level (AUSO and clubs) and School level (School Student Council). Center for Student Leadership and Experiential Learning (CSLEL) under Student Affairs is responsible for creating and monitoring student activities according to the vision and identity of the University. The One-Year-Plan meeting is held annually for the Assumption University Student Organization (AUSO) and advisors to discuss and plan activities for the new academic year. For the academic year 2014, CSLEL organized the Annual Strategic Planning of Student Organization 2014 on 18-19 July 2014 at King David Building, Suvarnabhumi Campus of Assumption University. Twenty eight AUSO committee members attended the meeting. Likewise, the Student Leaders Conference 2014 was held on 28 August 2014 at John XXIII Conference Center, Suvarnabhumi Campus of Assumption University for student leaders of clubs and school committees to brainstorm ideas in planning activities under the guidance of AUSO and advisors. There were 298 representatives from 69 activity units who attended the conference. To ensure that the goals of student activities are be aligned with the AU student activity operating plan, AUSO also organized the president camp on 25-27 July 2014 at Royal Green Valley Resort, Nakhonratchasrima for club and School's president. There were 84 students from 69 activity units who attended.

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

   Before implementing student activities, AUSO and activity units under the supervision of Center for Student Leadership and Experiential Learning (CSLEL), draw the annual plan and budget covering 5 areas of student development activities including 212 projects for promoting desired graduates' characteristics, 23 projects for sports or health activities, 27 projects for social benefits or environmental conservation activities, 3 projects for moral and ethical development activities, and 30 activities promoting art and cultures.

   In addition, St. Martin Center for Professional Ethics Seminar (CPEL) also supervises student activities covering 5 dimensions under the umbrella of community service and service learning including 10 projects for promoting desired graduates' characteristics, 3 projects for sports or health activities, 24 projects for social benefits or environmental conservation activities, 77 projects for moral and ethical development activities, and 2 activities promoting art and cultures.

   Thus, CSLEL and CPEL ensure a clear and holistic development of students through student activities and set the direction for their implementation. These activities are aligned with the vision and identity of the University, and also serve to identify key performance indicators and goals of each project. In addition, to reinforce the policy, there is an appointment of student development coordinators for all Schools.

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

   The Office of Student Affairs through the Center for Student Leadership and Experiential Learning (CSLEL) also organizes QA training for student leaders by qualified trainers. CSLEL coordinated with AUSO in organizing the Annual Student Leaders Conference 2014 for Student Leaders from all activity units including Student Council of each School and club on 28 August 2014 at John XXIII Conference Center, Suvarnabhumi Campus of Assumption University. There were 298 representatives from 69 activity units who attended the conference. CSLEL also coordinated with Center for Excellent (CFE) to organize Pre-service Training: Quality Assurance for student activity units on 22 April 2015 at VMS 0101, Suvarnabhumi Campus of Assumption University with Dr.Yupawadee Laoledchai, Director, Center for Excellence as the keynote speaker. There were 62 students and faculty members and 11 staff who attended the training. Moreover, the Center for Students Leadership and Experiential Learning organized the Pre-service Training: Project Management on 28 August 2014 at John XXIII Conference Center, Suvarnabhumi Campus of Assumption University for student committees of all activity units to learn about the PDCA cycle. For all student activities at undergraduate level, all 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).

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

   It is required that all activity units submit annual project reports and present the unit report to the committee. The purpose is to review the performances and to recommend improvement for future implementation for the next responsible persons in the following year.

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

   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. From the annual plan and budget covering student development activities, 98 out of 212 activities promoting desired graduates' characteristics, 10 out of 23 sports or health activities, 22 out of 27 activities for social benefits or environmental preservation, 2 out of 3 projects of moral and ethical development activities, and 10 out of 30 projects of art and culture promotion activities achieve the objectives.

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

   In order to systematically develop student activities, the University organizes Annual Strategic Planning of Student Organization. The purpose is to review all projects during the current academic year and to suggest events to be held in the coming academic year to the news student committee.

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	Student Affairs Strategic Plan
1.5-1-2	Student Activity Operating Plan 2014
1.5-1-3	Annual Strategic Planning of Student Organization 2014
1.5-1-4	Copy of University Order No. 208/2014 Appointment to the positions of Student Organization Committee for Academic Year 2014
1.5-1-5	Copy of University Order No. 195/2013 Appointment of the Student Development Coordinators for Academic Year 2013 and 2014
1.5-2-1	Assumption University Student Organization Annual Report 2014
1.5-2-2	Student Activity Unit Annual Report 2014
1-5-2-3	Community Service and Service Learning Report 2014
1.5-3-1	Evaluation report of Student Leaders Conference 2014
1.5-3-2	Evaluation report of Pre Service Training : Quality Assurance for Student Activity Units
1.5-4-1	Evaluation report of Pre Service Training: Project Management
1.5-5-1	Project Report on achievement of all activities

Component 2 Research

- **Strengths**
  - The University has good system and mechanism for research and creative work administrative and development as well as research support facilities and budget allocation for research and creative works. Moreover, the University encouraged and honored the faculty members who had significant research/creative work.

- **Strengthening Measures**
  -None-

- **Issues for Improvement**
  - Although the score of research and creative work fund increases this year, there are 50% of schools having the score lower than 3.51, indicating lower amount to research and creative work funds
  - Even though scores of research publication/academic work/creative work increase compared to last academic year and the positive trend in the past 3 years obtained, there are still some schools (3 schools) that had scores less than 3.51.

- **Improvement and Development Measures**
  - University should encourage the faculty members to apply for more internal research fund because only 17.4% of research budget was used.
  - Due to the positive trend for research publication/academic work/creative work obtained, the University should continue the incentive policy and also provided some support for some schools to produce more research publication/academic work/creative work.

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 is supported at least in the following aspects:
   - laboratories or research units or equipment centers or counseling and research promotion centers
   - libraries or sources of research support data
   - facilities or safety while conducting research e.g. information technology system, security system in research laboratories, etc.
   - academic activities to promote research e.g. academic conferences, creative work exhibitions, visiting professors, etc.
3. The University allocates budgets for research and creative work funds.
4. The University allocates budgets to promote the dissemination of research and creative works in conferences or the publication of research and creative works in national or international journals.
5. The capability of researchers is developed. The University supports and appreciates researchers/ faculty members who produce excellent research and creative works.
6. There are 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 provides the information system for research management through the Institute of Research and Academic Service (IRAS) to provide beneficial information for research/creative work via its website http://www.riau.au.edu. The information includes provision of:

   - Public relations of research funding
   - Research workshop/ seminar both within and outside the University
   - Database of research funds both within and outside the country
   - Database for research paper publication
   - Document/textbook for research
   - Contract form for University research funding application

   With this information system for research management and development, all Schools and units including external units were able to access this database. The University uses this database via IRAS to formulate research policy of both 5-year and 1-year plans, including evaluation of research performance.

2. Research and creative work mission is supported at least in the following aspects:

- laboratories or research units or equipment centers or counseling and research promotion centers
- libraries or sources of research support data
- facilities or safety while conducting research e.g. information technology system, security system in research laboratories, etc.
- academic activities to promote research e.g. academic conferences, creative work exhibitions, visiting professors, etc.

The University supports research and creative works as the following:

- Research/creative work laboratory
  - University provides laboratory for research/creative work based on the specialization of each School and the management of the laboratory is also under the management of the School that the laboratory belongs too. Moreover, the University provides computer laboratories to both undergraduate and graduate students to use for their research projects and studies.
- Research unit
  - IRAS which is the university's research unit has set up "Research Clinic" to provide research advice and research support.
- Library
  - The Library provides all information resources to faculty missions members, students and staff of the University in order to support all four mission of the University as teaching-learning, research, academic service and preservation of art and cultures, based on the requirements of service users. These information resources are online database, E-book, E-Journals, etc. Moreover, the library provides some research tools, such as Turnitin program to check for copy plagiarism and EndNote Web for reference system, which are important for faculty members, researcher and graduate students.
- Information system and safety system
  - The University provides the information system for research/creative work through the Information Technology System Unit. This unit provides 2,357 computers and 1,032 access devices to connect to the University's WiFi for 2 mobile devices at the same time, controlled by Firewall of Juniper.
- Academic activities supporting research and creative works
  - IRAS arranged seminars on the topics "จริยธรรมการวิจัยในคน" and "Writing a Successful Grant Proposal" for faculty members on March 6, 2015 and March 26, 2015, respectively.

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

At University level, the research/creative work budget was allocated by the University Research Support Committee, consisting of 2 steps as the following:

- The Research Vice Rector set the research budget at the beginning of the academic year.

- During the academic year, the University Research Support Committee allocated the budget based on the internal research fund application of faculty members.

In academic year 2014, the University allocated 12,736,904.02 budget for research and creative works. Only 24 projects from 9 Schools received internal research funds amounting to 2,260,120.00 baht, representing 17.4% of the total budget allocated.

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.

The University allocated 13,750,000.00 Baht for academic year 2014 to support research/ creative work dissemination. The actual expenses were as follows: 1,770,891.65 Baht for research paper presentation (12.9%), 58,654.00 Baht for publication (0.4%), 1,422,500.00 Baht for Journal publication (13.3%) and 363,125.00 Baht for proceedings publication for both national and international levels (2.6%).

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

The University provides professional development for faculty member as well as encourages and honors faculty members who have significant research/creative work. In the academic year 2014, Awards for Excellence were given to faculty members with distinguished research following:

- St. Hilaire Award: Distinction in Writing Award
    - Asst. Prof. Dr. Roman Meinhold (Third Class)
    - Dr. Subhavadee Numkanisorn (Third Class)
- St.Thomas Aquinas Award: Research Award
    - Asst. Prof. Dr. Sirion Chaipoopirutana (Second Class)

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

The University formulated regulations for research/creative work copyright and patenting and also appointed patenting management committee for copyright and patenting advising. The Vice President for Research appointed advising committee based on their field of specialization. In academic year 2014, there was 1 research project petty patented, which was "น้ำยาล้างผักและผลไม้จากสารสกัดสมุนไพร" with the petty patent number 10006 (Asst. Prof. Dr. Patchanee Yasuring, Faculty of Biotechnology).

Assessment Result

Indicator	Target	Performance outcome	Score
Indicator 2.1 System and mechanism for research and creative work administration and development	4 scores	6 items	5 scores

Evidence

Document Code	Document Name
2.1-1	One-year research plan and five-year research plan
2.1-2	Evaluation of University research performance (IRAS only)
2.1-3	IRAS research report
2.1-4	Library annual report
2.1-5	ITS annual report
2.1-6	Financial budget report for research fund
2.1-7	Financial budget report for research support
2.1-8	Report of University Award
2.1-9	Petty patent No. 10006

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 = 38.37 / 15 = 2.56

Performance Outcome

School		Amount of research or creative work funds			Number of full-time faculty members and researchers *(Not including on leave)*	Score
		Internal (Baht)	External (Baht)	Total (Baht)		
1	Martin de Tours School of Management and Economics	2,225,861.87	100,000	2,325,861.87	297	1.57
2	School of Arts	411,293.42	-	411,293.42	154	0.53
3	Bernadette de Lourdes School of Nursing Science	100,000	525,000	625,000	18	3.47
4	Vincent Mary School of Science and Technology	651,287.74	1,314,280	1,965,567.74	48	2.15
5	Vincent Mary School of Engineering	-	2,269,898	2,269,898	36	5.00
6	Albert Laurence School of Communication Arts	154,490	-	154,490	59	0.52
7	School of Law	300,000	1,550,000	1,850,000	39	4.74
8	School of Biotechnology	300,000	622,500	922,500	20	3.84
9	Montfort del Rosario School of Architecture and Design	70,000	1,650,000	1,720,000	54	5.00
10	School of Music	84,520	-	84,520	14	1.21
11	Graduate School of Business	754,252	2,856,000	3,610,252	114	5.00
12	Graduate School of Philosophy and Religion	-	-	-	10	0.00
13	Graduate School of Education	-	-	-	20	0.00
14	Graduate School of eLearning	177,257.10	-	177,257.10	20	1.77
15	Graduate School of English	160,714.68	-	160,714.68	9	3.57
Total		5,389,676.81	10,887,678	16,277,354.81		
Assumption University Average Score					2.56	

In the academic year 2014, the score of research fund was 2.56, which was lower than 2013 (2.24) and 2012 (2.43). The result has not shown the positive trend yet, although there was more internal research.

Assessment Result

Indicator	Target	Performance outcome	Score
Indicator 2.2 Research and creative work funds	2.24 scores	2.56 scores	2.56 scores

Evidence

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

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.

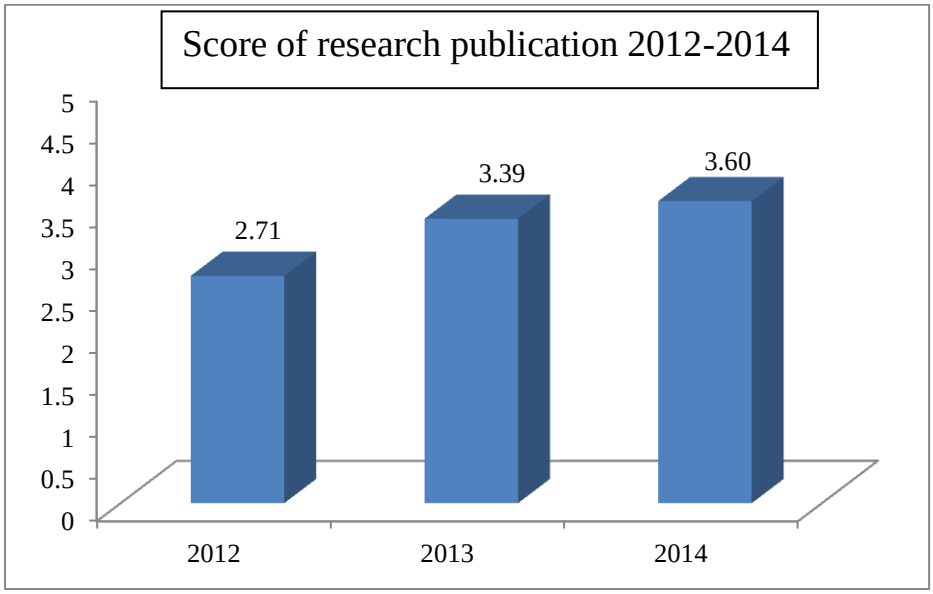
Calculation

Score obtained = 54.01/ 15 = 3.60

Performance Outcome

School		Number of academic works					Number of creative works					Sum of weight scores of academic and creative works	Total full-time faculty members and researchers	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	-	-	5	1	16	-	-	1	-	-	20.40	321	6.36	1.59
2	School of Arts	-	8	4	2	-	-	-	-	-	-	7.20	159	4.528	1.13
3	Bernadette de Lourdes School of Nursing Science	4	1	-	4	1	4	1	-	-	-	6.60	20	33	5.00
4	Vincent Mary School of Science and Technology	1	17	1	1	5	-	-	-	-	-	13.4	48	27.91	4.65
5	Vincent Mary School of Engineering	-	9	1	1	3	-	-	-	-	-	8.00	36	22.20	3.70
6	Albert Laurence School of Communication Arts	-	3	-	-	-	-	-	3	-	1	4.00	59	6.78	0.85
7	School of Law	2	7	-	2	2	-	-	-	-	-	6.8	42	16.19	4.05
8	School of Biotechnology	-	10	-	-	13	-	-	-	-	-	17.00	23	73.90	5.00
9	Montfort del Rosario School of Architecture and Design	-	-	-	-	3	-	8	-	-	-	6.20	54	11.48	2.87
10	School of Music	-	-	-	-	-	-	-	-	-	1	1.00	15	6.667	1.67
11	Graduate School of Business	14	53	8	4	5	-	-	-	-	-	37	114	32.45	5.00
12	Graduate School of Philosophy and Religion	-	2	1	-	-	-	-	-	-	-	1.40	10	14	3.50

School		Number of academic works					Number of creative works					Sum of weight scores of academic and creative works	Total full-time faculty members and researchers	Per cent (%)	Score
		0.20	0.40	0.60	0.80	1.00	0.20	0.40	0.60	0.80	1.00				
13	Graduate School of Education	-	2	4	4	6	-	-	-	-	-	12.40	20	62	5.00
14	Graduate School of eLearning	-	9	-	2	2	-	-	-	-	-	7.20	20	36	5.00
15	Graduate School of English	-	4	4	4	5	-	-	-	-	3	15.20	9	168	5.00
Total		21	117	24	23	61	4	9	4	-	5				
Assumption University Average Score												3.60			



In the academic year 2014, the score of full-time faculty members' academic and research work was 3.60, which was higher than 2013 and 2012, respectively. After trend analysis was performed, it was recognized that there was positive trend in the last 3 year. There were scores of 2.71, 3.39 and 3.60 for 2012, 2013 and 2014, respectively. It was due to the new policy of the University in 2014 for research publication remuneration up to 100,000 Baht for research publication in Journal listed in SCOPUS, resulting in high number of research papers with 1.0 weight score (45 papers and 4 creative works).

Assessment Result

Indicator	Target	Performance outcome	Score
Indicator 2.3 Full-time faculty members' and researchers' academic works	2.24	3.60 scores	3.60 scores

Evidence

Document Code	Document Name
2.3-1	The list of published research and creative works

Component 3 Academic Service

❖ **Strengths**

- Assumption University, highly committed to providing academic service has set up clear strategic plan to provide academic service to public across the nation. The Institute for Research and Academic Service (IRAS) has been assigned by AU to be the responsible unit. Its strategic plan is specified in line with those of the University 5-year plan. The budget has been annually allocated to promote and support academic service activities through the IRAS.

- AU faculty members are aware of providing academic service to society and community. A large number of academic services to communities and external organizations have been provided in different forms during the last 10 years consecutively utilizing AU faculty members various expertise. As such, most of academic services provided are in response to social and community needs especially to improve the quality of life and to prepare communities to be a part of the ASEAN Community.

❖ **Strengthening Measures**

- The University should encourage faculty members to engage more in providing academic services to public.

- AU should extend providing academic services to wider communities not only to communities around AU campuses but also to external organizations.

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 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. **The University identifies target communities or organizations for academic service with the participation of Schools.**

    - The AU Institute of Research and Academic Service (IRAS) has been assigned by the University to be responsible for the University academic services. Its strategies are in line with those of AU Five-Year strategic plan (2557-2561) (Strategy 5: Create uniqueness and good image for the University, Obj.3: The University provides academic services to society). In 2014, the target communities around Suvarnabhumi Campus as well as other public sectors were considered and identified by the Research and Academic Service Support Committee appointed by the University as the core unit to oversee and support all academic services provided by AU. Faculty members from various Schools were invited as members of the committee, e.g. School of Science, School of Management, School of Engineering, etc. This Committee has been endorsed by the University as well.
    - The survey of community and social needs was conducted on October 16-18, 2014 by the Research and Academic Service Support Committee. Results of the survey were discussed and the target communities were identified, their social needs were recorded for further consideration. The Committee identified two districts surrounding AU Suvarnabhumi Campus as target communities: Bang Sao Thong and Bang Bo Districts.
    - It was found that they need several kinds of academic service from AU to enhance their standard of living and/or to develop their communities. The academic services provided by the University were categorized as follows:
        1. Provision of English language classes to schools and community, preparing for the ASEAN Community.

2. Provision of knowledge in issues related to their communities' needs to enhance the quality of life and generate more income.
3. Promotion of mental health to communities especially children, adults and elderly people.
4. Helping in the improvement of landscape at the Bang Sao Thong and Bang Bo districts to be a better living community.

Deans of all Schools were requested to plan for academic service provision according to the Schools' expertise and aligned with one of the categories outlined above.

- Apart from AU surrounding communities, the committee agreed to include any requests from external organizations for consideration as well. There were 4 requests for academic service in different forms from government sector: the Police Education Bureau, the Royal Thai Army, the Sports Authority of Thailand and the National Science Museum. The Police Education Bureau requested that the project conducted in 2013 be extended to 2014.
- For the Royal Thai Army, the Sports Authority of Thailand and the National Science Museum, in academic year 2014, the University received requests to study the satisfaction of communities and customers towards their organizations. The Institute of Research and Academic Services was assigned by the University to be the responsible unit to provide academic service to these 4 external organizations and the projects were developed for their implementation in 2014.

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

- The Research and Academic Service Support Committee was assigned by AU to be responsible for developing the academic service plans together with officials at different levels/ units of Bang Sao Thong and Bang Bo districts, faculty members from Schools and personnel from IRAS as members and secretary.
- Based on the survey results on community's needs and IRAS's 5-year Strategic Plan (2557-2567), two main academic service plans were set by the Committee in 2014 namely:
  1. Providing academic service in different forms and channels for sustainable development of the communities and external organizations
  2. Creating good relationships between AU and its surrounding communities as well as AU and external organizations.
- The achievement indicators of these plans were also set and evaluated for further improvement in next academic year, i.e., implementation of at least three projects per strategic plan and satisfaction level of target group of each project is at least 3.51 out of 5.0.
- The academic service plans proposed by Schools should conform with these 2 strategic plans.
- Each School developed its own academic service plan and projects according to their faculty members' knowledge and expertise. All academic service projects of each School were aligned with AU Academic Service plan and based on community or social needs. Projects were described in One Year Plan and

Budget of each School subject to approval by the University before their implementation throughout the academic year 2014 (August 2014 – July 2015)

- In academic year 2014, there were 20 academic service projects provided to Bang Sao Thong and Bang Bo Districts and external organizations:

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

1. I-Edupol Application in Foreign languages conversation *(Evidence 1.1)*
2. English Conversation Media for Primary School: Klongsbatchak School *(Evidence 1.2)*
3. Training workshop on Digital Economy for SMEs towards AEC *(Evidence 1.3)*
4. Language Project for the Community: English Training for Students at Pakkongchudyai School *(Evidence 2.1)*
5. Language Project for the Community: Local Tourism in Sukhunthawas, Bang Bo district *(Evidence 2.2)*
6. Mental Health Promotion : Students' Initiative *(Evidence 3)*
7. Sustainable Tourism Development of Bang Bo Sub-district Administrative Organization (SAO) Floating market, Samut-Prakan Province, Social Responsibility Workshop. *(Evidence 4)*
8. Assumption Business Leading Entrepreneurship: ABLE Incubator *(Evidence 5.3)*
9. Academic Service: M.Ed. students taught Khmer and Myanmar languages at Klongkaja School. *(Evidence 6)*
10. Elderly people training on Desert Rose Planting *(Evidence 9)*
11. International Conference on "Environmental Values Emerging from Cultures & Religions of the ASEAN Region" *(Evidence 11)*

Strategic Plan II: Creating good relationships between AU surrounding communities and external organizations.

1. Floating Market Development at Bang Saothong Nork Temple *(Evidence 5.1)*
2. In-house Practical Training for MKT ของดีบางบ่อ และบางเสาธง *(Evidence 5.2)*
3. Packaging Design Service for Klong Suan 100-year Market *(Evidence 7)*
4. Off-Campus Music Training *(Evidence 8)*
5. การศึกษาและออกแบบต้นแบบ ถนนทางหลวงชนบทหมายเลข 2003 อำเภอบางบ่อและอำเภอบางเสาธง จังหวัดสมุทรปราการ *(Evidence 10)*
6. การสำรวจความคิดเห็นของประชาชนต่อความสัมพันธ์อันดีของหน่วยทหารของกองทัพบกกับชุมชน ในเขตกรุงเทพมหานครและปริมณฑล และพื้นที่ภาคเหนือ (ตอนบน) *(Evidence 12.1)*
7. Customers Satisfaction towards the Sports Authority of Thailand *(Evidence 12.2)*
8. National Science Museum: Satisfaction Survey *(Evidence 12.3)*
9. Krungsri Leadership Academy Training (KSLA 1-5) *(Evidence 13)*

Projects #1&8 (Strategic plan 1), # 6, 7 and 8 (Strategic plan 2) were requested by external organizations (Government Sector). Two projects "English Conversation Media for Primary School" and "I-Edupol Application in Foreign Languages" were maintained and to be provided by Graduate School of eLearning for the second year as well as the project entitled "Mental Health Promotion" provided by Faculty of Nursing Science. Project #9 "Krungsri Leadership Academy" (KSLA) was delivered to the private sector by ABAC ODI since 2011-2015 and still ongoing. The other projects were developed in 2014 not only in response to the needs of the society or communities but also in

accordance with faculty members' expertise which can create positive impact and value to communities.

- Every new project was developed in response to social needs obtained from the survey which indicated that they need academic service activities as a means to enhance their standard of living and to develop their community. All projects were in accordance with IRAS strategic plan.
- Academic service projects were planned or reviewed (continuing projects). Achievement indicator(s) of each project was/were specified and assessed. Results were presented to the committee for consideration and discussion; improvement plans were set for further implementation.
  The AU process of providing academic service plan was assessed in July 2014 for further improvement next year. Some recommendations from the committee for improvements include, the Schools should be more aware and engaged in providing more academic service that are in line with their expertise and extend to providing academic service to wider community as well as external organizations both government and private sectors. There were 11 and 9 projects in accordance with IRAS strategic Plan 1 and 2 respectively. (Details of academic service projects are presented in the following table). Based on 20 projects offered to public, 17 projects achieved their objectives (84%) while the other 3 projects are in process.

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

	Project	Achievement	Not Achievement	Remark
1	I-Edupol Application in Foreign languages conversation *(Evidence 1.1)*	✓		-
2	English Conversation Media for Primary School: Klongsbatchak School *(Evidence 1.2)*		✓	In process
3	Training workshop on Digital Economy for SMEs towards AEC *(Evidence 1.3)*	✓		-
4	Language Project for the Community: English Training for Students at Pakkongchudyai School *(Evidence 2.1)*	✓		-
5	Language Project for the Community: Local Tourism in Sukhunthawas, Bang Bo district *(Evidence 2.2)*	✓		-
6	Mental Health Promotion : Students' Initiative *(Evidence 3)*	✓		-
7	Sustainable Tourism Development of Bang Bo Sub-district Administrative Organization (SAO) Floating market, Samut-Prakan Province, Social Responsibility Workshop. *(Evidence 4)*	✓		-
8	Assumption Business Leading Entrepreneurship: ABLE Incubator *(Evidence 5.3)*	✓		-
9	Academic Service: Send M.Ed. students to teach Khmer and Myanmar languages at Klongkaja School. *(Evidence 6)*		✓	In process
10	Elderly people training on Desert Rose Planting *(Evidence 9)*	✓		-
11	International Conference on "Environmental Values Emerging from Cultures & Religions of the ASEAN Region" *(Evidence 11)*	✓		-

Strategic Plan II: Creating good relationships between AU surrounding communities and external organizations.

	Project	Achievement	Not Achievement	Remark
1	Floating Market Development at Bang Saothong Nork Temple *(Evidence 5.1)*	✓		-
2	In-house Practical Training for MKT ของดีบางบ่อ และบางเสาธง *(Evidence 5.2)*	✓		-
3	Packaging Design Service for Klong Suan 100-year Market *(Evidence 7)*	✓		-
4	Off-Campus Music Training *(Evidence 8)*	✓		-
5	การศึกษาและออกแบบต้นแบบ ถนนทางหลวงชนบท หมายเลข 2003 อำเภอบางบ่อและอำเภอบางเสาธง จังหวัดสมุทรปราการ *(Evidence 10)*		✓	In process
6	การสำรวจความคิดเห็นของประชาชนต่อความสัมพันธ์อันดีของหน่วยทหารของกองทัพบกกับชุมชน ในเขตกรุงเทพมหานครและปริมณฑล และพื้นที่ภาคเหนือ (ตอนบน) *(Evidence 12.1)*	✓		Project since year 2007
7	Customers Satisfaction towards the Sports Authority of Thailand *(Evidence 12.2)*	✓		Project since year 2012
8	National Science Museum: Satisfaction Survey *(Evidence 12.3)*	✓		Project since year 2012
9	Krungsri Leadership Academy • 2011 KSLA 1 • 2012 KSLA 2 • 2013 KSLA 3 • 2014 KSLA 4 • 2015 KSLA 5 *(Evidence 13)*	✓		Started in 2011 and still on going

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

- After approval by the University, all projects/activities were implemented throughout the academic year 2014 by faculty members, with cooperation from officials/personnels at different levels of the communities and external organizations together with IRAS representatives as coordinators/facilitators. The English and ASEAN language conversation or I-Edupol Application project conducted by the Graduate School of eLearning has positive impact to police officials across the country and strengthens the language skills of Royal Thai Police. Policemen can download the application and learn by themselves at anytime from anywhere. Their language skills in both English and other foreign languages are developed. As a result, their knowledge of foreign languages is strengthened in order to prepare themselves for ASEAN community.
- The training workshop on Digital Economy for SMEs towards AEC held by the Graduate School of eLearning in cooperation with private firms provided advanced knowledge in IT to SMEs. Most of SMEs entrepreneurs (approx. 30

in number) indicated that they can use this IT skill to enhance their business. (Satisfaction level 4.25 out of 5.0). In addition, they requested that AU organize this kind of workshop at least once a year in order to update their IT knowledge and enhance their business as well. However, for their convenience and if possible, they prefer the workshop to be held during weekends rather than weekdays.

- School of Music provided the musical instrument lessons, training and competition under "Off-Campus Music Training" project to the Convent of the Holy Infant Jesus and Nawamintharachinuthit Triamudomsuksapattanakarn School. Those who attended acquired some musical skills. (Average score 3.51 out of 5.0). However, participants said that their skill in playing musical instruments did not increase significantly.
- In addition to the above mentioned academic services provided, the Graduate School of Business organized a workshop requested by the community. The project called Sustainable Development of Bang Bo Subdistrict Administrative Organization (SAO) Floating Market, Samut Prakarn Province, organized the Social Responsibility Workshop on May 28, 2014 for 24 officers at all levels of Bang Bo SAO. They were quite satisfied and found the workshop very informative and useful that they would like to use the knowledge gained for the development of floating market to strengthen and develop the community.
- Furthermore, the project called "Design Service" provided to community at Klong Suan 100-year Market, Bang Bo district, was successfully accomplished. The package design was utilized by the community. The assessment score of the incremental knowledge was 4.04 out of 5.0.
- Results of the survey provided to the Thai Royal Army, the Sport Authority of Thailand and the National Science Museum, indicate that the service was very useful to improve and develop their organizations.
- Assumption University through the ABAC OD Institute (ABAC ODI) delivered training Krungsri Leadership Academy (KSLA 1-5) since 2011- 2015 and still ongoing. Collaborative learning, training, people development and networking were delivered with the customers of the bank, especially those who were involved in family business. The KSLA is an on-going project directed towards developing future entrepreneurs who can make a difference by growing their business and improve the quality of life of their stakeholders. The project is an annual engagement of the University through ABAC OD INSTITUTE (ABAC ODI). The ODI TEAM consists of trainors and facilitators are the graduates of the OD program and ABAC lecturers. The Leadership Academy last for 2 months and activities include seminar workshops on various topics for leadership, entrepreneurship, personal and professional development, coaching, company visits, guest speakers on relevant topics, OD clinic , consulting, Individual project, exhibitions and project presentations. The KSLA is a sustainable project that prepares young
- leaders not only for business acumen but also as leaders with innovation, creativity and as change leaders.
- The participants of the KSLA program have develop themselves as effective leaders and have grown their business. One of them is Jaresak Songwutwichai

who attended KSLA 1. He furthered his study by enrolling in the PhD in Organization Development at ABAC and will soon graduate in November 2015. He also expanded his company the G-Tech Company LTD based in Bangkok to a 9-group company. He is also a recipient of many awards such as TOP in TFEX (Thailand Futures Exchange Award 2015).

4. The target communities or organizations develop themselves continuously.

- The target communities and government organizations where AU has provided academic service develop themselves continuously. In the academic year 2014, the University assigned the Graduate School of eLearning to continue providing academic service to the Police Education Bureau to prepare the police officers across the country for the ASEAN Community. The I-Edupol application project, learning English and other foreign languages conversation via smart phone and other mobile device, was started since 2013 with only one language, English and in 2014, three languages including Chinese, Myanmar and Vietnamese were developed.
- The second phase of the project has been launched as requested by the Police Education Bureau to expand and produce another ASEAN language Bahasa, in 2015. It was found that the policemen were satisfied with the provided application. Most reported that they find the application very useful for them to use in the field while they are on duty. As such, it can be concluded that the academic services that the University provided are considered at the sustainable level.
- Two achievement indicators were used to assess the project: 1) number of involvement; and 2) level of satisfaction of police. The results revealed that more than 30,000 policemen (target 1,000 police officials) have downloaded and accessed the conversation application. In addition, the satisfaction result survey revealed that the respondents were satisfied with the application provided.
- The administrators of Police Education Bureau are highly appreciative of the academic service provided since the police officials across the country have successfully improved their language skills upon studying the languages via their smart phones. The number of downloads had significantly increased from eleven thousand (English only) to thirty –six thousand in July 2015 (4 languages), more than 100 percent of target set for the achievement indicator. The overall satisfaction of police officers with the I-Edupol project was 3.92 out of 5.0 (which means highly satisfied). Considering that the improvement of English, Chinese and ASEAN languages skills is essential in preparing the police officers for ASEAN, the I-Edupol project is included in the Royal Thai Police policy as one of the important criteria for promotion. It is recommended that police officers download this application for learning and practicing.
- The 3 projects providing English classes to community: 1) English Conversation Media for Primary School, 2) English Training for students at Pakaklongchudyai School, and 3) Language for Local Tourism in Sukanthawas, Bang Bo District have developed the English language's skills of the target group including teachers, students as well as local people. School teachers as well as communities request that such kind of project be continued in 2015.

- The same request for extension of the project called Mental Health Promotion offered by School of Nursing Science for the 2nd year to children, adults and elderly people in communities has been made. The project was provided in different context. These activities gave a lot of positive impact to people and as a result, the communities develop themselves continuously, in particular "the Self-esteem Promotion in Teenagers". Teenagers aged 10-19 yrs. found that knowledge gained during the workshop were beneficial and can be applied to protect themselves from any unexpected circumstance.
- Two training projects, The In-house Practical Training for MKT and "Floating market development at Bang Soathong Nork Temple" organized by the School of Management provided collaboration between AU and Communities. Leaders and personnel from Bang Bo and Bang Sao Thong participated the training together with lecturers and students from School of Management. All participants were highly satisfied (Satisfaction level was 4.35 out of 5.0). The knowledge and experience obtained were beneficial to the communities. The communities as well as SME owners use the outcomes of this academic service to improve their business and plan for more activities while the model of floating market was fully utilized by the communities.
- Furthermore, the Graduate School of Philosophy and Religion organized the International Conference on "Environmental Values Emerging from Cultures and Religions of the ASEAN Region" sponsored by Konrad-Adenauer Stiftung e.v. and/or TAI (Thailand Achievement Institute). This conference has been held annually since 2003. The main objective is to build dialogue and cooperation among scholar's faculty members, students and alumni from different religions in ASEAN and other countries. Participants not only develop themselves continuously, but they also establish networking around the globe.
- The target community are the participants of the KSLA 1-5 who are developed as future leaders who will manage and make their businesses more sustainable. Since most of the participants of the KSLA 1-5 are second generation family business owners, the training they attain from the program develops further the family business that they will run with their parents who are the first generation business owners and founders. The participants of the KSLA 1-5 such as Khun Jaresak Songwutwichai, mentioned above, are equipped with the tools and process that will help them grow their business and their stakeholders. The individual business change projects they propose and present as outputs of the KSLA 1-5 are based on their current business wherein they design a change development project to further expand, innovate, and diversify their business based on the future business scenario. These are applied to their business in time during and after their participation in the KSLA1-5 program.

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

- The University established a network of cooperation with four external organizations to develop their personnel. The MOU between AU and Police Education Bureau signed in 2013 aimed at providing academic service to police officers in preparing themselves for the ASEAN community. Annual fund was allocated to AU for project operation in 2013 and 2014

- The School of Management was assigned by AU to set up the "Assumption Business Leading Entrepreneurship –ABLE incubator" with the support grants from the Office of Higher Education Commission (OHEC). The objectives of this ABLE-Incubator are to provide consultant regarding all aspects of SMEs entrepreneurship and to organize seminars or training workshops to interested people and community.
- Some activities of business ABLE-Incubator in 2014 include training workshops, seminars on related business topics provided to public and participants. As a result, 3 new entrepreneurs successfully establish their business.
- In order to extend the service to wider community, a network has also been established between the School of Management and external organizations, i.e. the Government Savings Bank and the Department of Trade Negotiations, Ministry of Commerce. As a result, the Business Plan Development Contest was organized twice in 2014 by ABLE-Incubator sponsored by these two government organizations.
- In addition to the network between AU and the Police Education Bureau and OHEC, the University cooperated with other 3 external organizations namely, the Royal Thai Army, the Sports Authority of Thailand and the National Science Museum. All these organizations requested AU to study the satisfaction of communities and customers towards their organizations.
- Furthermore, The Graduate School of Philosophy and Religion has had close cooperation with Konrad-Adenauer Stiftunge.v. Foundation in organizing an annual conference to promote peace and mutual understanding with respect to religion, philosophy, ethics, politics, cultural studies, and ecology.
- Assumption University networks through ABAC OD Institute with Krungsri Bank to deliver this Krunsgri Leadership Academy (KSLA) since 2011 to the present. So far more than 150 participants (clients) have successfully completed the program and applied the learnings to their personal, professional growth and their business expansion. The network of Assumption University expands as we have more clients as participants through KSLA 1 -5 and in the next years.

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

- In academic year 2014, there were 988 faculty members (as of June 30, 2015) working in all 15 schools. Twelve percent of faculty members (AU target 12%) from all Schools participated in providing academic service to the communities and external organization projects listed in performance outcome #2 as follows Graduate School of eLearning (13); School of Arts (15); School of Nursing Science (6); Graduate School of Business (4); School of Management and Economics (23); Graduate School of Education (2); School of Communication Arts (6); School of Music (3); School of Biotechnology (8); School of Architecture and Design (24); School of Philosophy (8) and Institute for Research and Academic Service (13).

- Apart from Schools mentioned above, the School of Science and Technology, School of Engineering, School of Law and Graduate School of English participated in the implementation of University academic service plan as well.
- The Dean and two faculty members of Graduate School of English participated in the "I-Edupol Application" project as the reviewer of English language conversation.
- One faculty member from the School of Law was appointed as member of the AU Institution Review Board (AUIRB) that organized the research projects to enhance the standard of living of the community surrounding Assumption University.
- Lastly, Deans of the School of Science and Technology and School of Engineering were appointed as members of the Research and Academic Service Support Committee to plan, monitor, follow up and evaluate the University academic service plan and projects.

Assessment Result

Indicator	Target	Performance outcome	Score
Indicator 3.1 Academic service to society	4 items	6 items	5 scores

Evidence

Document Code	Document Name
3.1-1	AU-Five year Strategic Plan (2557-2561)
3.1-2	IRAS's 5-year Strategic Plan (2557-2567)
3.1-3	Appointment of the Research and Academic Service Support Committee (AU Order No.151/2014)
3.1-4	The survey of community and social needs project.
3.1-5	AU Academic Service projects in academic year 2014 <u>Strategic plan I</u> 1) I-Edupol Application in Foreign languages conversation *(Evidence 1.1)* 2) English Conversation Media for Primary School: Klongsbatchak School *(Evidence 1.2)* 3) Training workshop on Digital Economy for SMEs towards AEC *(Evidence 1.3)* 4) Language Project for the Community: English Training for Students at Pakkongchudyai School *(Evidence 2.1)* 5) Language Project for the Community: Local Tourism in Sukhunthawas, Bang Bo district *(Evidence 2.2)* 6) Mental Health Promotion : Students' Initiative *(Evidence 3)* 7) Sustainable Tourism Development of Bang Bo Sub-district Administrative Organization (SAO) Floating market, Samut-Prakan Province, Social Responsibility Workshop. *(Evidence 4)* 8) Assumption Business Leading Entrepreneurship: ABLE Incubator *(Evidence 5.3)* 9) Academic Service: Send M.Ed. students to teach Khmer and Myanmar languages at Klongkaja School. *(Evidence 6)* 10) Elderly people training on Desert Rose Planting *(Evidence 9)*

Document Code	Document Name
	11) International Conference on "Environmental Values Emerging from Cultures & Religions of the ASEAN Region"*(Evidence 11)* Strategic plan I 12) Floating Market Development at Bang Saothong Nork Temple *(Evidence 5.1)* 13) In-house Practical Training for MKT ของดีบางบ่อ และบางเสาธง *(Evidence 5.2)* 14) Packaging Design Service for Klong Suan 100-year Market *(Evidence 7)* 15) Off-Campus Music Training *(Evidence 8)* 16) การศึกษาและออกแบบต้นแบบ ถนนทางหลวงชนบทหมายเลข 2003 อำเภอบางบ่อ และอำเภอบางเสาธง จังหวัดสมุทรปราการ *(Evidence 10)* 17) การสำรวจความคิดเห็นของประชาชนต่อความสัมพันธ์อันดีของหน่วยทหารของกองทัพบกกับชุมชน ในเขตกรุงเทพมหานครและปริมณฑล และพื้นที่ภาคเหนือ (ตอนบน) *(Evidence 12.1)* 18) Customers Satisfaction towards the Sports Authority of Thailand *(Evidence 12.2)* 19) National Science Museum: Satisfaction Survey *(Evidence 12.3)* 20) Krungsri Leadership Academy Training *(Evidence 13)*
3.1-6	Job Achievement Indicator (OYPB 2014: Routine Job Proposal 6.1-6.2)
3.1-7	Minutes 1: The Research and Academic Service Support Committee
3.1-8	Minutes 2: The Research and Academic Service Support Committee
3.1-9	Appointment of AU Institutional Review Board (AUIRB) (AU Order No.190/2014
3.1-10	Minutes 1: AU Institutional Review Board (AUIRB)
3.2	Number of faculty members who participated in providing AU academic service (2014)

Component 4 Preservation of Art and Culture

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 has its system and mechanism to promote and support of art and culture under the function of Office of Thai Art and Culture. Appointment to administrative committee in Office of Thai Art and Culture for propelling in overall of the university works on preserving art and culture, to announce the policies and implementation guideline on preserving art and culture. Moreover, the university assigned the committee for each project/ activity chaired by Vice Rector for Student Affairs. For example; Loy Krathong Festival, 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 proposed some cultural activities in OYPB 2014 of the office of Student Affairs which had strategy no.5: Strategy on promotion of Thai arts and cultures. The Office of Thai Art and Culture had the policies, plan and projects, decide on the responsible person, budget planning and implementation. And they were approved by the University Planning and Budgeting Committee and the President respectively. The achievement indicators were set according to the objectives of the activities. Budgets were allocated accordingly. The following cultural promotion activities and projects were proposed in OYPB 2014 of the office of Student Affairs.

Job/Project No. and Title	Achievement Indicator	Budget
Job No.64: Loy Krathong Festival 2014	Level of participant's appreciation and satisfaction towards Loy Krathong festival is at least 3.51 of 5- point scale	Job budget 353,500.00 Baht *Revenues from AUSO
Job No. 65: Celebration on the Occasion of H.M. the King's Birthday	Level of participant's satisfaction towards the ceremony is at least 3.51 of 5-point scale	Job budget 8,450.00 Baht
Job No. 66: Food Offering to Buddhist Monks on the Occasion of New Year's Eve	Level of participant's satisfaction towards the activity is at least 3.51 of 5-point scale	Job budget 4,630.00 Baht
Job No. 67: Songkran Festival 2015	1. Number of participants 2. Level of participants' appreciation and satisfaction towards Songkran Festival 2015 is at least 3.51 of 5-point scale	Job budget 78,400.00 Baht
Job No. 68: Cultural Excursion	1. Number of participants 2. Level of participant's satisfaction towards the cultural excursion is at least 3.51 of 5- point scale.	Job budget 30,000.00 Baht *Revenues from faculties and staffs
Job No. 69: Merit Making for the Buddhist Lent Day	1. Number of participants 2. Level of participant's satisfaction towards the activity is at least 3.51 of 5-point scale	Job budget 13,300.00 Baht
Job No. 72: The Conferral Ceremony of AU Awards for Excellence and Felicitation on the occasion of the Rector Emeritus's Birthdays	Number of participants	Job budget** The budget will be allocated from the Office of Human Resources Management
Job No. 73: The Presentation of Wreath on King Chulalongkorn Memorial Day	Level of participant's satisfaction towards the ceremony is at least 3.51 of 5-point scale.	Job budget 8,100.00 Baht
Job No. 74: The 15th Higher Education Arts and Culture Festival	1. Number of AU student representatives participate in the activity. 2. Number of AU representative faculty members participate in the activity. 3. Level of appreciation of student towards value of classical Thai dance is at least 3.51 of 5-point scale. 4. Level of satisfaction of students towards the arrangement of the activity is at least 3.51 of 5-point scale.	Job budget 216,000.00 Baht
Job No. 75: The 41st Higher Education Thai Classical Music Festival	1. Level of participant's appreciation towards the classical value of Thai dance and music is at least 3.51 of 5-point scale. 2. Level of participant's satisfaction towards the classical value of Thai dance and music is at least 3.51 of 5-point scale.	Job budget 167,000.00 Baht

Job/Project No. and Title	Achievement Indicator	Budget
Project No. 39: The Celebrations on the Auspicious Occasion of HRH Maha Chakri Sirindhorn's 60th Birthday Anniversary (The Thai Heritage Conservation Day)	Level of participant's satisfaction towards the event is at least 3.51 of 5- point scale.	Project budget 70,160.00 Baht
Project No. 40: Campaign on "AU Social Etiquette"	1. Number of participants 2. Level of participant's satisfaction towards the campaign is at least 3.51 of 5- point scale.	Project budget 13,250.00 Baht
Project No. 41: The 15th Higher Education Oratorical Speech Contest	1. Number of participants 2. Level of participants' satisfaction is at least 3.51 of 5- point scale.	Project budget 95,500.00 Baht
Project No. 42: Campaign on "Wearing in Thai Fabrics"	Level of participant's satisfaction towards the campaign is at least 3.51 of 5-point scale.	No Budget

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

The University had appointed the administrative committee to monitors and follows up the jobs and projects implementation. At the end of semester jobs and projects which were implemented were reported to the administrative committees. All jobs and projects had details in job/ project report and in Annual Report 2014. It was reported that the following jobs/projects were implemented in Academic Year 2014

Job No.64 ▫ Loy Krathong Festival 2014 Implemented on November 5, 2014 By Office of Thai Art and Culture, Center for Student Leadership and Experiential Learning, and Assumption University Student Organization (AUSO)

Job No. 65 ▫ Celebration on the Occasion of H.M. the King's Birthday Implemented on December 3, 2014 By Office of Thai Art and Culture, Center for Student Leadership and Experiential Learning, Faculty and Administrative Units

Job No. 66 ▫ Food Offering to Buddhist Monks on the Occasion of New Year's Eve Implemented on April 2, 2015 By Office of Thai Art and Culture, Center for Student Leadership and Experiential Learning

Job No. 67 ▫ Songkran Festival 2015 Implemented on April 9, 2015 By Office of Thai Art and Culture, Center for Student Leadership and Experiential Learning, and Faculty

Job No. 68 ▫ Cultural Excursion Implemented on May 23, 2015 By Office of Thai Art and Culture

Job No. 69 ▫ Merit Making for the Buddhist Lent Day Implemented on July 2 2015 By Office of Thai Art and Culture, Faculty, and administrative units

Job No. 72 ▫ The Conferral Ceremony of AU Awards for Excellence and Felicitation on the occasion of the Rector Emeritus's Birthdays Implemented on December 24, 2014 By Office of Thai Art and Culture and other units

Job No. 73 ▫ The Presentation of Wreath on King Chulalongkorn Memorial Day Implemented on October 23, 2014 By Office of Thai Art and Culture and Center for Student Leadership and Experiential Learning, and Faculty

Job No. 74 ▫ The 15th Higher Education Arts and Culture Festival Implemented on October 30 – November 3, 2014 By Office of Thai Art and Culture and Center for Student Leadership and Experiential Learning

Job No. 75 ▫ The 41st Higher Education Thai Classical Music Festival Implemented on June 4 – 7, 2015 By Office of Thai Art and Culture, and Center for Student Leadership and Experiential Learning, and Faculty

Project No. 39 ▫ The Celebrations on the Auspicious Occasion of HRH Maha Chakri Sirindhorn's 60th Birthday Anniversary (The Thai Heritage Conservation Day) Implemented on April 22-23, 2015 By Office of Thai Art and Culture, Center for Student Leadership and Experiential Learning, and Faculty of Arts

Project No. 40 ▫ Campaign on "AU Social Etiquette" Implemented on March 19, 2015 (Training) and April 2, 2015 (Contest) By Office of Thai Art and Culture, Center for Student Leadership and Experiential Learning, and Faculties

Project No. 41 ▫ The 15th Higher Education Oratorical Speech Contest Implemented on September 6, 2014 By Office of Thai Art and Culture, Student Affairs, Faculty of Arts and Chulalongkorn University Alumni Association (Under The Patronage of His Majesty the King)

Project No. 42 ▫ Campaign on "Wearing in Thai Fabrics" Implemented on August 1, 2014 – July 31, 2015 By Office of Thai Art and Culture

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

After the implementation of each job/project the achievement indicators were measured and the job/project reports were submitted by Office of Thai Art and Culture. Suggestions received from the participants were taken into consideration for the plan of the next academic year.

Job No. 64 ▫ Loy Krathong Festival 2014 The overall participants' satisfaction is 4.44 on the 5-point scale.

Job No. 65 ▫ Celebration on the Occasion of H.M. the King's Birthday The overall participants' satisfaction is 3.95 on the 5-point scale.

Job No. 66 ▫ Food Offering to Buddhist Monks on the Occasion of New Year's Eve The overall satisfaction of this activity is 4.51 on the 5-point scale.

Job No. 67 ▫ Songkran Festival 2015 There were 346 AU members participated in this activity. There were participants more than expected. Level of participants' appreciation and satisfaction is 4.83 on the 5-point scale.

Job No. 68 ▫ Cultural Excursion. There were only 18 participants attended the 9 temples visit which lower than the expected number.The overall participants' satisfaction is 4.78 on the 5-point scale.

Job No. 69 ▫ Merit Making for the Buddhist Lent Day, There were 79 participants attended in this activity which was over the expected number. The overall participants' satisfaction is 4.52 on the 5-point scale.

Job No. 72 ▫ The Conferral Ceremony of AU Awards for Excellence and Felicitation on the occasion of the Rector Emeritus's Birthdays. On this occasion, There were about 250 AU members participated. There were participants as expected. The ceremonies were completely done.

Job No. 73 ▫ The Presentation of Wreath on King Chulalongkorn Memorial Day, The overall participants' satisfaction is 4.26 on the 5-point scale.

Job No. 74 ▫ The 15th Higher Education Arts and Culture Festival. There were 34 AU representative students. 8 CSLEL members participate in the activity. AU representative students' appreciation is 4.5 on the 5-point scale and AU representative students' satisfaction is 4.11 on the 5-point scale.

Job No. 75
- The 41st Higher Education Thai Classical Music Festival. AU representative students' appreciation is 4.40 on the 5-point scale. The overall AU representative students' satisfaction is 4.03 on the 5-point scale.

Project No. 39
- The Celebrations on the Auspicious Occasion of HRH Maha Chakri Sirindhorn's 60th Birthday Anniversary (The Thai Heritage Conservation Day). The overall participants'satisfaction is 4.02 on the 5-point scale.

Project No. 40
- Campaign on "AU Social Etiquette" There are 24 participants from 5 faculties in this campaign as 50% of expected participants. The overall participants' satisfaction is 4.28 on the 5-point scale.

Project No. 41
- The 15th Higher Education Oratorical Speech Contest. There were 254 AU participants and about 60 audiences from other educational institutions. There were 35 contestants from 19 educational institutions in the central part of Thailand. The overall participants' satisfaction is 3.77 on the 5-point scale.

Project No. 42
- Campaign on "Wearing in Thai Fabrics" The overall participants' satisfaction is 4.00 on the 5-point scale.

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

The jobs and projects implemented in 2014 will be continued in the academic year 2015. Some activity in Songkran Festival will be improved on the new method.

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

The University disseminates information, PR publicizes photos and news of events on preservation service and activities related to promotion of art and culture to the public through the poster, website such as AU website, online ABACTODAY and social media public relation channels : facebook.com.
Moreover, the Office of Thai Art and Culture organizes activities in cooperation with the external organizations. The university participates in events organized in the local and international levels such as The 15th Higher Education Oratorial Speech Contest Project (The project on "Co-hosting Assumption University and Chulalongkorn University Alumni Association under The Patronage of His Majesty the King), Lay a wreath in King Chulalongkorn Memorial Day, Offering candle in the Buddhist Lent Day.

The Thai classical Dance Club has participated in 15th Higher Education Arts and Cultural Festival at Phayap University. In addition, the AU Chorus Club has joined the choir performance on "The Celebration on the Auspicious Occasion of Her Highness Princes Maha Chakri Sirindhorn's 5th cycle Birthday Anniversary 2nd April 2015 at The Main Hall, Thailand Cultural Centre.

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.269/2012 & No.57/2015 Appointment as Director, Office of Thai Art and Culture
4.1-1-2	คำสั่งมหาวิทยาลัยอัสสัมชัญ ที่ 278/2555 เรื่องแต่งตั้งคณะกรรมการบริหารจัดการสำนักงานศิลปวัฒนธรรมไทย
4.1-1-3	ประกาศมหาวิทยาลัยอัสสัมชัญ ที่ 9/2556 เรื่อง นโยบายและแนวทางการดำเนินงานด้านการทำนุบำรุงศิลปวัฒนธรรม
4.1-1-4	Assumption University Order No.257/2014 Appointment of the Loy Krathong Festival Committee 2014
4.1-1-5	Assumption University Order No.7/2015 Appointment of Songkran Festival Committee 2015
4.1-2-1	Policies and plan of Office of Thai Art and Culture
4.1-2-2	One Year Plan & Budget 2014 of Student Affairs (OYPB 2014)
4.1-3-1	Minutes of the administrative committee of Office of Thai Art and Culture
4.1-3-2	Annual Report 2014
4.1-4-1	Job No. 64-69,72-75 Report
4.1-4-2	Project No.39-42 Report
4.1-5-1	One Year Plan & Budget 2015 of Student Affairs (OYPB 2015)
4.1-5-2	Minutes of the administrative committee of Office of Thai Art and Culture
4.1-6-1	Dissemination about 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	http://www.abactoday.com
4.1-6-4	ABACTODAY Online (www.journal.au.edu/abac-today)
4.1-6-5	http://www.facebook.com
4.1-6-6	Project Report
4.1-6-7	สูจิบัตรงาน “เทิดพระเกียรติ ๖๐ พรรษา สมเด็จเจ้าฟ้ามหาจักรีสิรินธร” ณ หอประชุมใหญ่ศูนย์วัฒนธรรมแห่งประเทศไทย

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. Financial information which include the cost per unit of each program, cost for the development of students, faculty members, staff, and teaching-learning management is continuously analyzed so as to determine the cost-effectiveness of program administration, efficiency and effectiveness of graduate production as well as competitive advantage.
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.
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 Outcome

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.**

   AU appointed the AU Strategic Plan Development Committee to study, analyze, and develop AU 5-year Strategic Plan for year 2014 – 2018. The AU Strategic Plan was developed based on SWOT analysis. It was aligned with AU vision, mission and philosophy. AU strategic plan was also aligned with national development plans as follows:
   - The 11th National Economic and Social Development Plan (2012 – 2016)
   - The 11th National Educational Plan for Higher Education (2012 – 2016)

- Framework of the Second 15-year Long Range Plan on Higher Education of Thailand (2008 – 2022)

AU Strategic Plan was approved by the University Council on Jan. 16, 2014. The, AU Financial Strategic Plan (2014 – 2018) was then developed. In addition, the AU Strategic Plan was formally transmitted to all Schools and supporting units. Schools and supporting units then develop their own strategic plans which were aligned with the AU Strategic Plan.

The strategic plan was translated into an annual action plan which covers the four missions: teaching - learning, research, academic services and preservation of art and culture. AU appointed 3 committees to review, advise and endorse the one-year plan and budget (OYPB) of all units before submitting them to the Rector for consideration and approval. The operational projects/activities must be aligned with strategic objectives specified in strategic plans. There is a procedure to transform the strategic plan into an annual action plan/OYPB. The key performance indicators (KPIs) and targets are specified in strategic plan and OYPB to measure the achievements.

There is a manual with forms about OYPB preparation. It was also explained in the meeting with Schools. Schools' and units' OYPBs were reviewed and endorsed by the OYPB committees. Schools' and units' OYPBs were endorsed before the academic year begins. The projects/activities were implemented during academic year 2014 following specified standard operating procedures.

2. Financial information which include the cost per unit of each program, cost for the development of students, faculty members, staff, and teaching-learning management is continuously analyzed so as to determine the cost-effectiveness of program administration, efficiency and effectiveness of graduate production as well as competitive advantage.

Financial information was collected and analyzed. Cost per unit of each program was analyzed and reported to the concerned administrators by the Office of Financial Management. Schools and supporting units can propose activities/projects with requested budget to the University as mentioned in (1) in their OYPB. These projects/activities cover strategic objectives in area of teaching-learning, faculty development, student development, research, academic service, preservation of art and culture. At the end of academic year, the Office of Financial Management reports to Schools and units the projects implemented, the approved budget, and actual expense so that the Schools and units are able to analyze the cost-effectiveness of the projects/activities implemented. At University level, financial analysis was conducted for program and school administration, efficiency and effectiveness.

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.

The University Risk Management Committee has been appointed to formulate risk management policies and guidelines including the monitoring systems to evaluate the implementation of risk management of the University. Every School and unit has its own risk management committee, which works closely with University Risk Management Committee. The University Risk Committee analyzed and identified risks

factors in 4 categories: strategic risk, resources risk, operation risk and compliance risk. The University Risk Committee assessed the quantitative and qualitative estimation of the opportunities and impact of risk in terms of the level of risk: high, medium or low according to AU enterprise risk management hand book. The Committee completed the risk management plan according to the step of control evaluation process and implemented the treatment plans.

All the units prepare the monitoring report, review the risk management plan and report to the University Risk Management Committee once a year. The Committee combines the risk management plan of Schools and supporting units and uses them in preparing the University Risk Management Plan and report submitted to University administrators. All the units have implemented the risk management plan and performed the monitoring review of the risk profile including the recommendations from the University administrators and University Risk Management Committee to adjust the risk management plan for the next academic year.

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

The University administers with the principles of good governance, taking into account the interests of the University and the stakeholders. The University has a system whereby there is a flow of information to the administrators that aids in decision-making. Decisions are taken and enforced in accordance with rules and regulations. It aims to ensure that decisions are made by people who are capable of making them.

The University is successful in producing desired graduates with 3 identities: English proficiency, ethics, and entrepreneurial spirits. AU graduates are accepted by international communities and receive salaries higher than the average. AU performs all functions in the best possible manner with the least waste of resources. Cost effectiveness is always a concern in University's operations.

The University ensures openness and transparency in order that stakeholders can have confidence in the decision-making and management processes. All University members, including administrators, lecturers, researchers and staff are to be responsible and accountable for their action and decisions. The University sets the requirements for ethical and responsible teaching and decision-making throughout the University. The University's service delivers quality outcomes efficiently and represents good value of money.

The University ensures that the faculty is given an equal voice in determining policy. Close cooperation and compatibility among different levels of institutional administration is required for good governance as evidenced by several appointed committees for various tasks and missions.

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

The University monitors and supports all units to manage knowledge according to knowledge management system by organizing workshops for Schools and supporting units. For Schools, the University focuses on two issues: teaching technique for student ethical development and research proposal writing technique, which are aligned with AU identity, teaching learning, and research mission. For supporting units the University focuses on "เทคนิคการสร้างจิตสำนึกที่ดีต่อการทำงาน"

Representatives from all Schools are selected to attend the KM café, KM seminars and KM workshops. The knowledge and expertise on teaching/learning and research from faculty members and external experts are shared, exchanged, and disseminated among AU personnel. Each School also conducts KM workshops within its own School. Similar process is applied for supporting units.

Center for Excellence (CFE) is responsible for synthesizing and integrating knowledge from Schools to be AU KM. The knowledge and expertise on teaching/learning and research from faculty members and external experts are integrated into database to be shared by AU personnel.

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

AU has its policy to set an Action Plan for Reaffirming the Human Resources Development (2013 – 2017) to ensure effective human development. The human resources development is considered as a crucial and mandatory activity for sustainable quality improvement.

Schools, supporting units, and the Office of Human Resources Management (OHRM) are responsible for monitoring the human resources development plan. At University level, OHRM has monitored the plan for administration and development of faculty members and support staff in several areas as follows:

- Recruitment and employment
- Scholarships
- Professional training, seminar, workshop and meetings
- Moral support and fringe benefits
- Health and social development

In addition, OHRM works closely with Institute for Research and Academic Services (IRAS) for research support funding such as research grants, research publication and presentation support, etc.

In year 2014, the University spent approximately 12.2 million baht for faculty scholarship and 0.5 million baht for staff scholarship; 5.5 million baht for professional trainings; and 6 million baht for research support.

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 developed its own internal quality assurance system since B.E. 2545. Over the years, Assumption University has been engaged in QA by incorporating QA systems and mechanisms in all its operations to ensure that quality education and services are delivered to its stakeholders and to maintain high quality academic standard.

The internal quality assurance committees are set up for systematic planning, organizing, implementing, monitoring and controlling of all QA works at all management levels, namely

- University QA Board
- University QA Executive Committee for Academic/Support Units
- Academic Coordinating Committee/Administrative Coordinating Committee

- Quality Teams
- Common Data Set Committee

The University appointed Quality Teams for all Schools and supporting units to monitor, control and audit their own quality assurance system. Quality teams reported directly to the Deans and Directors. Schedule of Internal Quality Assessment 2014 was set and disseminated to all Schools and support units. Additionally, the IQA schedule was employed as QA mechanism to control planning, developing, implementing, controlling, monitoring and assessment of all QA works. The QA site visit to Schools and support units was done by the University to monitor their QA works (PDCA) and performance outcomes during **January 26 - February 6, 2015.** The IQA is done yearly by OHEC and EQA is done every five years by ONESQA. All the required data as specified by OHEC and ONESQA are addressed including the requirement of CHE QA Online. The results of IQA and EQA were reported to the University Council, OHEC and ONESQA according to set schedules. The results of IQA were distributed to Schools and support units and all Deans, Directors and Heads as feedback for improvement plan.

The University has passed 7 items with 5 scores.

Assessment Result

Indicator	Target	Performance outcome	Score
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	6 items	4 scores

Evidence

Document Code	Document Name
5.1-1-1	AU Strategic Plan (2014-2018)
5.1-1-2	แผนพัฒนาเศรษฐกิจและสังคมแห่งชาติฉบับที่ 11 (พ.ศ.2555-2559)
5.1-1-3	แผนพัฒนาการศึกษาระดับอุดมศึกษาฉบับที่ 11 (พ.ศ.2555-2559)
5.1-1-4	กรอบแผนอุดมศึกษาระยะยาว 15 ปี ฉบับที่ 2 (พ.ศ.2551-2565)
5.1-1-5	คำสั่งมหาวิทยาลัยที่ 157/2558 เรื่อง แต่งตั้งคณะกรรมการจัดทำแผนกลยุทธ์พัฒนามหาวิทยาลัยอัสสัมชัญระยะ 5 ปี (พ.ศ.2556-พ.ศ.2560)
5.1-1-6	Minutes of the Meeting of University Council on Jan.16,2014
5.1-1-7	คำสั่งมหาวิทยาลัยที่ 124/2557 เรื่อง แต่งตั้งคณะกรรมการจัดทำแผนกลยุทธ์ทางการเงินมหาวิทยาลัยอัสสัมชัญระยะ 5 ปี (พ.ศ.2557-พ.ศ.2561)
5.1-1-8	AU Financial Strategic Plan (2014-2018)
5.1-1-9	Schools' Strategic Plans for Academic Year 2014
5.1-1-10	Supporting Units' Strategic Plans for Academic Year 2014
5.1-1-11	AU Order No.33/2014 Appointment of the 3 University Planning and Budgeting Committee (UPBC) for Academic Year 2014
5.1-1-12	Minutes of the Meetings of OYPBs for Academic Year 2014
5.1-1-13	Budget Guideline for Academic Year 2014
5.1-1-14	Schools' OYPB 2014
5.1-1-15	Supporting Units' OYPB 2014

Document Code	Document Name
5.1-1-16	Schools' OYPB Assessment Report (Half Year) for Academic Year 2014
5.1-1-17	Schools' ARs 2014
5.1-2-1	Annual Financial Statement Report for Academic Year 2014
5.1-2-2	Cash Budget Report One Year and Five Year
5.1-2-3	Statement of Revenues and Expenses of the Responsible Units Report for Academic Year 2014
5.1-2-4	Monthly Annual Report for Academic Year 2014
5.1-2-5	Cost per head Report for Academic Year 2014
5.1-2-6	A Comparative Summary of Operational Budget, Project Budget, Auxiliary Project Budget for Academic Year 2014
5.1-2-7	Summary of Revenues and Expenses for Academic Year 2014
5.1-3-1	คำสั่งมหาวิทยาลัยที่ 145/2558 เรื่องแต่งตั้งคณะกรรมการบริหารความเสี่ยงของมหาวิทยาลัย
5.1-3-2	AU Risk Management for Academic Year 2014
5.1-3-3	School Risk Management for Academic Year 2014
5.1-3-4	Supporting Unit Risk Management for Academic Year 2014
5.1-3-5	คู่มือบริหารความเสี่ยงทั่วทั้งองค์กร (AU Enterprise Risk Management Hand Book) ฉบับปรับปรุง กุมภาพันธ์ 2556
5.1-3-6	AU Risk Management Evaluation Report for Academic Year 2014
5.1-3-7	School Risk Management Evaluation Report for Academic Year 2014
5.1-3-8	Supporting Unit Risk Management Evaluation Report for Academic Year 2014
5.1-3-9	Minutes of the Meeting of University Risk Management Committee for Academic Year 2014
5.1-4-1	Minutes of the University Council Meeting for Academic Year 2014
5.1-4-2	AU Appointment of the Faculty Senate
5.1-4-3	AU Appointment of the Administrative Senate
5.1-4-4	Assessment Results of Vice Presidents and Deans
5.1-4-5	A Job Placement Survey of Assumption University Graduates Batch 42
5.1-5-1	รายงานผลการดำเนินงานโครงการแบ่งปันสร้างสรรค์นำองค์กรสู่การเรียนรู้ (AU-KM Workshop)
5.1-5-2	www.aukms.au.edu
5.1-6-1	AU Action Plan for Reaffirming the Human Resources Development (2013-2017)
5.1-6-2	คำสั่งมหาวิทยาลัยอัสสัมชัญ ที่ 206/2558 เรื่องแต่งตั้งคณะกรรมการพัฒนาบุคลากรสายสนับสนุน
5.1-6-3	คำสั่งมหาวิทยาลัยอัสสัมชัญ ที่ 107/2558 เรื่องการแต่งตั้งคณะกรรมการบริหารงานบุคคล
5.1-6-4	Summary of Seminar, Workshop, Scholarship and Training of Lecturers and Staff for Academic Year 2014
5.1-7-1	Assumption University Quality Manual for Academic Year 2014
5.1-7-2	คำสั่งมหาวิทยาลัยอัสสัมชัญที่ 112/2558 เรื่อง แต่งตั้งคณะกรรมการบริหารงานการประกันคุณภาพการศึกษามหาวิทยาลัยอัสสัมชัญ
5.1-7-3	AU Order No.171/2015 Appointment of the Quality Assurance Executive Committee for Academic Units
5.1-7-4	AU Order No.172/2015 Appointment of the Quality Assurance Executive Committee for Support Units
5.1-7-5	AU Order No.99/2013 Appointment of the QA Academic Coordinating Committee

Document Code	Document Name
5.1-7-6	AU Order No.100/2013 Appointment of the QA Administrative Coordinating Committee
5.1-7-7	AU Order Appointment of the Quality Assurance Committee / Quality Team for Schools and Supporting Units
5.1-7-8	คำสั่งมหาวิทยาลัยอัสสัมชัญที่ 102/2556 แต่งตั้งคณะกรรมการบริหารข้อมูลการประกันคุณภาพของมหาวิทยาลัยตามเกณฑ์มาตรฐานคุณภาพของ สกอ. และ สมศ.
5.1-7-9	รายงานการประชุมคณะกรรมการบริหารงานการประกันคุณภาพการศึกษามหาวิทยาลัย อัสสัมชัญ ประจำปีการศึกษา 2557
5.1-7-10	Minutes of the Quality Assurance Executive Committee for Academic Units Academic Year 2014
5.1-7-11	Minutes of the Quality Assurance Executive Committee for Support Units Academic Year 2014
5.1-7-12	Schedule of Internal Quality Assessment 2014
5.1-7-13	Schedule of QA Site Visit for Improvement Plan 2014
5.1-7-14	AU IQA Report 2013
5.1-7-15	AU Improvement Plan 2013

Indicator 5.2 Results of School administration

Type of indicator Output

Assessment criteria

Average score of assessment results of all Schools

Score obtained = 46.63/ 14 = 3.33

Performance Outcome

School		Assessment Scores	Assessment Results
1	Martin de Tours School of Management and Economics	EdPEx System	
2	School of Arts	3.49	Fairly good
3	Bernadette de Lourdes School of Nursing Science	4.40	Good
4	Vincent Mary School of Science and Technology	2.97	Fairly good
5	Vincent Mary School of Engineering	2.69	Fairly good
6	Albert Laurence School of Communication Arts	3.25	Fairly good
7	Faculty of Law	3.17	Fairly good
8	Faculty of Biotechnology	3.13	Fairly good
9	Montfort del Rosario School of Architecture and Design	3.90	Good
10	School of Music	3.17	Fairly good
11	Graduate School of Business	3.68	Good
12	Graduate School of Philosophy and Religion	3.15	Fairly good
13	Graduate School of Education	2.85	Fairly good
14	Graduate School of English	3.48	Fairly good
15	Graduate School of eLearning	3.30	Fairly good
	Assumption University Average Score	3.33	

Results of Internal Quality Assessment Classified by Components

School		Assessment Scores/ Results					
		1. Graduate Production	2. Research	3. Academic Service	4. Preservation of Art and Culture	5. Administration	Total
1	Martin de Tours School of Management and Economics	EdPEx System					
2	School of Arts	3.12 Fairly good	2.22 Need improvement	5.00 Very good	5.00 Very good	5.00 Very good	3.49 Fairly good
3	Bernadette de Lourdes School of Nursing Science	4.11 Good	4.49 Good	5.00 Very good	5.00 Very good	4.50 Good	4.40 Good
4	Vincent Mary School of Science and Technology	2.59 Fairly good	4.02 Good	3.00 Fairly good	2.00 Need improvement	3.00 Fairly good	2.97 Fairly good
5	Vincent Mary School of Engineering	3.40 Fairly good	4.57 Very Good	1.00 Need urgent improvement	1.00 Need urgent improvement	3.50 Fairly good	2.69 Fairly good
6	Albert Laurence School of Communication Arts	2.98 Fairly good	1.81 Need improvement	4.00 Good	5.00 Very Good	5.00 Very Good	3.25 Fairly good
7	Faculty of Law	1.90 Need improvement	4.76 Very Good	3.00 Fairly good	3.00 Fairly good	3.00 Fairly good	3.17 Fairly good
8	Faculty of Biotechnology	2.49 Need improvement	4.28 Good	3.00 Fairly good	2.00 Need improvement	4.00 Good	3.13 Fairly good

School		Assessment Scores/ Results					
		1. Graduate Production	2. Research	3. Academic Service	4. Preservation of Art and Culture	5. Administration	Total
9	Montfort del Rosario School of Architecture and Design	2.97 Fairly good	4.27 Good	5.00 Very Good	5.00 Very Good	5.00 Very Good	3.90 Good
10	School of Music	2.56 Fairly good	2.63 Fairly good	4.00 Good	5.00 Very Good	4.50 Good	3.17 Fairly good
11	Graduate School of Business	2.12 Need improvement	4.67 Very Good	5.00 Very Good	5.00 Very Good	4.00 Good	3.68 Good
12	Graduate School of Philosophy and Religion	2.26 Need improvement	2.50 Need improvement	3.00 Fairly good	3.00 Fairly good	5.00 Very Good	3.15 Fairly good
13	Graduate School of Education	2.10 Need improvement	3.00 Fairly good	3.00 Fairly good	3.00 Fairly good	4.00 Good	2.85 Fairly good
14	Graduate School of English	3.44 Fairly good	4.50 Good	1.00 Need urgent improvement	4.00 Good	4.50 Good	3.48 Fairly good
15	Graduate School of eLearning	2.28 Fairly good	3.25 Fairly good	3.00 Fairly good	2.00 Need improvement	3.00 Fairly good	3.30 Fairly good

Remark: Assessment result of school level

0.00 - 1.50 Need urgent improvement
1.51 – 2.50 Need improvement
2.51 – 3.50 Fairly good
3.51 – 4.50 Good
4.51 – 5.00 Very good

Assessment Result

Indicator	Target	Performance outcome	Score
Indicator 5.2 Results of School administration	4.48 scores	3.33 scores	3.33 scores

Evidence

Document Code	Document Name
5.2-1-1	School Internal Quality Assessment Report Academic Year 2014

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 developing the Schools continuously.
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

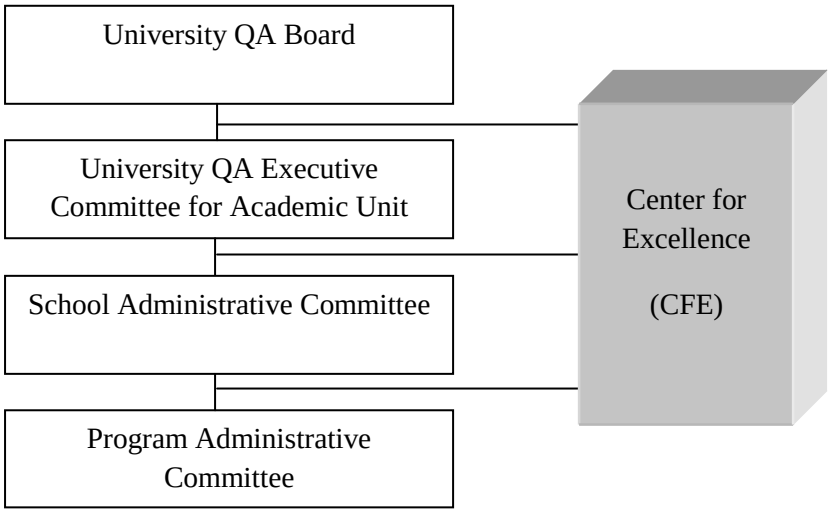
1. **A system and a mechanism for monitoring Program and School quality assurance in accordance with the components of Program and School quality assurance are set up.**

   Assumption University has been engaged in QA by incorporating QA systems and mechanisms in all its programs and Schools to ensure that quality education and services are delivered to its students and to maintain high quality academic standards. The AU Quality System has been revised, restructured and redeveloped over the years to be appropriate to AU's mission and administration. Regularly, the Schools monitor, audit and assess the quality of the programs offered. The program performances are reported in Schools' SARs.

   However, in 2014 with the new IQA system, the quality assurance and assessment were separated into three levels: Program, School, and Institute. Each level has different set of quality indicators. Hence, the University has adjusted its system and mechanism to incorporate this change by having Program Administrative Committee and School Administrative Committee to be 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.

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 following diagram represents the mechanism for monitoring programs and School quality assurance.



As mentioned in (1) Program Administrative Committee is added to the Structural AU Quality Assurance System. The duties and responsibilities of this committee are:

- Formulate policies and guidelines for program management, teaching and learning, evaluation and assessment, and quality assurance of the program to ensure that the quality standards set are met.
- Plan, follow up and review program management and performance in accordance with Higher Education Program Standard Criteria B.E. 2548, Thai Qualifications Framework for Higher Education (TQF: HEd) B.E. 2552, and IQA indicators.

School Administrative Committee has duties and responsibility to:

- Formulate policies and guidelines for the development and management of all the programs of the School
- Monitor and supervise the management of all programs to ensure quality in accordance with Higher Education Program Standard Criteria B.E. 2548, Thai Qualifications Framework for Higher Education (TQF: HEd) B.E. 2552, and IQA indicators.

The quality performances of the programs are regularly reported to the School Administrative Committee and University QA Executive Committee for Academic Unit respectively. Corrective actions are implemented immediately when necessary. The supporting unit, Center for Excellence (CFE), is responsible for supporting all units concerning quality assurance. The Center for Excellence envisions itself as the catalyst to develop and manage a comprehensive performance management system for all academic and administrative units in the University through sufficient and sustainable capacity building to achieve and support a top class quality education centered on education excellence for students and for societal development

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 Program's and School's performance by two channels. Firstly, Programs and Schools may request for specific needed resources, such as teaching learning tools/equipments, laboratories, etc., through their planning and budgeting systems (OYPB). Secondly, resources

are provided through the services of supporting units such as library, Information Technology Service (ITS), administrative unit, student affairs, etc.

The University through the Office of Information Technology Services has arranged for 2,335 computers to be available for teaching & learning. The internet wifi access is available on every campus allowing students to access to the internet using their own personal notebooks and mobile devices. AU Library has provided services that are more convenient to the current users. The online services are available and can be accessed anytime, anywhere. The Library has acquired digital and electronic resources. These include E-Books, EJournals, E-Newspapers, Online Databases, E-I&A, Turnitin, EndNote Web, Surveymonkey, Coloribus.com, Creativepublic.com, LogoLounge, and Lynda. Com. The University has adequate and sufficient physical facilities for teaching learning: adequate number of classrooms at both campuses. Classrooms, other rooms, and all equipment are well maintained and ready for use.

The University has facilities available for students such as: registration and student records, health care and services, food service and management, dormitory, and sport facilities. In addition, the University landscape and environment have been further developed for quality living and learning of the students while on campus.

For QA-related matters, through the planning and budgeting system of the University, programs and Schools may propose QA related activities and needed budget to the University Committees. In addition, the central budget at Center for Excellence (CFE) is set for managing quality assessment process. In 2014, programs and Schools requested for 256,300 baht budget in total. CFE allocated programs 646,300 baht, Schools 220,260 baht, and institute 277,000 baht.

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

All Programs and Schools are assessed during August – September, 2014. The Program and School assessment results are reported to University QA Executive Committee for Academic Unit on 21 September, 2015 and to QA Board on 25 September, 2015. These results and University assessment result will be reported to the University Council on December 2015.

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

Every year, the assessment results of the University and the recommendations of the assessor team are reported to the University Council. The AU Quality Performance of academic year 2013 was reported to the University Council on 18 December, 2013. Recommendations and suggestions from University Council and assessor team are used for University Improvement Plan. The improvement plan and improvement results are presented in University SAR every year.

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

In 2014, 75 programs were assessed. Seventy two programs passed the standard control criteria specified in Component 1 accounting for 96 percent. Three programs did not pass the standard control criteria specified in Component 1 accounting for 4 percent.

The University passed 5 criteria with 4 scores

Assessment Result

Indicator	Target	Performance outcome	Score
Indicator 5.3 System for monitoring Program and School quality assurance	N/A	5 items	4 scores

Evidence

Document Code	Document Name
5.3-1-1	คู่มือประกันคุณภาพการศึกษาภายในระดับอุดมศึกษา พ.ศ. 2557 สำนักงานคณะกรรมการการอุดมศึกษา
5.3-1.2	Program SAR 2014
5.3-1-3	School SAR 2014
5.3-1-4	Assumption University Quality Manual Academic Year 2014
5.3-2-1	The Duties and Responsibilities of the Program Administrative Committee
5.3-2-2	The Duties and Responsibilities of the School Administrative Committee
5.3-2-3	กระบวนการเตรียมความพร้อมเพื่อรับการประเมินคุณภาพภายในระดับหลักสูตรและระดับคณะประจำปีการศึกษา 2557
5.3-3-1	Number of full-time equivalent students (FTES) of Bachelor's degree programs 2014 classified by faculty
5.3-3-2	Number of full-time equivalent students (FTES) of Master's degree programs 2014 classified by faculty
5.3-3-3	Number of full-time equivalent students (FTES) of Doctoral degree programs 2014 classified by faculty
5.3-3-4	Number of /WiFi access service points in each building
5.3-3-5	AU Library: Annual Report 2014
5.3-3-6	AU Library: Self Assessment Report (SAR) 2014
5.3-3-7	AU Library: 5 Years Strategic Plan 2014-2018
5.3-3-8	AU Library: One Year Plan & Budget 2014-2015
5.3-3-9	AU Library: Risk Management Plan 2014
5.3-3-10	Statistics of increased library resources
5.3-3-11	Statistics of increased information resources of the Information Center
5.3-3-12	Statistics of walk-in users
5.3-3-13	Statistics of online-access classified by Online Databases
5.3-3-14	Statistics of information resources promotion
5.3-3-15	List of facilities available to users (e.g. seats, computers, scanners, wireless access, LAN access)
5.3-3-16	Examples of various types of activities available at the Library Website
5.3-3-17	Library Website Homepage shows learning resources are accessible via Internet: http://www.library.au.edu/
5.3-3-18	Research Help Website: http://www.library.au.edu/research/index.html

Document Code	Document Name
5.3-3-19	User of the Month' reward activity: http://www.library.au.edu/top-of-the-month-and-year.html
5.3-3-20	Bro. Martin's Collection: http://www.library.au.edu/bro-martin/index.html
5.3-3-21	Bro. Bancha's Collection: http://www.library.au.edu/bro-bancha/index.html
5.3-3-22	AU Hall of Fame: http://www.library.au.edu/hall-of-fame/index.html
5.3-3-23	Photos: ACC School of Commerce Library
5.3-3-24	Area and number of classrooms, laboratory rooms, workshop rooms, studios, etc. Hua Mak Campus
5.3-3-25	Area and number of classrooms, laboratory rooms, workshop rooms, studios, etc. Suvarnabhumi Campus
5.3-3-26	Area and number of classrooms, laboratory rooms, workshop rooms, studios, etc. City Campus
5.3-3-27	Area and number of classrooms, laboratory rooms, workshop rooms, studios, etc. ACC Campus
5.3-3-28	Area and number of classrooms, laboratory rooms, workshop rooms, studios, etc. VME and VMS Building
5.3-3-29	Performance Report on Health Care and Services 2014
5.3-3-30	Performance Report on Food Service and Management 2014
5.3-3-31	List of requests/users for using sport facilities at both campuses.
5.3-3-32	Area and number of sport facilities
5.3-3-33	งบประมาณปีการศึกษา 2558 งานประเมินคุณภาพภายในระดับหลักสูตร
5.3-3-34	งบประมาณปีการศึกษา 2558 งานประเมินคุณภาพภายในระดับคณะและหน่วยงาน
5.3-3-35	งบประมาณปีการศึกษา 2558 งานประเมินคุณภาพภายในระดับสถาบัน
5.3-4-1	Program Internal Quality Assessment Report Academic Year 2014
5.3-4-2	School Internal Quality Assessment Report Academic Year 2014
5.3-4-3	Minutes of the Meeting of QA Board on Sep.25,2015
5.3-5-1	AU Quality Performance of Academic Year 2013
5.3-5-2	Minutes of the Meeting of University Council on Dec.18,2013
5.3-5-3	AU Improvement Plan 2013
5.3-6-1	Program Internal Quality Assessment Report Academic Year 2014
5.3-6-2	School Internal Quality Assessment Report Academic Year 2014

Component 6 Institution's Identity

❖ **Strengths**

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

❖ **Strengthening Measures**

The University has designed a clear and effective system and mechanisms.

❖ **Issues for Improvement**

- The School not offering management courses may not have activities promoting entrepreneurial spirit.
- The committee needs an IT expert to monitor the information system.

❖ **Improvement and Development Measures**

- The University Uniqueness and Identity Support Committee will organize activities promoting entrepreneurial spirit for the Schools above and encourage each School not offering management courses to organize activities by themselves.
- The committee should invite an ITS staff member to assist the secretary.

❖ **Best Practice/ Innovation**

- The Professional Ethics Seminar (BG1403) comprising of 16 modules lay down the foundations of moral principles both in theory and practices as seen in the service learning projects organized for student to participate in 3Es: Ethics, English Proficiency, Entrepreneurial Spirit have been emphasized in the Professional Ethics Seminar.
- AU is the first University that requires all students to complete service learning projects before their graduation.

Indicator 6.1 Achievements in the development of institution's identity

Type of indicator Process

Identity of Assumption University students

- Ethics
  - Integrity
  - Social consciousness
  - Discipline
    - Self-discipline
    - Social discipline
- English Proficiency
- 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 a mechanism for continuous enhancement of the student identity are specified.
4. Students, faculty members and support staff participate fully.
5. There is an evaluation of satisfaction. The evaluation result is not less than 80%.

Assessment 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 manual on the University's Uniqueness and Identity was developed in June 2014. The rationale identifying student identity was approved by the University Council and stated in the Assumption University's Uniqueness and Identity booklet.

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

   The indicators and level of achievement are presented in the Assumption University's Uniqueness and Identity booklet.

3. **A system and a mechanism 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. There are workshops organized to enhance the understanding of the student identity. There is a flow chart designed to facilitate Schools in data collection on relevant activities.

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

- The University Uniqueness and Identity Support Committee organized 3 workshops on July 28, 2014, February 20, 2015 and May 28, 2015 respectively. All Schools sent their representatives to participate in these 3 workshops.
- Students from all Schools attended and participated in the Professional Ethics Seminar classes. In academic year 2014, St. Martin Center for Professional Ethics & Service Learning organized BG14031-8 classes in 370 sections in two semesters (189 sections in semester 1/2013 and 181 sections in semester 2/2014) for 28,293 students (14,634 students in semester 1/2014 and 13,659 students in semester 2/2014 attended these classes).
- Students' satisfaction: The overall class satisfaction is at level 4 (out of 5 point scale). The percentage of the completion (S) grade is 76.7 %. The percentage of incompletion is 23.3%. The reasons for incompletion are 1) absence and drop-out 18.5 %; 2) low score 4.8 %. However, according to the system all absentees and those who are considered fail in Professional Ethics Seminar have to re-register the classes in the coming semester. Therefore, the percentage of attendance in principle is 100%.
- In academic year 2014, St. Martin Center for Professional Ethics & Service-Learning developed plans of 116 subprojects under the umbrella of 'Community Service and Service-Learning'. 2,688 students and 10 instructors were involved in the operation of these plans. In terms of budget, 4,205,409.28 baht was spent for the operation of these projects.
- Each School had its own activities promoting 3Es.
- The University Uniqueness and Identity Support Committee also printed manual booklets, created facebook page, screen saver on computers in classrooms, announcement on the University website, and LED screen in Suvarnabhumi Campus.

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

- The result of evaluation within AU community is 75% (AU Community Satisfaction on Identity 3.75).
- The result of evaluation outside AU community is 79.2% (Average score of Market Employers Satisfaction on Identity 3.96: English Proficiency 4.08, Ethics 3.97, and Entrepreneurial Spirit 3.83).

Assessment Result

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

Evidence

Document Code	Document Name
6.1-1	Assumption University's Uniqueness and Identity Booklet
6.1-2	Appointment Order of the UUISC No. 135/2014
6.1-3	Invitation Memo For the Workshop on 28/7/2014

Document Code	Document Name
6.1-4	Invitation Memo Call for the Meeting on 12/2/2015
6.1-5	Report of Activities from the Schools
6.1-6	Flow Chart on Project Implementation and Monitoring
6.1-7	Posters, Facebook, Screen saver, Website au.edu, LED Screen, power point slides in BG1403

Component 7 Institution's Uniqueness

- **Strengths**
  Since the beginning, the University has been designated as an international and Catholic institute 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.
- **Strengthening Measures**
  English on campus should be emphasized to promote international environment.
- **Issues for Improvement**
  The number of international students and faculty members should be maintained and increased.
- **Improvement and Development Measures**
  Increase the ratio of international students and faculty members
- **Best Practice/ Innovation**
  The integration of western and eastern architectures, and cross-cultural skills of faculty members and students

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

Assessment 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 manual on the University's Uniqueness and Identity in June 2014. The rationale identifying the University uniqueness was approved by the University Council and stated in the Assumption University's Uniqueness and Identity booklet.

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

   The indicators and level of achievement are presented in the Assumption University's Uniqueness and Identity booklet.

3. **A system and a mechanism for continuous development of the University's uniqueness are specified.**

   The University Uniqueness and Identity Support Committee in both institutional and school levels is appointed. There is a flow chart designed to facilitate Schools in data collection on relevant activities.

4. **Students, faculty members and support staff participate fully.**

   The University Uniqueness and Identity Support Committee organized 3 workshops on July 28, 2014, February 20, 2015 and May 28, 2015 respectively. There were

university events fully participated by students, faculty members and support staff such as Assumption Day (August 15, 2014), Christmas, Feast Day of St. Louis Marie de Montfort (April 28, 2014), orientation day (August 2-3, October 10, 2014, January 10, 2015 and February 28, 2015), Commencement Ceremony (January 18, 2014 and November 15,2014) and everyday Mass.

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

   The evaluation of satisfaction was carried out by the Institute of Research and Academic Services (IRAS).

   AU Community Satisfaction on University Uniqueness is 3.78.

Assessment Result

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 Booklet
7.1-2	Appointment Order of the UUISC No. 135/2014
7.1-3	Invitation Memo For the Workshop on 28/7/2014
7.1-4	Invitation Memo Call for the Meeting on 12/2/2015
7.1-5	News and events on www.au.edu
7.1-6	Flow Chart on Project Implementation and Monitoring
7.1-7	Posters, Facebook, Screen saver, Website au.edu, LED Screen, power point slides in BG1403

Appendix

Common Data Set Academic Year 2014

	Common Data Set		Ref. Indicators	Total
1	Number of programs offered in the academic year		SI 1.1 UI 1.1	75
2	Number of programs offered off- campus			2
3	Number of students			
	3.1	Number of students of all degree levels		16,046
	-	Number of students in Bachelor's degree programs		14,899
	-	Number of students in Master's degree programs		1,005
	-	Number of students in Doctoral degree programs		142
4	Number of full-time faculty members classified by academic titles and academic degrees		PI 4.2 SI 1.2 UI 1.2	
	4.1	Number of full-time faculty members working and on leave	PI 4.2 (1)	969.5
	-	Number of full-time faculty members (working and on leave) holding Bachelor's degree or equivalent	SI 1.2 UI 1.2	68.5
	-	Number of full-time faculty members (working and on leave) holding Master's degree or equivalent		543
	-	Number of full-time faculty members (working and on leave) holding Doctoral degree or equivalent		358
	4.2	Number of full-time faculty members with no academic titles	PI 4.2 (2)	897
	-	Number of full-time faculty members (with no academic titles) holding Bachelor's degree or equivalent	SI 1.3 UI 1.3	-
	-	Number of full-time faculty members (with no academic titles) holding Master's degree or equivalent		-
	-	Number of full-time faculty members (with no academic titles) holding Doctoral degree or equivalent		-
	4.3	Number of full-time faculty members holding Assistant Professorship	PI 4.2 (2)	65
	-	Number of Assistant Professors holding Bachelor's degree or equivalent	SI 1.3	-
	-	Number of Assistant Professors holding Master's degree or equivalent	UI 1.3	-
	-	Number of Assistant Professors holding Doctoral degree or equivalent		-
	4.4	Number of full-time faculty members holding Associate Professorship	PI 4.2 (2)	23
	-	Number of Associate Professors holding Bachelor's degree or equivalent	SI 1.3	-
	-	Number of Associate Professors holding Master's degree or equivalent	UI 1.3	-
	-	Number of Associate Professors holding Doctoral degree or equivalent		-
	4.5	Number of full-time faculty members holding Professorship	PI 4.2 (2)	3
	-	Number of Professors holding Bachelor's degree or equivalent	SI 1.3	-
	-	Number of Professors holding Master's degree or equivalent	UI 1.3	-
	-	Number of Professors holding Doctoral degree or equivalent		-
5	Program faculty members' academic degrees		PI 4.2 (1)	-
6	Program faculty members' academic works		PI 4.2 (3)	-

Common Data Set			Ref. Indicators	Total
7	Bachelor's degree graduates who can secure jobs		PI 2.2 (Bachelor)	
	7.1	Number of Bachelor's degree graduates		1,774
	7.2	Number of Bachelor's degree graduates who completed the survey questionnaire on employment		1,705
	7.3	Number of Bachelor's degree graduates who get employment after graduation (not including those who are self-employed)		1,301
	7.4	Number of Bachelor's degree graduates who are self-employed		116
	7.5	Number of Bachelor's degree graduates who were employed before enrollment in the program		-
	7.6	Number of Bachelor's degree graduates who further their studies		224
	7.7	Average monthly income or salary of Bachelor's degree graduates who are employed or self-employed		24,603
	7.8	Number of Bachelor's degree graduates who were self-employed and earned income before enrollment in the program		-
	7.9	Number of Bachelor's degree graduates who entered monkhood		-
	7.10	Number of Bachelor's degree graduates who are enlisted in the military training		-
	7.11	Survey result of employers' satisfaction with Bachelor's degree graduates in programs complying with the TQF: HEd (Five-point scale)	PI 2.1	3.96
8	Master's degree graduates' published/ disseminated academic works		PI 2.2 (Master)	-
	8.1	Number of Master's Degree Graduates		-
	8.2	Number of master's degree graduates' published/ disseminated academic works		-
	-	Full articles published in any form (0.10)		-
	-	Full articles published in the proceedings of national conferences (0.20)		-
	-	Full 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)		-
	-	Academic works with petty patent (0.40)		-
	-	Articles published in journals listed in the TCI database (Tier 2) (0.60)		-
	-	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) or published in journals listed in the TCI database (Tier 1) (0.80)		-
	-	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)		-
	-	Academic works with patent (1.00)		-
	-	Creative works disseminated to the public in any form or online (0.20)		-

Common Data Set			Ref. Indicators	Total
	-	Creative works disseminated at the institutional level (0.40)		-
	-	Creative works disseminated at the national level (0.60)		-
	-	Creative works disseminated at the international joint project level (0.80)		-
	-	Creative works disseminated at the ASEAN level (1.00)		-
	-	Creative works disseminated at the international level (1.00)		-
9	Doctoral degree graduates' published/ disseminated academic works		PI 2.2	-
	9.1	Number of doctoral degree graduates' published/ disseminated academic	(Doctoral)	-
	-	Full articles published in the proceedings of national conferences (0.20)		-
	-	Full 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)		-
	-	Academic works with petty patent (0.40)		-
	-	Articles published in journals listed in the TCI database (Tier 2) (0.60)		-
	-	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) or published in journals listed in the TCI database (Tier 1) (0.80)		-
	-	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)		-
	-	Academic works with patent (1.00)		-
	-	Creative works disseminated to the public in any form or online (0.20)		-
	-	Creative works disseminated at the institutional level (0.40)		-
	-	Creative works disseminated at the national level (0.60)		-
	-	Creative works disseminated at the international joint project level (0.80)		-
	-	Creative works disseminated at the ASEAN level (1.00)		-
	-	Creative works disseminated at the international level (1.00)		-
	-	Number of Doctoral degree graduates		-
10	Full-Time Equivalent Students (FTES)		SI 1.4	
	10.1	Number of Full-Time Equivalent Students (FTES) of all degree levels		15,700.57
	-	Bachelor's degree programs		14,158.78
	-	Master's degree programs		1,411.46
	-	Doctoral degree programs		130.33
11	Amount of funds		SI 2.2	16,277,354.81
	11.1	Amount of internal funds for research or creative works	UI 2.2	5,389,676.81
	-	Science and technology		951,287.74

Common Data Set			Ref. Indicators	Total
	-	Health science		100,000
	-	Humanities and social sciences		4,338,389.07
	11.2	Amount of external funds for research or creative works		10,887,678
	-	Science and technology		4,206,678
	-	Health science		525,000
	-	Humanities and social sciences		6,156,000
	11.3	Number of full-time faculty members working (excluding those who are on leave for further studies)		955
	-	Science and technology		100
	-	Health science		18
	-	Humanities and social sciences		837
	11.4	Number of full-time researchers working (excluding those who are on leave for further studies)		-
	-	Science and technology		-
	-	Health science		-
	-	Humanities and social sciences		-
	11.5	Number of full-time faculty members who are on leave for further studies		33
	-	Science and technology		5
	-	Health science		5
	-	Humanities and social sciences		23
	11.6	Number of full-time researchers who are on leave for further studies		-
	-	Science and technology		-
	-	Health science		-
	-	Humanities and social sciences		-
12	Full-time faculty members' and researchers' academic works		PI 4.2 (3)	224
	12.1	Full research or academic articles published in the proceedings of national conferences (0.20)	SI 2.3 UI 2.3	21
	-	Science and technology		1
	-	Health science		4
	-	Humanities and social sciences		16
	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)		117
	-	Science and technology		36
	-	Health science		1
	-	Humanities and social sciences		80
	12.3	Academic works with petty patent (0.40)		-
	-	Science and technology		-
	-	Health science		-

Common Data Set			Ref. Indicators	Total
	-	Humanities and social sciences		-
	12.4	Full research or academic articles published in journals listed in the TCI database (Tier 2) (0.60)		19
	-	Science and technology		2
	-	Health science		-
	-	Humanities and social sciences		17
	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) or published in journals listed in the TCI database (Tier1) (0.80)		22
	-	Science and technology		2
	-	Health science		4
	-	Humanities and social sciences		16
	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)		45
	-	Science and technology		21
	-	Health science		1
	-	Humanities and social sciences		23
	12.7	Academic works with patent(1.00)		-
	-	Science and technology		-
	-	Health science		-
	-	Humanities and social sciences	PI 4.2 (3)	-
	12.8	Academic works for social service which pass the evaluation for academic title application (1.00)	SI 2.3 UI 2.3	-
	-	Science and technology		-
	-	Health science		-
	-	Humanities and social sciences		-
	12.9	Research works of other units or organizations at the national level done by the University (1.00)		-
	-	Science and technology		-
	-	Health science		-
	-	Humanities and social sciences		-
	12.1	Discovery of new plants, animals which are registered (1.00)		-
	-	Science and technology		-
	-	Health science		-
	-	Humanities and social sciences		-
	12.1	Textbooks or books which pass the evaluation for academic title application (1.00)		-
	-	Science and technology		-

Common Data Set			Ref. Indicators	Total
	-	Health science		-
	-	Humanities and social sciences	PI 4.2 (3)	-
	12.1	Textbooks or books which are evaluated according to the criteria for academic title application but are not used for academic title application (1.00)	SI 2.3 UI 2.3	-
	-	Science and technology		-
	-	Health science		-
	-	Humanities and social sciences		-
	12.1	Full-time faculty members' and researchers' creative works		20
	12.1	Creative works disseminated to the public in any form or online (0.20)		4
	-	Science and technology		-
	-	Health science		4
	-	Humanities and social sciences		-
	12.2	Creative works disseminated at the institutional level (0.40)		9
	-	Science and technology		-
	-	Health science		1
	-	Humanities and social sciences		8
	12.2	Creative works disseminated at the national level (0.60)		3
	-	Science and technology		-
	-	Health science		-
	-	Humanities and social sciences		3
	12.2	Creative works disseminated at the international joint project level (0.80)		-
	-	Science and technology		-
	-	Health science		-
	-	Humanities and social sciences		-
	12.2	Creative works disseminated at the ASEAN level (1.00)		4
	-	Science and technology		-
	-	Health science		-
	-	Humanities and social sciences		4
	12.2	Creative works disseminated at the international level (1.00)		-
	-	Science and technology		-
	-	Health science		-
	-	Humanities and social sciences		-