



Assumption University **SELF-ASSESSMENT REPORT**

**ACADEMIC YEAR 2017
(AU-SAR 2017)**

October 2018
Office of the Vice President for Policy,
Planning and Quality Assurance



**Assumption University
Self-Assessment Report (SAR)**

**Academic Year 2017
(1st August 2017 – 31st July 2018)**

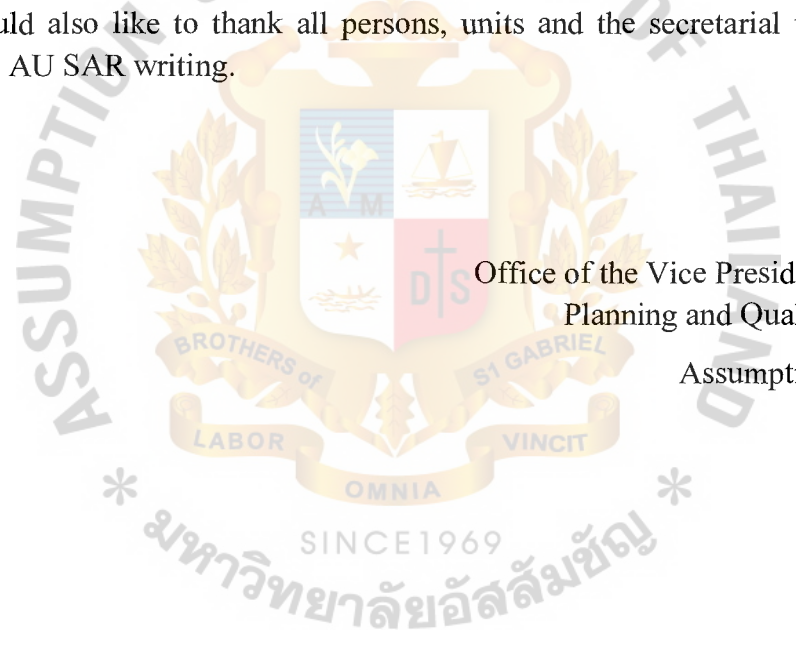


PREFACE

Assumption University as a private institution of higher education, under the supervision of the Office of the Higher Education Commission (OHEC), Ministry of Education, has continued its efforts to be actively involved in quality development at all levels and in every aspect of the university life. The main concern of the quality assurance is to ensure that the University moves forward to be one of the top class universities with respect to educational excellence.

Assumption University has been engaged in QA by adopting the OHEC Internal Quality Assurance for Higher Education Institutions systems and mechanisms in all its operations since the beginning in order to ensure that educational services satisfy its stakeholders, and that high-quality academic standards are continuously maintained and improved.

This is a self-assessment report of the four key functions in the academic year 2017. We would like to express our sincere thanks to all Internal Quality Assessors for their valuable suggestions, comments and efforts in conducting the AU Internal Quality Assessment. The University would also like to thank all persons, units and the secretarial team for their participation in AU SAR writing.

The logo of Assumption University is a circular emblem. In the center is a shield divided into four quadrants: top-left (blue with a white lily), top-right (white with a blue cross), bottom-left (white with a blue star), and bottom-right (red with a white cross). Above the shield is a crown. The shield is flanked by two golden lions. Below the shield is a banner with the Latin motto "LABOR OMNIA VINCIT". The outer ring of the logo contains the text "ASSUMPTION UNIVERSITY" at the top, "THAILAND" on the right, and "มหาวิทยาลัยอัสสัมชัญ" at the bottom, with "SINCE 1969" in the center of the bottom arc.

Office of the Vice President for Policy,
Planning and Quality Assurance
Assumption University

EXECUTIVE SUMMARY

To achieve quality education, Assumption University has continued in its efforts to be actively involved in quality development at all levels and in every aspect of the University. The main goal of the quality assurance is to ensure that the University moves forward to a quality education provider of excellence.

Assumption University prepares its self-assessment report under the OHEC-Internal Quality Assessment criteria B.E. 2557. The assessment is done in 5 components with 13 indicators according to OHEC and 2 additional components considering the Institution's Uniqueness and Identity. In academic year 2017, the result of self-assessment of AU's overall performance was 4.27 score out of 5.00, indicating "Good" quality level. The results of Input, Process and Output have improved from last year with the scores of 2.82, 5.00 and 4.00, respectively.

For program administration, all 69 programs assessed in academic year 2017 passed the standard control criteria of which, 3 programs obtained "Very Good", and 65 programs obtained, "Good" while only 1 closed program (with remaining students) obtained "Fair", demonstrating a significant improvement of program administration this year in comparison to the previous academic year 2016. For School administration, except Martin de Tours School of Management and Economics which is under EdPEX system, the assessment scores ranged from 3.45-4.47. Performance outcome of 12 Schools can be categorized as "Good" and 1 School as "Fair" according to OHEC-IQA system. Overall, the University demonstrates continuous improvements in all components i.e., graduate production, research, academic services, preservation of art and culture, administration and institution's uniqueness and identity.

Strengths

1. Assumption University has a well-established multicultural learning environment, using English as medium of instruction standing for its quality of teaching and learning at international level.
2. Faculty members are from 40 nations with a variety of expertise to support an intensive instructional design.
3. Assumption University has a well-constructed institutional uniqueness and identity (3Es: Ethics, English Proficiency and Entrepreneurial Spirit) which are recognized by the public.
4. Assumption University has long-standing alumni, business partners, and international institution networks.

Strengthening Measures

1. Maintain international learning environment to strengthen the international community of scholars
2. Increase collaboration with stakeholders and private sectors locally and internationally in research, academic services, curriculum designs and practicums
3. Review and develop AU quality assurance strategic approach to address each quality component and in line with the Ministry of Education's QA Regulation B.E. 2561.

Issues for Improvement

1. Number of full-time lecturers holding academic titles which remain below the standard requirement.
2. Research publications and book writing are few in particular, the publications in international journals listed in OHEC's International Database.

Improvement Measures

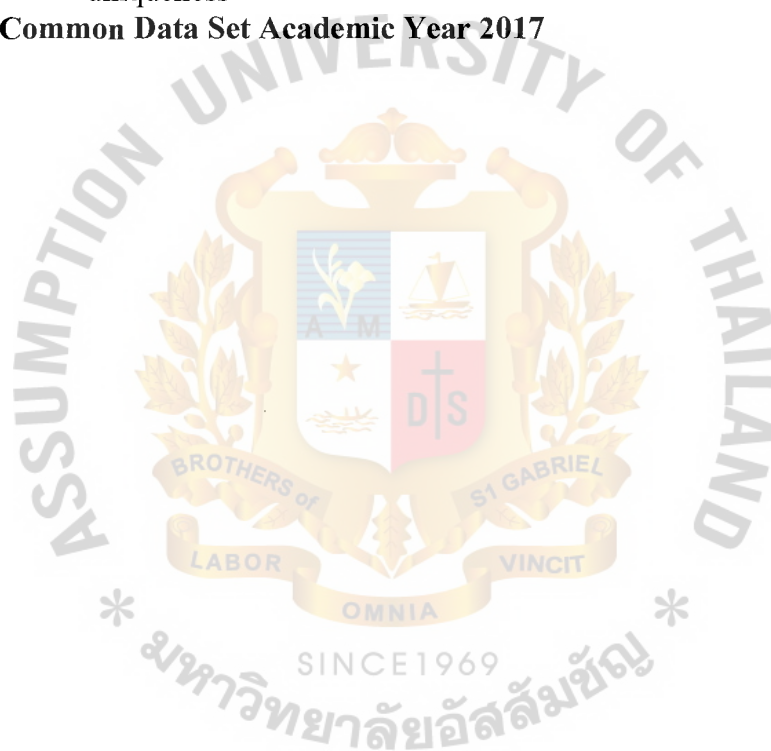
1. Set a concrete policy and mechanism to encourage faculty members to apply for academic titles
2. Enhance faculty's interest and motivation in conducting research/creative works in line with the Government's policy or social needs.
3. Encourage faculty members to acquire internal and external research funds.
4. Promote and support more public engagement and collaboration between AU and the public organizations and industry.

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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

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

Vision

Assumption University envisions itself in the next decade as:

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

Mission

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

Core Values

“CARE”

C = Christian values

- * Faith
- Hope
- Love

A = Accountability

R = Righteousness

E = Excellence

Uniqueness

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

Emphasis and Strengths reflecting AU Uniqueness

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

2. International University
 - International programs
 - International scholars
 - International students
 - International recognition
 - Learning environment

Identity

Identity of Assumption University students and graduates

1. Ethics
 - Integrity
 - Social consciousness
 - Discipline
 - Self-discipline
 - Social discipline
2. English Proficiency
3. Entrepreneurial Spirit
 - Leadership
 - Management knowledge
 - *Labor omnia vincit*

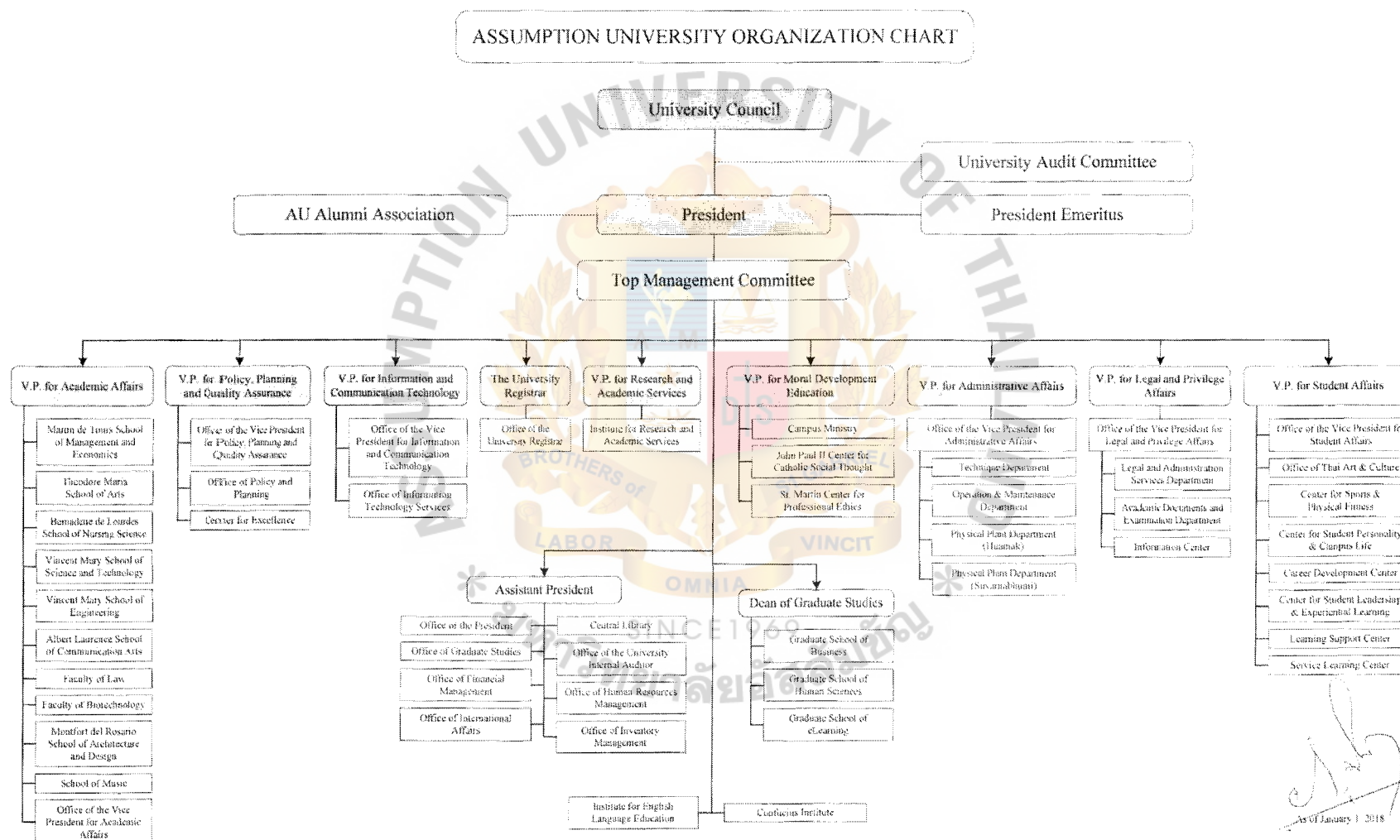
Goals

1. To be a leading international 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 quality assurance of the education management to meet international standards/practice |
| Strategy 2: | Adopt quality teaching & learning process to form quality graduates |
| Strategy 3: | Produce academic works, researches, and creative works which are recognized by public |
| 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

University Administrators

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

School Administrators

1. Dr. Uree Cheasakul	Dean, Martin de Tours School of Management and Economics
2. Dr. Chayada Thanavisuth	Dean, Theodore Maria School of Arts
3. Asst.Prof.Dr. Nanthaphan Chinlumprasert	Dean, Bernadette de Lourdes School of Nursing Science
4. Asst.Prof.Dr. Thitipong Tanprasert	Dean, Vincent Mary School of Science and Technology
5. Dr. Amarit Bhumiratana	Dean, Vincent Mary School of Engineering
6. Mr. Wuthichai Choonhasakulchoke	Dean, Albert Laurence School of Communication Arts
7. Assoc.Prof. Pornchai Soonthornpan	Dean, Faculty of Law
8. Dr. Churdchai Cheowtirakul	Dean, Faculty of Biotechnology
9. Mr. Suparath Valaisathien	Dean, Montfort del Rosario School of Architecture and Design
10. Dr. Vindhai Cocracul	Dean, School of Music
11. Dr. Kitti Phothikitti	Dean, Graduate School of Business
12. Assoc. Prof. Dr. Suwattana Eamoraphan	Dean, Graduate School of Human Sciences
13. Asst.Prof.Dr. Chanintorn Jittawiriyankoon	Dean, Graduate School of eLearning

Support Unit Administrators

- | | | |
|-----|----------------------------------|-----------------------------------------------------------------------------------|
| 1. | Rev. Bro. Dr. Sirichai Fonseka | Director, Office of the Vice President for Student Affairs |
| 2. | Rev. Bro. Dr. Achin Tengtrakul | Director, Office of the Vice President for Administrative Affairs |
| 3. | Mr. Sompol Na-Songkhla | Director, Office of the Vice President for Legal and Privilege Affairs |
| 4. | Assoc. Prof. Dr. Chitapa Ketavan | Director, Office of the Vice President for Policy, Planning and Quality Assurance |
| 5. | Dr. Nathaya Papat | Director, Office of the Vice President for Academic Affairs |
| 6. | Dr. Soonthorn Pibulcharoensit | Director, Office of the University Registrar |
| 7. | Mrs. Benjaporn Anunwanitcha | Acting Director, Central Library |
| 8. | Dr. Witaya Chareonsri | Director, Office of Human Resources Management |
| 9. | Dr. Preecha Methavasarakhak | Director, Institute for Research and Academic Services |
| 10. | Mr. Rangsak Traibutra | Director, Office of Graduate Studies |
| 11. | Ms. Natthayamon Payonrak | Director, Office of Financial Management |
| 12. | Ms. Chongtip Nawikanjana | Director, Office of Inventory Management |
| 13. | Mr. Vichai Sathtachotinun | Director, Office of Information Technology Services |
| 14. | Ms. Sasitorn Tassanaiyana | Director, Office of Thai Art and Culture |

6. AU Administrative Committees



คำสั่งกระทรวงศึกษาธิการ

ที่ สกอ ๑๑๐๓ /๒๕๕๙

เรื่อง แต่งตั้งนายกสภามหาวิทยาลัยและกรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ
ของมหาวิทยาลัยอัสสัมชัญ

อาศัยอำนาจตามความในมาตรา ๒๘ วรรคสอง แห่งพระราชบัญญัติสถาบันอุดมศึกษาเอกชน พ.ศ. ๒๕๔๖ แก้ไขเพิ่มเติมโดยพระราชบัญญัติสถาบันอุดมศึกษาเอกชน (ฉบับที่ ๒) พ.ศ. ๒๕๕๐ จึงแต่งตั้ง
นายกสภามหาวิทยาลัยและกรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิของมหาวิทยาลัยอัสสัมชัญ ดังมีรายชื่อต่อไปนี้

- | | |
|-------------------------------------------|------------------------------------|
| ๑. นายสุรสิทธิ์ สุขชัย | นายกสภามหาวิทยาลัย |
| ๒. ผู้ช่วยศาสตราจารย์วินัย วิริยวิทยาวงศ์ | กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ |
| ๓. นายเดชาชัย ศรีพิจารณ์ | กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ |
| ๔. นายชำนาญ เหล่าวิวัฒน์ | กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ |
| ๕. นายพิสูตร วาปีโส | กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ |
| ๖. นายวิรัช บัญพราหมณ์ | กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ |
| ๗. นายอาจิน เต่งตระกูล | กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ |
| ๘. นายมนทล ประทุมราช | กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ |
| ๙. นายทินรัตน์ คมกฤส | กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ |
| ๑๐. นายอภิมุข สุขประสิทธิ์ | กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ |
| ๑๑. นายสมชาย วงศ์ทรัพย์สิน | กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ |
| ๑๒. นายอำนวย ยุ่นประยงค์ | กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ |
| ๑๓. นายศิริชัย ฟอนซีกา | กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ |
| ๑๔. ศาสตราจารย์จตุรนต์ ถิระวัฒน์ | กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ |
| ๑๕. รองศาสตราจารย์วิหวัธ รุ่งเรืองผล | กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ |
| ๑๖. นางนวลพรรณ ลำซ่า | กรรมการสภามหาวิทยาลัยผู้ทรงคุณวุฒิ |

ทั้งนี้ ตั้งแต่บัดนี้เป็นต้นไป

สั่ง ณ วันที่ ๕ สิงหาคม พ.ศ. ๒๕๕๙

พลเอก

(ดร.พงษ์ รัตนสุวรรณ)

รัฐมนตรีว่าการกระทรวงศึกษาธิการ



มหาวิทยาลัยอัสสัมชัญ
ASSUMPTION UNIVERSITY

คำสั่งมหาวิทยาลัยอัสสัมชัญ

ที่ ๓/๒๕๖๑

เรื่อง แต่งตั้งคณะกรรมการผู้บริหารระดับสูงมหาวิทยาลัยอัสสัมชัญ (Top Management Committee)

โดยที่เห็นเป็นการสมควร อธิการบดีอาศัยอำนาจตามความในมาตรา ๕๓ แห่งพระราชบัญญัติ
สถาบันอุดมศึกษาเอกชน พ.ศ. ๒๕๕๖ แก้ไขเพิ่มเติม (ฉบับที่ ๒) พ.ศ. ๒๕๕๙ จึงมีคำสั่งแต่งตั้งคณะกรรมการ
ผู้บริหารระดับสูงมหาวิทยาลัยอัสสัมชัญ (Top Management Committee) ดังนี้

๑. ภราดาประทีป ม. โกมลมาศ	อธิการบดีกิตติมคุณ	ที่ปรึกษา
๒. ภราดาบุญชา แสงหิรัญ	อธิการบดี	ประธานกรรมการ
๓. ภราดาอำนาจ ยุ่นประยงค์	รองอธิการบดี	กรรมการ
	ฝ่ายการศึกษาพัฒนาจริยธรรม	
๔. ภราดาศิริชัย ฟอนซ์กา	รองอธิการบดีฝ่ายกิจการนักศึกษา	กรรมการ
๕. ภราดาอาจิม เต่งตระกูล	รองอธิการบดีฝ่ายบริหาร	กรรมการ
๖. ดร. กมล กิจสวัสดิ์	รองอธิการบดี	กรรมการ
	ฝ่ายนโยบาย แผน และการประกันคุณภาพ	
๗. ดร. วินัย ไก่กระกุล	รองอธิการบดีฝ่ายวิชาการ	กรรมการ
๘. นายสมพล ณ สงขลา	รองอธิการบดี	กรรมการ
	ฝ่ายกฎหมายและสิทธิประโยชน์	
๙. ผศ.ดร. วรยุทธ ศรีวรกุล	รองอธิการบดี	กรรมการ
	ฝ่ายวิจัยและบริการวิชาการ	
๑๐. รศ.ดร. ประทีต สันติประภาพ	รองอธิการบดี	กรรมการ
	ฝ่ายเทคโนโลยีสารสนเทศและการสื่อสาร	
๑๑. ดร. สุนทร พิบูลย์เจริญสิทธิ์	นายทะเบียนมหาวิทยาลัยอัสสัมชัญ	กรรมการ
๑๒. ดร. กฤษณะ กิจเจริญ	ผู้ช่วยอธิการบดี	กรรมการ
๑๓. ดร. กิตติ โพธิ์กิตติ	คณบดีบัณฑิตศึกษา	กรรมการ
๑๔. นางสาวนธิยา วงศ์ชาญวุฒิ		เลขานุการ

ทั้งนี้ ตั้งแต่วันที่ ๑ มกราคม ๒๕๖๑ ถึงวันที่ ๓๑ ธันวาคม ๒๕๖๑

สั่ง ณ วันที่ ๓ มกราคม ๒๕๖๑

(ภราดาบุญชา แสงหิรัญ)

อธิการบดี

สำนักงานบริหารทรัพยากรบุคคล

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

University Council and AU's Orders

1. University Council's Orders

เลขที่คำสั่ง	เรื่อง
1/2561	แต่งตั้งคณะกรรมการวิชาการมหาวิทยาลัยอัสสัมชัญ
2/2560	แต่งตั้งกรรมการในคณะกรรมการพิจารณาดำเนินทางวิชาการประจำมหาวิทยาลัยอัสสัมชัญ
3/2560	แต่งตั้งคณะกรรมการตรวจสอบประจำมหาวิทยาลัย

2. AU's Orders : Academic

เลขที่คำสั่ง	เรื่อง
142/2015	Appointment of the Assumption University Academic Senate
250/2561	แต่งตั้งคณะกรรมการยุทธศาสตร์การวิจัยและการบริการวิชาการมหาวิทยาลัยอัสสัมชัญ
01/2017	Appointment of the University Arts and Culture Preservation Committee
405/2016	Appointment of the English Proficiency Strengthening Committee
40/2561	Appointment of the Committee Members for the Annual Faculty Seminar 2018
236/2561	แต่งตั้งคณะกรรมการบริหารงานวิเทศสัมพันธ์ การจัดการศึกษาในต่างประเทศ (Study Abroad) และการทำบันทึกข้อตกลงระหว่างมหาวิทยาลัยอัสสัมชัญกับสถาบันหรือหน่วยงานภายนอก
274/2561	Appointment of the AU Organizational Performance Excellence Committee

3. AU's Orders : Administration

เลขที่คำสั่ง	เรื่อง
46/2017	Appointment of the Strategic Planning Committee of Assumption University
309/2561	แต่งตั้งคณะกรรมการบริหารงานบุคคล
165/2561	แต่งตั้งคณะกรรมการบริหารการเงินและทรัพย์สิน มหาวิทยาลัยอัสสัมชัญ (AU Financial and Asset Management Committee)
263/2018	Appointment of the AU Digital Transformation Committee
265/2018	Appointment of the Information and Communication Technology Committee
47/2017	Appointment of the Risk Management Committee of Assumption University
35/2561	แต่งตั้งคณะกรรมการตรวจรับงาน "โครงการพัฒนาระบบสารสนเทศของมหาวิทยาลัยอัสสัมชัญ (ระบบทะเบียน และ TQF)"
30/2017	Appointment of the AU KM Working Team
216/2561	แต่งตั้งคณะกรรมการจัดซื้อ จัดจ้าง
237/2561	แต่งตั้งคณะกรรมการบริหารงานคลังหนังสือ มหาวิทยาลัยอัสสัมชัญ
345/2560	แต่งตั้งคณะกรรมการจัดการพลังงานภายในมหาวิทยาลัยอัสสัมชัญ

7. Quality Assurance Committees

The University Quality Assurance Board

1. Rev. Bro. Dr. Bancha Saenghiran	Chair
2. Rev. Bro. Dr. Sirichai Fonseka	Member
3. Dr. Kamol Kitsawad	Member
4. Dr. Vindhai Cocracul	Member
5. Mr. Sompol Na-Songkhla	Member
6. Asst. Prof. Dr. Warayuth Sriwarakuel	Member
7. Assoc. Prof. Dr. Pratit Santiprabhob	Member
8. Dr. Soonthorn Pibulcharoensit	Member
9. Dr. Krisana Kitcharoen	Member
10. Dr. Kitti Phothikitti	Member
11. Dr. Kitikorn Dowpiset	Member
12. Mr. Annop Peungchuer	Member
13. Assoc. Prof. Dr. Chitapa Ketavan	Member and Secretary
14. Dr. Yupawadee Horpitakwong	Member and Assistant Secretary

Quality Assurance Executive Committee for Academic Units

1. Dr. Vindhai Cocracul	Chair
2. Asst. Prof. Dr. Warayuth Sriwarakuel	Vice Chair
3. Dr. Kamol Kitsawad	Member
4. Dr. Uree Cheasakul	Member
5. Dr. Chayada Thanavisuth	Member
6. Asst. Prof. Dr. Nanthaphan Chinlumprasert	Member
7. Assoc. Prof. Dr. Chitapa Ketavan	Member
8. Dr. Kitikorn Dowpiset	Member
9. Dr. Tussanai Parthornratt	Member
10. Dr. Kanog-On Rungrojngarmcharoen	Member
11. Mr. Annop Peungchuer	Member
12. Asst. Prof. Dr. Wunwisa Krasaekoopt	Member
13. Dr. Yupawadee Laoledchai	Member and Secretary
14. Dr. Laura M. Brahmakasikara	Assistant Secretary

Quality Assurance Executive Committee for Support Units

1. Mr. Sompol Na-Songkhla	Chair
2. Dr. Chirapha La-ongkum	Vice Chair
3. Dr. Soonthorn Pibulcharoensit	Member
4. Mrs. Benjaporn Anunwanitcha	Member
5. Dr. Preecha Methavasaraphak	Member
6. Mr. Sorana Arunrat	Member
7. Mr. Vichai Sathatachotinun	Member
8. Ms. Natthayamon Payonrak	Member
9. Ms. Chongtip Nawikanjana	Member
10. Mr. Rangsang Traibutra	Member
11. Mrs. Sirirat Jirothphan	Member
12. Dr. Yupawadee Laoledchai	Member
13. Mr. Kawis Surapraphan	Member
14. Mr. Sakda Chaiyalarp	Member and Secretary

AU Internal Quality Assurance Assessors

1. Dr. Vindhai Cocracul	Advisor
2. Dr. Kamol Kitsawad	Advisor
3. Asst. Prof. Dr. Warayuth Sriwarakuel	Advisor
4. Dr. Uree Cheasakul	Assessor
5. Dr. Chayada Thanavisuth	Assessor
6. Asst. Prof. Dr. Nanthaphan Chinlumprasert	Assessor
7. Assoc. Prof. Dr. Chitapa Ketavan	Assessor
8. Dr. Kitikorn Dowpiset	Assessor
9. Ms. Prima Viriyavadhana	Assessor
10. Mr. Suparwat Charoenvikrom	Assessor
11. Dr. Rawin Vongurai	Assessor
12. Asst. Prof. Dr. Kanog-on Rungrojngarmcharoen	Assessor
13. Dr. Tussanai Parthornratt	Assessor
14. Asst. Prof. Dr. Jiradech Kongthon	Assessor
15. Dr. Navaya Shinasharkey	Assessor
16. Dr. Thanawan Phongsatha	Assessor
17. Mr. Aek Wonganant	Assessor
18. Ms. Darunee Sa-Areddee	Assessor
19. Ms. Pimpaporn Puengpra	Assessor
20. Dr. Yanida Siamwalla	Assessor
21. Dr. Laura M. Brahmakasikara	Assessor
22. Asst. Prof. Dr. Ratchaporn Rattanaphumma	Assessor
23. Mr. Annop Peungchuer	Assessor
24. Asst. Prof. Dr. Siriporn Poonruksa	Assessor
25. Asst. Prof. Dr. Wunwisa Krasaekoopt	Assessor
26. Dr. Tatsawan Tipvarakarnkoon	Assessor
27. Dr. Yupawadee Horpitakwong	Assessor

8. Academic Programs in Academic Year 2017

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	Theodore Maria School of Arts	5 (4+1)	-	-	5
3	Bernadette de Lourdes School of Nursing Science	1	-	-	1
4	Vincent Mary School of Science and Technology	2	2	2	6
5	Vincent Mary School of Engineering	4	-	-	4
6	Albert Laurence School of Communication Arts	6	-	-	6
7	Faculty of Law	1	2	-	3
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 Human Sciences	-	5	4	9
13	Graduate School of eLearning	-	3	2	5
	Total	38	19	12	69

Source: Office of the Vice President for Academic Affairs

Bachelor's Degree Programs (38 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-Leadership and Entrepreneurship (Suvarnabhumi Campus and ACC Campus)
- 3 Bachelor of Business Administration Program in Finance
- 4 Bachelor of Business Administration Program in Accounting
- 5 Bachelor of Business Administration Program in Management Information Systems
- 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 and Logistics
- 10 Bachelor of Business Administration Program in Real Estate
- 11 Bachelor of Economics Program in Business Economics

Theodore Maria 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

Vincent Mary School of Science and Technology

- 18 Bachelor of Science Program in Computer Science
- 19 Bachelor of Science Program in Information Technology

Vincent Mary School of Engineering

- 20 Bachelor of Engineering Program in Electrical Engineering
- 21 Bachelor of Engineering Program in Computer Engineering
- 22 Bachelor of Engineering Program in Mechatronics Engineering
- 23 Bachelor of Engineering Program in Aeronautic Engineering

Albert Laurence School of Communication Arts

- 24 Bachelor of Communication Arts Program in Advertising
- 25 Bachelor of Communication Arts Program in Digital Media Communication
- 26 Bachelor of Communication Arts Program in Live Event Creation and Management
- 27 Bachelor of Communication Arts Program in Public Relations
- 28 Bachelor of Fine and Applied Arts Program in Computer Generated Imagery
- 29 Bachelor of Fine and Applied Arts Program in Visual Communication Design

Faculty of Law

- 30 Bachelor of Laws Program

Faculty of Biotechnology

- 31 Bachelor of Science Program in Food Technology
- 32 Bachelor of Science Program in Agro – Industry

Montfort del Rosario School of Architecture and Design

- 33 Bachelor of Architecture Program in Architecture
- 34 Bachelor of Architecture Program in Interior Architecture
- 35 Bachelor of Fine and Applied Arts Program in Interior Design
- 36 Bachelor of Fine and Applied Arts Program in Product Design

School of Music

- 37 Bachelor of Arts Program in Music Business
- 38 Bachelor of Music Program

Master's Degree Programs (19 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

Faculty of Law

- 5 Master of Laws Program (Thai Program)
- 6 Master of Laws Program

Faculty of Biotechnology

- 7 Master of Science Program in Food Biotechnology

Graduate School of Business

- 8 Master of Business Administration Program (Hua Mak Campus and City Campus)
- 9 Master of Business Administration Program in Hospitality and Tourism Management
- 10 Master of Management Program in Organization Development and Management
- 11 Master of Science Program in Investment Analysis and Management

Graduate School of Human Sciences

- 12 Master of Arts Program in Philosophy and Religion
- 13 Master of Education Program in Curriculum and Instruction
- 14 Master of Education Program in Educational Administration
- 15 Master of Science Program in Counseling Psychology
- 16 Master of Arts Program in English Language Teaching

Graduate School of eLearning

- 17 Master of Science Program in Management (eLearning Mode)
- 18 Master of Science Program in Information Technology and Management (eLearning Mode)
- 19 Master of Education Program in Teaching and Technology (eLearning Mode)

Doctoral Degree Programs (12 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

Faculty of Biotechnology

- 4 Doctor of Philosophy Program in Food Biotechnology

Graduate School of Business

- 5 Doctor of Philosophy Program in Organization Development
- 6 Doctor of Philosophy Program in Hospitality and Tourism Management

Graduate School of Human Sciences

- 7 Doctor of Philosophy Program in Philosophy and Religion
- 8 Doctor of Philosophy Program in Educational Leadership
- 9 Doctor of Philosophy Program in Counseling Psychology
- 10 Doctor of Philosophy Program in English Language Teaching

Graduate School of eLearning

- 11 Doctor of Philosophy Program in eLearning Methodology
- 12 Doctor of Philosophy Program in Teaching and Technology (eLearning Mode)

9. Students in Academic Year 2017

School		Number of Students			Total
		Bachelor's Degree	Master's Degree	Doctoral Degree	
1	Martin de Tours School of Management and Economics	6,854	46	50	6,950
2	Theodore Maria School of Arts	3,359	-	-	3,359
3	Bernadette de Lourdes School of Nursing Science	170	-	-	170
4	Vincent Mary School of Science and Technology	233	36	30	299
5	Vincent Mary School of Engineering	465	-	-	465
6	Albert Laurence School of Communication Arts	1,841	-	-	1,841
7	Faculty of Law	571	63	-	634
8	Faculty of Biotechnology	103	11	2	116
9	Montfort del Rosario School of Architecture and Design	658	-	-	658
10	School of Music	86	-	-	86
11	Graduate School of Business	-	900	63	963
12	Graduate School of Human Sciences	-	151	79	230
13	Graduate School of eLearning	-	71	52	123
Total		14,340	1,278	276	15,894

Source: Office of The University Registrar: as of May 31, 2018

9.1 Number of students classified by nationality

Nationality	Number of student	Percentage of student
Thai	13,131	82.62
International	2,763	17.38
Total	15,894	100

10. Full-time Faculty Members in Academic Year 2017

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

School		Number of full-time faculty members based on the duration of employment										Adjusted by the duration of employment				On Leave Study
		> 9 months			6 - 9 months			< 6 months			Total	(Working and on Leave)				
		B	M	D	B	M	D	B	M	D		B	M	D	Total	
1	Martin de Tours School of Management and Economics	0	204	95	0	0	1	0	14	2	316	0	204	95.50	299.50	13
2	Theodore Maria School of Arts	4	91	27	0	2	0	0	1	1	126	4	92	27	123	2
3	Bernadette de Lourdes School of Nursing Science	2	9	7	0	1	0	0	2	0	21	2	9.50	7	18.50	2
4	Vincent Mary School of Science and Technology	0	7	16	0	0	0	0	0	0	23	0	7	16	23	0
5	Vincent Mary School of Engineering	2	12	15	0	2	2	1	0	0	34	2	13	16	31	1
6	Albert Laurence School of Communication Arts	2	48	6	0	2	0	3	3	0	64	2	49	6	57	6
7	Faculty of Law	0	22	9	0	1	0	0	2	0	34	0	22.50	9	31.50	2
8	Faculty of Biotechnology	0	7	14	0	0	0	0	0	0	21	0	7	14	21	0
9	Montfort del Rosario School of Architecture and Design	2	43	4	0	4	1	0	3	0	57	2	45	4.50	51.50	3
10	School of Music	0	7	6	0	0	0	0	0	0	13	0	7	6	13	0
11	Graduate School of Business	0	2	77	0	0	1	0	0	0	80	0	2	77.50	79.50	0
12	Graduate School of Human Sciences	0	0	30	0	0	4	0	0	0	34	0	0	32	32	0
13	Graduate School of eLearning	0	0	24	0	0	0	0	0	0	24	0	0	24	24	0
	Total	12	452	330	0	12	9	4	25	3	847	12	458	334.50	804.50	29

Source: Office of Human Resources Management: as of July 31, 2018

10.2 Full-time Faculty Members Classified by Academic Titles

School		Number of full-time faculty members adjusted by the duration of employment (Working and on Leave)					
		No academic title	with academic title				Grand Total
			Asst. Prof.	Assoc. Prof.	Prof.	Total	
1	Martin de Tours School of Management and Economics	276.50	21	1	1	23	299.50
2	Theodore Maria School of Arts	118	3	2	0	5	123
3	Bernadette de Lourdes School of Nursing Science	15.50	3	0	0	3	18.50
4	Vincent Mary School of Science and Technology	8	12	2	1	15	23
5	Vincent Mary School of Engineering	27	2	2	0	4	31

School		Number of full-time faculty members adjusted by the duration of employment (Working and on Leave)					
		No academic title	with academic title				Grand Total
			Asst. Prof.	Assoc. Prof.	Prof.	Total	
6	Albert Laurence School of Communication Arts	55	2	0	0	2	57
7	Faculty of Law	23.50	3	4	1	8	31.50
8	Faculty of Biotechnology	16	5	0	0	5	21
9	Montfort del Rosario School of Architecture and Design	47.50	2	2	0	4	51.50
10	School of Music	12	1	0	0	1	13
11	Graduate School of Business	72.50	7	0	0	7	79.50
12	Graduate School of Human Sciences	19	10	3	0	13	32
13	Graduate School of eLearning	18	4	2	0	6	24
Total		708.50	75	18	3	96	804.50

Source: Office of Human Resources Management: as of July 31, 2018

10.3 Full-time Faculty Members Classified by Nationality

Nationality	Number of Full-time Faculty Member	Percentage of Full-time Faculty Member
Thai	638	75.32
International	209	24.68
Total	847	100

11. Researcher (Institute of Research and Academic Services, IRAS) in Academic Year 2017

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

Source: Institute for Research and Academic Services: as of July 31, 2018

12. Support Staff in Academic Year 2017

Qualification	Number of Support Staff
Doctoral Degree	3
Master Degree	44
Bachelor Degree	264
Diploma / Certificate	164
Total	475

Source: Office of Human Resources Management: as of July 31, 2018

13. Infrastructure

Campus	Number of Utility Space (sq. m.)	Number of Building	Number of Rooms				Total
			Class rooms	Laboratory rooms	Faculty rooms	Other rooms	
Hua Mak	51,729.80	17	139	24	231	395	806
Suvarnabhumi	376,614.96	37	384	51	237	2,347	3,056
ACC	1,402.20	1	15	1	1	9	26
ABAC City	1,168.00	1	11	1	1	7	20
Total	430,914.96	56	549	77	470	2,758	3,908

Source: Office of the Vice President for Administrative Affairs: as of May 31, 2018

14. Percentage of Revenues and Expenses

Assumption University Percentage of Revenues and Expenses Academic Year 2017

Description	Percentage
Revenues :	
Tuition Fees	57
University Fees	19
Registration Fees	4
Other Fees	20
Total Revenues	100
Expenses :	
Repairs and Maintenance	29
Educational Expenses	36
Administrative Expenses	23
Research and Library	1
Contribution and Pension	9
Total Expenses	98
Net Income	2

Remark : Expenses *Include* Depreciations ; *Exclude* Investment

Source: Office of Financial Management, as of October 2, 2018

15. Assumption University Improvement Result Based on IQA Recommendations Academic Year 2016

Issues Recommended by IQA Committee 2016		Improvement activities/ projects (academic year 2017)
Component 1 Graduate Production		
Academic Position		
1.1	The University should aggressively encourage, and support faculty members for academic title application .	<p>In academic year 2017, the University launched an <u>on-line survey</u> addressed to individual faculties to assess their degree of interest and determination in enhancing their academic qualifications and/or acquire academic title.</p> <p>In order to facilitate the academic title application of Thai and International faculty members non-academic title holders lacking information on the academic title application process and the pertinent requirements, the University has organized 4 rounds of seminar, 2 of which were in Thai and the others were in English to ascertain thorough understanding of the faculty members on the pertinent information. The seminars were attended by 250 faculty members.</p> <p>Measures to enhance faculty's interest in conducting research / creative works:</p> <p>To enhance faculty's interest and motivation in conducting research / creative work, the University has organized and implemented two key activities. Firstly, the joint effort between the Office of Academic Affairs and the Institute for Research and Academic Service (IRAS) carried out prior to the commencement of the semester, was the orientation for newly recruited faculty members, aimed to familiarize the faculty members with information regarding:</p> <ul style="list-style-type: none"> • “university's research supports i.e. research training and workshop for interested faculty, research grants for research and creative works, and the budget for paper presentation”, • “process in applying for academic title”, • “various assistance provided to facilitate the application of academic title”, and last but not the least • “the financial incentives for research and creative works publication for both academic title and non-academic title holders.

Issues Recommended by IQA Committee 2016		Improvement activities/ projects (academic year 2017)
		<p>Secondly, the University has formulated the following research motivational schemes aiming to accelerate faculty members' efforts and commitment in carrying out their research work, thereby increasing their potential for obtaining academic titles:</p> <ul style="list-style-type: none"> • appointing research unit headed by Vice President for Research to spearhead the research plan and ensure the provision of necessary assistance to lecturers applying for research budgets, • offering monetary reward for publication, • incorporating in the lecturers' annual performance evaluation lecturers' research performance, and • commending and awarding lecturers with outstanding research activities at the end of each year.
Student Service and Activities		
1.2	<p>The student activity project evaluation should be conducted in correspondence with the project objectives as planned. The evaluation results did not directly reflect the objectives set, Therefore, the evaluation results may not be used for future development.</p> <p>The University should organize activities to provide knowledge for responsible units to effectively develop the project objectives, target indicators, and student development plan for future development.</p>	<p>The Office of Student Affairs (SA) organized training on project assessment for SA personnel to better understand the constructive alignment of project objectives, activities and evaluation. As a result, along with the previous year's project evaluation results, Student Affairs had reviewed all project objectives, activities and evaluation methods so as to ensure that all of project activities were carried out and achieved based on their objectives and target indicators and the evaluation results were obtained accordingly for further improvement.</p>
1.3	<p>With the notion of quality assurance, the University should collaborate with the Schools to set the objectives, content, and skills of quality assurance to ensure students gain and apply the knowledge of quality assurance in their daily lives.</p>	<p>- Student Affairs utilized the First Orientation as a platform for OPPQA to share QA knowledge to new students during the faculty meeting in the afternoon session. Furthermore, the QA process is also enforced in the service-learning project for all juniors under the supervision of CPEL as well as in the student leadership program covering all student activity units under the guidance of CSLEL. Thus, in order to reinforce the QA Knowledge at the classroom level, OPPQA has to liaise with the faculty directly.</p>

Issues Recommended by IQA Committee 2016		Improvement activities/ projects (academic year 2017)
Component 2 Research		
2.1	AU should continue to support faculty members to do more academic works, focusing on the quality rather than the quantity of publications.	<ul style="list-style-type: none"> - The University has continuously encouraged faculty members to do their academic works and have them published in recognized journals listed in the OHEC's International Databases, especially ISI and Scopus. IRAS has provided the information about journals which appear in the top rankings in various areas and the journals listed in the Beall's list for all faculty members to check the quality before publication. All this mentioned information can be found in the University's research manual and the IRAS's website: http://www.iras.au.edu/. In addition, IRAS has consistently attempted to enhance skills and competencies of the faculty members by providing the training courses in different topics. - The Committee for Research and Academic Services Strategy (CRASS) has adjusted the Support Grant for Research and Academic Works regulations which focus on providing high rewards for those who publish in leading journals and encouraging senior researchers/full time faculty members in conducting high quality research.
2.2	AU should develop research culture in which faculty members doing research as part of their teaching and learning practice in line with Thailand 4.0 policy.	<ul style="list-style-type: none"> - IRAS has cooperated with the Office of Vice President for Academic Affairs to develop research culture in which faculty members consider doing research as part of their teaching and learning practice in line with Thailand 4.0 policy.
2.3	Graduate schools are encouraged to seek external funds for research.	<ul style="list-style-type: none"> - The AU External Fund Regulations have been established by CRASS to facilitate research funds management. This would encourage faculty members to seek for external research fund. The information about these regulations can be found in the IRAS Website and the University Research Manual. The information was already sent to Deans of all schools for their acknowledgement and action accordingly.

Issues Recommended by IQA Committee 2016		Improvement activities/ projects (academic year 2017)
2.4	Some items in the academic work report are not clearly verified and the format is not standardized. All Schools should use the same format for reporting academic works which can be provided by Institute for Research and Academic Services (IRAS).	<ul style="list-style-type: none"> - IRAS has designed the templates for the Research Information System (RIS) as well as Academic Work Report Form and encouraged all schools to use them for reporting their academic works. - The criteria to verify the quality of academic works have been announced to the faculty members for acknowledgement and action accordingly. The final reports of research and academic works of all Schools are subject to validation by CFE and IRAS.
Component 3 Academic Services		
3.1	All AU faculties should collaborate to integrate a diversity of all fields of study in order to provide services or to solve problems according to the needs of the communities. This method can be considered as a practice of integrating knowledge with multidisciplinary approaches and this might end up with new knowledge management or even new topics of research.	<ul style="list-style-type: none"> - As per IQA committee's recommendations, IRAS has been assigned by AU to be responsible for coordinating among several Schools to provide academic services. A multidisciplinary project was established in response to the needs of the communities around Thairath Wittaya 71 School, Samut Prakarn. Faculty members from different Schools participated in this project. The activities conducted include English language project for the community; knowledge about basic laws, rules and regulations related to daily life; physical exercises for obesity prevention; posters for the environment conservation campaign, etc. The outcomes of this project were incorporated in the courses offered by each faculty member who participated in the project.
Component 4 Preservation of Art and Culture		
4.1	Student representatives in all faculties who are keen on doing activities should be involved in organizing art and culture activities.	Recommendations were taken to consideration for improvement in the academic year 2017
4.2	The activities and the evaluation should correspond to the set objectives and the strategic plan.	
4.3	The Office of Thai Art and Culture can invite other faculties and support units to help co-host and participate in Thai art and culture events.	

Issues Recommended by IQA Committee 2016		Improvement activities/ projects (academic year 2017)
Component 5 Administration		
5.1	Monitoring the administration system of the School: The institution should closely monitor and follow up the administration system of the school with only a fair assessment result.	<p>The University has been very much concerned with the Schools' performance, in particular those with the "Fair" results, and as such School visits were conducted in which Administrators i.e. President, Vice President for Academic Affairs, Vice President for Policy, Planning and Quality Assurance, and Director of the Center for Excellence were present to listen and give recommendations to School's administrators' on their performance, competitive advantages, weakness, and their improvement plans to heighten their core competencies, alleviate weaknesses, and mitigate advise consequences.</p> <p>The result of Top Management's efforts and encouragement has brought about a significant improvement in those schools' performance in academic year 2017.</p>
5.2	Alignment of Financial Strategic Plan: The institutional financial strategic plan should be well-aligned with the 5-year strategic plan so as to allocate the budget for each strategy effectively.	The internal and external financial environments of the University were analyzed by the Financial Strategic Planning Committee then the Committee formulated the University's financial strategic plan in accordance with the University's Strategic Plan and action plans in order to determine sound financial policies and courses of action for an alignment between the University's Strategic Plan and Financial Strategic Plan.
5.3	Additional financial data analysis for cost per unit: Apart from direct cost analysis, the institution should incorporate the 3 aspects of graduation rate, employment rate and employer's satisfaction results into program financial analysis to truly reflect the effectiveness and efficiency of the overall program and institutional administration. The institution should consider the effectiveness analysis of competitors to pursue competitive opportunities so that it could ensure the cost-effectiveness of tuition fees.	In addition to the cost per unit and proportion of development expenses of each program, the graduation rate, employment rate, and employers' satisfaction were analyzed to reflect the effectiveness and efficiency of the overall program management.

Issues Recommended by IQA Committee 2016		Improvement activities/ projects (academic year 2017)
5.4	Alignment of Human Resources Strategic Plans and Individual Development Plan (IDP): The institution's strategic plan on human resources development for faculty members and support staff should be explicitly driven by the institution and better aligned with and reflected in the individual development plans of faculty members and staff.	<p>The professional development (PD) plan for AU faculty members 2017 was initiated and implemented by the synergistic collaboration among four key units of Academic Affairs, Institute for Research and Academic Service (IRAS), and Human Resources Management through top-down and bottom-up mechanisms, with the support of the Office of Policy, Planning, and Quality Assurance. The plan was composed of 15 ASAP projects from these units in alignment of the University's human resources plan which was incorporated with the individual development plan (IDP) of all faculty members based on their Schools' human resource development plan 2017. This plan is used as a career path platform for career advancement of faculty members. They are required to gain certain knowledge and acquire crucial skills through designated and on-demand professional training and seminar from both in-house and external programs; so, they could be eligible for promotion as well as for their annual performance appraisal. The external programs for the professional development of key administrators encompassed advanced professional training based on their disciplines, leadership and management programs. The in-house training programs were organized as below:</p> <ul style="list-style-type: none"> • Annual Faculty and Staff Seminar • Induction for New Faculty Members • Academic Title Application Seminar • Seminar on Curriculum Administration and Development • Seminar on Learning Measurement and Assessment • Research Skill Development Training and Seminars • Quality Assurance Training • EdPEX Training
5.5	Career Path Plan and Development for Faculty Members: The institution should spell out the concrete plans of professional training and development programs required for faculty members to be ready for becoming future administrators, responsible faculty members, or student advisors. The institution should determine required trainings and programs that faculty members need to take before being promoted to be administrators, responsible or program faculty members.	

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)	3.00	5.00	3.45	3.89	Good
2	Research	(3)	2.48	5.00	4.42	3.97	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)	-	5.00	4.12	4.71	Very Good
Total Number of Indicators		(13)	(3)	(7)	(3)		
Assessment Score			2.82	5.00	4.00	4.27	Good
Assessment Result			Fair	Very Good	Good		

Results of Internal Quality Assessment Classified by Indicators

Indicator		Performance outcome						Score
		Numerator			Result			
		Denominator						
1.1	Results of program administration	238			3.45 scores			3.45 scores
		69						
1.2	Full-time faculty members holding a doctoral degree	334.50			41.579%			5.00 scores
		804.50						
1.3	Full-time faculty members holding an academic title	96			11.933%			0.99 scores
		804.50						
1.4	Bachelor's degree student service	Yes or No						5.00 scores
		1	2	3	4	5	6	
		Y	Y	Y	Y	Y	Y	
		6 items						
1.5	Bachelor's degree student activities	Yes or No						5.00 scores
		1	2	3	4	5	6	
		Y	Y	Y	Y	Y	Y	
		6 items						
2.1	System and mechanism for research or creative work administration and development	Yes or No						5.00 scores
		1	2	3	4	5	6	
		Y	Y	Y	Y	Y	Y	
		6 Items						

Indicator		Performance outcome						Score	
		Numerator		Result					
		Denominator							
2.2	Research and creative work funds	34.75		2.48 scores				2.48 scores	
		14							
2.3	Full-time faculty members' and researchers' academic works	61.90		4.42 scores				4.42 scores	
		14							
3.1	Academic service to society	Yes or No						5.00 scores	
		1	2	3	4	5	6		
		Y	Y	Y	Y	Y	Y		
		6 items							
4.1	System and mechanism for preservation of art and culture	Yes or No						5.00 scores	
		1	2	3	4	5	6		7
		Y	Y	Y	Y	Y	Y		Y
		7 items							
5.1	University's monitoring and following up of performance in compliance with the University's mission, the category of the institution and the University's uniqueness	Yes or No						5 scores	
		1	2	3	4	5	6		7
		Y	Y	Y	Y	Y	Y		Y
		7 items							
5.2	Results of School administration	49.42		4.12 scores				4.12 scores	
		12							
5.3	System for monitoring Program and School quality assurance	Yes or No						5 scores	
		1	2	3	4	5	6		
		Y	Y	Y	Y	Y	Y		
		6 items							
6.1*	Achievements in the development of institution's identity	Yes or No						4 scores	
		1	2	3	4	5			
		Y	Y	Y	Y	N			
		4 items							
7.1*	Achievements in the development of institution's uniqueness	Yes or No						4 scores	
		1	2	3	4	5			
		Y	Y	Y	Y	N			
		4 items							
Assessment Result (13 Indicators of OHEC)								4.27 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 = $238 / 69 = 3.45$

Performance Outcome

Program		Standard Control	Assessment	
			Scores	Results
			0.01-2.00 = Low	
			2.01-3.00 = Fair	
			3.01-4.00 = Good	
			4.01-5.00 = Very Good	
1	Bachelor of Business Administration Program in Marketing	Pass	3.63	Good
2	Bachelor of Business Administration Program in Management-Leadership and Entrepreneurship	Pass	3.42	Good
3	Bachelor of Business Administration Program in Finance	Pass	3.35	Good
4	Bachelor of Business Administration Program in Accounting	Pass	3.51	Good
5	Bachelor of Business Administration Program in Management Information Systems	Pass	3.37	Good
6	Bachelor of Business Administration Program in Hospitality and Tourism Management	Pass	3.40	Good
7	Bachelor of Business Administration Program in International Business Management	Pass	3.44	Good
8	Bachelor of Business Administration Program in Insurance	Pass	3.36	Good
9	Bachelor of Business Administration Program in Industrial Management and Logistics	Pass	3.58	Good
10	Bachelor of Business Administration Program in Real Estate	Pass	3.48	Good
11	Bachelor of Economics Program in Business Economics	Pass	3.44	Good
12	Bachelor of Arts Program in Business English	Pass	3.64	Good
13	Bachelor of Arts Program in Business French	Pass	3.60	Good

Program		Standard Control	Assessment	
			0.01-2.00 = Low 2.01-3.00 = Fair 3.01-4.00 = Good 4.01-5.00 = Very Good	
			Scores	Results
14	Bachelor of Arts Program in Business Chinese	Pass	3.67	Good
15	Bachelor of Arts Program in Business Japanese	Pass	3.30	Good
16	Bachelor of Arts Program in Chinese for Economy and Trade (Program closed 1/ 2016)	Pass	2.92	Fair
17	Bachelor of Nursing Science Program	Pass	4.17	Very Good
18	Bachelor of Science Program in Computer Science	Pass	3.31	Good
19	Bachelor of Science Program in Information Technology	Pass	3.37	Good
20	Bachelor of Engineering Program in Electrical Engineering	Pass	3.03	Good
21	Bachelor of Engineering Program in Computer Engineering	Pass	3.24	Good
22	Bachelor of Engineering Program in Mechatronics Engineering	Pass	3.36	Good
23	Bachelor of Engineering Program in Aeronautic Engineering	Pass	4.06	Very Good
24	Bachelor of Communication Arts Program in Advertising	Pass	3.26	Good
25	Bachelor of Communication Arts Program in Digital Media Communication	Pass	3.02	Good
26	Bachelor of Communication Arts Program in Live Event Creation and Management	Pass	3.25	Good
27	Bachelor of Communication Arts Program in Public Relations	Pass	3.38	Good
28	Bachelor of Fine and Applied Arts Program in Computer Generated Imagery	Pass	3.22	Good
29	Bachelor of Fine and Applied Arts Program in Visual Communication Design	Pass	3.47	Good
30	Bachelor of Laws Program	Pass	3.56	Good
31	Bachelor of Science Program in Food Technology	Pass	3.48	Good
32	Bachelor of Science Program in Agro-Industry	Pass	3.56	Good
33	Bachelor of Architecture Program in Architecture	Pass	3.84	Good
34	Bachelor of Architecture Program in Interior Architecture	Pass	3.52	Good
35	Bachelor of Fine and Applied Arts Program in Interior Design	Pass	3.66	Good
36	Bachelor of Fine and Applied Arts Program in Product Design	Pass	4.02	Very Good
37	Bachelor of Arts Program in Music Business	Pass	3.54	Good
38	Bachelor of Music Program in Music Performance	Pass	3.38	Good

Program		Standard Control	Assessment 0.01-2.00 = Low 2.01-3.00 = Fair 3.01-4.00 = Good 4.01-5.00 = Very Good	
			Scores	Results
39	Master of Science Program in Supply Chain Management	Pass	3.43	Good
40	Master of Science Program in Finance and Economics	Pass	3.50	Good
41	Master of Science Program in Computer Science	Pass	3.23	Good
42	Master of Science Program in Information Technology	Pass	3.19	Good
43	Master of Laws Program in Business Law (Thai Program)	Pass	3.93	Good
44	Master of Laws Program in Business Law	Pass	3.97	Good
45	Master of Science Program in Food Biotechnology	Pass	3.32	Good
46	Master of Business Administration Program	Pass	3.47	Good
47	Master of Business Administration Program in Hospitality and Tourism Management	Pass	3.54	Good
48	Master of Management Program in Organization Development and Management	Pass	3.54	Good
49	Master of Science Program in Investment Analysis and Management	Pass	3.26	Good
50	Master of Arts Program in Philosophy and Religion	Pass	3.42	Good
51	Master of Education Program in Curriculum and Instruction	Pass	3.55	Good
52	Master of Education Program in Educational Administration	Pass	3.50	Good
53	Master of Science Program in Counseling Psychology	Pass	3.43	Good
54	Master of Arts Program in English Language Teaching	Pass	3.51	Good
55	Master of Science Program in Management (eLearning Mode)	Pass	3.16	Good
56	Master of Science Program in Information technology and management (eLearning Mode) (หลักสูตรเดิม Master of Science in Information and Communication Technology)	Pass	3.01	Good
57	Master of Education Program in Teaching and Technology (eLearning Mode)	Pass	3.27	Good
58	Doctor of Philosophy Program in Business Administration	Pass	3.60	Good
59	Doctor of Philosophy Program in Computer Science	Pass	3.23	Good
60	Doctor of Philosophy Program in Information Technology	Pass	3.33	Good

Program		Standard Control	Assessment 0.01-2.00 = Low 2.01-3.00 = Fair 3.01-4.00 = Good 4.01-5.00 = Very Good	
			Scores	Results
61	Doctor of Philosophy Program in Food Biotechnology	Pass	3.14	Good
62	Doctor of Philosophy Program in Organization Development	Pass	3.52	Good
63	Doctor of Philosophy Program in Hospitality and Tourism Management	Pass	3.64	Good
64	Doctor of Philosophy Program in Philosophy and Religion	Pass	3.45	Good
65	Doctor of Philosophy Program in Educational Leadership	Pass	3.38	Good
66	Doctor of Philosophy Program in Counseling Psychology	Pass	3.49	Good
67	Doctor of Philosophy Program in English Language Teaching	Pass	3.42	Good
68	Doctor of Philosophy Program in eLearning Methodology	Pass	3.40	Good
69	Doctor of Philosophy Program in Teaching and Technology (eLearning Mode)	Pass	3.36	Good
Average score			3.45	Good

BY CHE QA Online: as of October 10, 2018

Assessment Result

Indicator	Target	Performance outcome	Score
Indicator 1.1 Results of Program administration	3.31 scores	3.45 scores	3.45 scores

Evidence

Document Code	Document Name
1.1-1	Program Internal Quality Assessment Report Academic Year 2017 of 69 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.
 $334.50 \times 100 / 804.50 = 41.579\%$

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

Score obtained = $41.579 \times 5 / 40 = 5.00$

Score = $334.50 \times 100 / 804.50 = 41.579\%$, Quality level = $\geq 40\%$ * equals 5 scores,
 $41.579 \times 5 / 40 = 5.00$ scores 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 adjusted by the duration of employment (Working and on Leave)				Percentage of full-time faculty members holding Ph.D.	Score (5 = ≥40%)
		B	M	D	Total		
1	Martin de Tours School of Management and Economics	0	204	95.50	299.50	31.89	3.99
2	Theodore Maria School of Arts	4	92	27	123	21.95	2.74
3	Bernadette de Lourdes School of Nursing Science	2	9.50	7	18.50	37.84	4.73
4	Vincent Mary School of Science and Technology	0	7	16	23	69.57	5.00
5	Vincent Mary School of Engineering	2	13	16	31	51.61	5.00
6	Albert Laurence School of Communication Arts	2	49	6	57	10.53	1.32
7	Faculty of Law	0	22.50	9	31.50	28.57	3.57
8	Faculty of Biotechnology	0	7	14	21	66.67	5.00
9	Montfort del Rosario School of Architecture and Design	2	45	4.50	51.50	8.74	1.09
10	School of Music	0	7	6	13	46.15	5.00
11	Graduate School of Business	0	2	77.50	79.50	97.48	5.00
12	Graduate School of Human Sciences	0	0	32	32	100.00	5.00
13	Graduate School of eLearning	0	0	24	24	100.00	5.00
Total Score		12	458	334.50	804.50	41.579	5.00

Source: Office of Human Resources Management as of July 31, 2018

Assessment Result

Indicator	Target	Performance outcome	Score
Indicator 1.2 Full-time faculty members holding a doctoral degree	5.00 scores	5.00 scores	5.00 scores

Evidence

Document Code	Document Name
1.2-1	List and number of full-time faculty members 2017
1.2-2	List and number of full-time faculty members with academic qualification and academic titles 2017
1.2-3	List and number of full-time faculty members with study leave 2017

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.

$$96 \times 100 / 804.50 = 11.933 \%$$

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

$$\text{Score obtained} = 11.933 \times 5 / 60 = 0.99$$

Score = $96 \times 100 / 804.50 = 11.933\%$, $\geq 60\%$ * equals 5 points requirement for full score of $11.933\% \times 5 / 60 = 0.99$

Performance Outcome

School		Number of full-time faculty members adjusted by the duration of employment (Working and on Leave)						Percentage of full-time faculty members with an academic title	Score (5 = ≥60%)
		No academic title	with an academic title				Grand Total		
			Asst. Prof.	Assoc. Prof.	Prof.	Total			
1	Martin de Tours School of Management and Economics	276.50	21	1	1	23	299.50	7.68	0.64
2	Theodore Maria School of Arts	118	3	2	0	5	123	4.07	0.34
3	Bernadette de Lourdes School of Nursing Science	15.50	3	0	0	3	18.50	16.22	1.35
4	Vincent Mary School of Science and Technology	8	12	2	1	15	23	65.22	5.00
5	Vincent Mary School of Engineering	27	2	2	0	4	31	12.90	1.08
6	Albert Laurence School of Communication Arts	55	2	0	0	2	57	3.51	0.29
7	Faculty of Law	23.50	3	4	1	8	31.50	25.40	2.12
8	Faculty of Biotechnology	16	5	0	0	5	21	23.81	1.98

School		Number of full-time faculty members adjusted by the duration of employment (Working and on Leave)						Percentage of full-time faculty members with an academic title	Score (5 = ≥60%)
		No academic title	with an academic title				Grand Total		
			Asst. Prof.	Assoc. Prof.	Prof.	Total			
9	Montfort del Rosario School of Architecture and Design	47.50	2	2	0	4	51.50	7.77	0.65
10	School of Music	12	1	0	0	1	13	7.69	0.64
11	Graduate School of Business	72.50	7	0	0	7	79.50	8.81	0.73
12	Graduate School of Human Sciences	19	10	3	0	13	32	40.63	3.39
13	Graduate School of eLearning	18	4	2	0	6	24	25.00	2.08
	Total Score	708.50	75	18	3	96	804.50	11.933	0.99

Source: Office of Human Resources Management as of July 31, 2018

In the academic year 2017, there were 804.50 full time faculty members of which 96 faculty members holding academic title. The formula from number 2 of specific Institutional Criteria, Group B, is used to calculate the score for Indicator 1.3 which is $96 \times 100 / 804.50 = 11.933 \%$

Comparing to the percentage calculated with the requirement for full score of 5 = 60% ($11.933 \% \times 5 / 60$) the score 0.99 is slightly increased from the score pervious year which was 0.94.

Assessment Result

Indicator	Target	Performance outcome	Score
Indicator 1.3 Full-time faculty members holding an academic title	1.00 score	0.99 scores	0.99 scores

Evidence

Document Code	Document Name
1.3-1	List and number of full-time faculty members 2017
1.3-2	List and number of full-time faculty members with academic qualification and academic titles 2017
1.3-3	List and number of full-time faculty members with study leave 2017

Indicator 1.4 Bachelor's degree student service

Type of indicator Process

Standard criteria

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

The University has provided academic advising and counseling for students on how to spend their lives on campus and preparing for their future career. All Schools were assigned by the University to arrange the academic advising system for all students as a mechanism to ensure that they can complete their studies within the curriculum time-frame. Students were provided with academic advising systematically. They need to make appointment with their assigned advisor at least once per semester to discuss about their study performance and to ensure that their study plan is appropriate and in accordance with the curriculum time-frame.

In academic year 2017, most Schools utilized the AU Spark Pro application to make advising schedule with their advisees. The advisors were provided the advisee list showing normal, honor and probation students. Advisors use this information as a guide to interview and to assess the student's readiness for the incoming semester, to identify any problems and to refer to Student Affairs in case of mental health issues. The Schools which utilized the AU Spark Pro application are Montfort del Rosario School of Architecture and Design, Albert Lawrence School of Communication Arts, Vincent Mary School of Engineering, Theodore Maria School of Arts and School of Law. Schools also provide career advising and job placement services through their channel of communication such as Facebook, LINE, and website. Schools organized the Last Orientation and the Career Guidance events.

To support the Schools at the institution level, the University assigns the Office of Student Affairs to be in charge of student services and student development for all undergraduate students. Student Affairs promotes the well-being of students and provides necessary services for both Thai and international students for successful transition to campus life. There are systems and mechanisms in advising and counseling covering learning skills, student life, job preparation and placement, financial assistance, health and wellness. The University also provides dormitories on campus.

There are several induction activities organized by Student Affairs and student organizations in collaboration with Schools. There were 4 academic orientations for freshmen organized by Student Affairs and Schools in academic year 2017. There were also major orientations organized by Schools preparing juniors for their majors. In addition, there were several induction camps to welcome new members of student clubs in each semester. Students were given warm welcome to the university environment and given attention and care.

Under the first-year-experience program, freshmen are channeled through series of activities to inform them about the cultures, identity and uniqueness, and community life. This is facilitated by the Center for Student Personality and Campus Life (CSPCL) which is responsible for fostering and enhancing students' emotional growth which is regarded as one of the four core dimensions of the total development of a human person. The AU CARE project was organized 4 times during academic year 2017 (April 24-28, 2017, July 4-6, 2017, November 30, 2017 and April 24-28, 2018) conducting a survey on students' needs, providing physical examination and narcotic screening test by professional physicians, a psychological test on anxiety through the general health questionnaire identifying potential risk students and holding an interview with Student Affairs advisors. Questionnaire results were disseminated to relevant Schools for further action. The CSPCL with the collaboration of the Office of University Registrar implemented the AU CARE project according to the specified plan. Additionally, the Office of University Registrar was contacted by Student Affairs to arrange the appropriate schedule and channel to communicate the information to all freshmen. The result showed that 1,915 students (77.22%) participated in the AU CARE and the satisfaction level was 4.26 from a total score of 5.

In response to the mental health alert, the Student Affairs appointed a subcommittee to review the standard operating procedures for risk individual counseling, faculty's student referral, screening and follow-up of vulnerable students and crisis management of injuries on campus. The complete review was submitted to the Vice President for Student Affairs for approval on June 13, 2018.

In terms of learning skills development, the Learning Support Center (LSC) helps students "learn how to learn", solve academic problems; and promote positive attitude towards academic achievement. The activity namely English for All is organized twice a year to enhance students' English proficiency. In academic year 2017, the LSC conducted a needs survey of 328 freshmen who were in the contact list. The Results showed that the percentage of respondents would like to improve speaking (56.2%), writing (28.1%), listening (11.2%) and reading skills (4.4%). Thus, the activity designed is tailored to meet the needs of participants. In this year, there were 180 freshmen who participated in this project. The LSC in collaboration

with the Career Development Center (CDC) introduced the “English for Career Workshop” in semester 2/2017. The results (total score of 5) of student satisfaction toward the course curriculum, teacher and facilitator were 4.24 and 4.20 respectively. The unit also provided advising and counseling service. There were 217 advising cases, 2 counseling cases and 247 educational psychological testing.

In addition, the Office of University Registrar (OUR) also provides support to new students in terms of social life and academic services by organizing the “Academic Project to Assist New Students” and the “ID Friend Project”. The unit utilizes scholarship students in creating a social network connecting new students through social media and fellowship activity, and giving tutorial classes based on demand.

The Career Development Center (CDC) provides career counseling services to help students discover their personality, find job opportunities and know career updates for current students and alumni through Facebook pages namely ABAC Career Development Center (CDC) for Thai students and AU Career for International Students, and a LINE Group for part-time students. The unit 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. This year, the unit held a focus group study to find the interest of prospective participants. There were 850 students participating in 26 career workshops and 10 company presentations. The number of career workshops were more and diversified to meet the interest of students and the level of students’ satisfaction towards the arrangement of the workshop was at 4.52 of 5-point scale which is higher than the previous year. In view of inspiring the future entrepreneur, the Smart Successor project was modified to include site visit. There were 12 alumni guest speakers sharing their experiences and life after graduation with 173 student participants. Participants also joined 4 company site visits to have the first-hand experience. The result of overall satisfaction level was 4.16 of 5-point scale.

In view of career counseling and testing, there were 449 students who participated in the career testing with 389 students receiving career advising.

For job placement services, the unit held the Career Week twice a year, during October 31 – November 2, 2017 and March 27- 29, 2018. There were 5,734 job applications distributed, 600 graduating students registered at the event booth and 2,843 job positions available from 183 companies. The level of employers’ satisfaction towards the arrangement of the event, and level of students’ readiness towards the job application were 3.90 and 3.94 respectively. There was a total of 3,088 students who utilized the job placement service in academic year 2017.

Regarding the students’ financial support, the Financial Assistance Division (FD) assists students who are eligible for financial assistance to access sources of funds and help students who are qualified. There were 314 students who received the Student Loans Fund (กยศ.). Also, under the supervision of the Office of University Registrar, 1,818 students received University scholarships.

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 the 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 LINE, Facebook, Twitter, Youtube (ABAC Channel), ABAC News online to share news with students at real time. Google clouds are widely used to maintain the data relating to student profiles, BG1403 class change request, activity room booking, online form and online surveys. The learning management system (LMS) is also utilized in BG1403 class management, as well as accessing teaching materials and assignments.

In addition to social media, 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.

In 2017, there were 1,371 viewers visiting the learning resource website, and 18,005 visitors in the St. Martin Center for Professional Ethics and Service Learning website.

In addition, the University has provided various channels to communicate with target students by informing news and announcement on extra-curricular activities such as official websites:

<http://www.au.edu/>,

<http://www.sa.au.edu/>,

<http://www.activity4you.au.edu/>

Furthermore, two-way communication through Facebook and LINE application has been implemented to provide information such as extra-curricular activities, academic competition, CSR activities and so on.

Websites and social media sites of different communication channels are as follows:

University official facebook page:

<https://www.facebook.com/assumptionuniversity/>

University Registrar Office

<https://www.facebook.com/abacregistrar/>

The Career Development Center utilizes Facebook pages:

ABAC Career Development Center (CDC) for Thai students and alumni
<https://www.facebook.com/abaccdc/>

and AU Career for International Students and alumni
(<https://www.facebook.com/auintercareer/>

and a LINE Group for part-time students

CSLEL <http://www.activity4you.au.edu/>

AUSO Facebook@ausoabac

Furthermore, the latest 5th version of AU SPARK Pre-Registration System, with its various useful features was launched on August 28, 2017. These newly invented and most advanced AU SPARK features assist students to pre-register for their desired courses with ease, speed and convenience as well as providing them with much easier access to a variety of the university's services.



AU Spark

d-code Laboratory Education

[3+]

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

The University through Career Development Center has organized activities preparing students for working life after graduation in 5 dimensions; 1) Job placement 2) Career Counseling, Advising and Testing 3) Career Training and Exposure 4) Employers and Alumni Relation 5) Leadership and Entrepreneurial Development.

Job placement was organized to provide job placement service including full-time, part-time jobs, career resources through Facebook pages and counter service to offer career opportunities for AU students and to provide suitable applicants for employers. The Career Week was held twice a year, during October 31 – November 2, 2017 and March 27- 29, 2018. There were 5,734 job applications distributed, 600 graduating students registered at the event booth and 2,843 job positions available from 183 companies. The level of employers' satisfaction towards the arrangement of the event, and level of students' readiness towards the job application were 3.90 and 3.94 respectively.

For part-time job, the CDC successfully selected and trained 50 students out of 175 applicants to work as liaison officers together with representatives from other institutions for approximately 7,000 delegates from 69 countries in the Million Dollar Round Table (MDRT) Experience and Global Conference 2018 hosted by TCEB during February 5-10, 2018 at BITEC.

For career training and career exposure dimension, CDC provided experience program and career workshops and company presentation to prepare students for job application and job interview, also offered an opportunity for students to apply theories into practice to prepare themselves for actual working conditions. The CDC conducted a total of 32 workshops and 1,132 students participated in career training

program. There were 15 international students who participated in internship program at 4 companies this year.

Regarding leadership and entrepreneurial development, there were 380 students engaged in the retail business and exhibition event. In semester 2/2017, CDC launched the ABAC Dummy Company & Sale Management Project a platform for 120 students to have marketing experience in cooperation with the course MKT 3252 Sales Management of Martin de Tours School of Management and Economics.

At the School level, the Last Orientation events organized by all Schools were the time when alumni inspired the graduating students, and it was also time for sharing job opportunities and further study information to all participants. For example, School of Law, School of Engineering organized such events.

4. ☒ The quality of activities and services in no.1-3 is assessed. Each item must score more than 3.51 out of the total score of 5.

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

In response to the IQA's comment that the University should organize activities to provide knowledge for responsible units to effectively develop the project objectives, target indicators, and student development plan for future development, the University assigned Dr. Nathara Mhunpiew who is familiar with quality assurance to assist the Student Affairs in conducting training on Student Learning Outcomes (SLOs) on March 2, 2018 the SA Forum was organized for 38 SA personnel at Wisetsrisamut Room, Suvarnabhumi Campus. The knowledge gained from the topic can be applied into how to conduct the projects provided by Student Affairs for undergraduate student in term of project objectives, intervention methods, assessment tools, and project evaluation reports. As the result, all projects were revised in particular, the assessment indicators of activities/ projects to ensure that these indicators were aligned with the project objectives. The assessment process was carried out as scheduled in the Action Plan for Strengthening Administrative Performance (ASAP) 2017.

In conclusion, the results of stakeholder satisfaction in all activities and services were above 3.51 out of the total score of 5. Details are elaborated in the Student Affairs Annual Report (AR) of Academic Year 2017. Student Affairs also conducted a survey on student satisfaction toward Student Affairs services and the result of the overall satisfaction was at 3.91 on the 5-point scale (AR p. 45). Below are the results of some activities mentioned in items 1-3:

Standard Criteria 1.4.1:

The result of overall student satisfaction toward advising and counseling was 3.93 out of 5 (AR p. 45).

The results of assessment of project - based activities are presented below-

AU Orientation Project- the number of participants was 2,163 students and the result of student satisfaction was 4.02. (AR p.147)

AU Care- The number of participants was 1,915 students and the result of the student satisfaction was 4.26 (AR p. 155).

The English for All Project - The number of participants was 180 students and the results of student satisfaction toward the course curriculum was 4.24 and towards teacher and facilitator was 4.20 (AR p. 213).

The Student Loans Fund - The number of students who received the government loan was 314 students and the result of student satisfaction towards loan service was 4.15 (AR p. 128).

Standard Criteria 1.4.2:

The result of overall student satisfaction toward information services was 3.87 out of 5 (AR p. 45).

Websites - there were 1,371 viewers visiting the learning resource website, and 18,005 visitors in the St. Martin Center for Professional Ethics and Service Learning website and 6,765 visitors in the Student Affairs website.

The LED screens - There are 21 requests for campus announcement.

Standard Criteria 1.4.3:

The results of assessment of project - based activities are presented below-

Career Workshops and Company Presentations- The number of participants was 850 students. The result of participants' satisfaction was 4.52, and the level of participants' incremental knowledge after attending the program was 4.41 (AR p.142)

Career Week- The number of job applications distributed was 5,734 and the result of the student satisfaction towards the arrangement of the event was 4.10 whereas the level of company's satisfaction toward the event was at 3.90. The level of students' readiness towards the job was 3.94 (AR p 145).

Career Experience Program (Internship 2017) - The number of participants was 36 students working in 16 companies; 15 international students participated in internship program at 3 companies this year. The result of the student satisfaction was 4.40. The level of employers' satisfaction was at 4.40 (AR p. 141).

University Entrepreneurial Development - The number of participants was 380 students and 55 students applied for management positions only 35 were selected. The result of the student satisfaction was 3.79. The level of students' incremental knowledge was 70.18%, and the level of students' incremental management experience was high (Project Report)

Research on Evaluation of Student Learning Outcomes of Assumption University Student Leaders. (Research Report)

To ensure the achievements or learning outcome of student leaders in academic year 2017, there was one research conducted by the Student Affairs team researchers aimed at two objectives (1) to explore the competency of student learning outcomes obtained from extracurricular projects and (2) to assess the achievement level of each competency of student leaders participated. It was found that the leaders showed high achievement level in all ten competencies i.e Virtue Ethics 4.40, Communication 4.36, Intercultural Difference Sensitivity 4.36, Motivation 4.35, Emotional Intelligence 4.34, Creativity Management 4.31, Teamwork 4.29, Leadership 4.26, Discipline 4.22. and Management 4.18.

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

There was an achievement evaluation of projects and activities conducted during the mid-year (April 17, 2018) and at the end of academic year 2017 (August 2, 2018). There were meetings on performance results, revision of strategic plan preparing for the next one-year-plan by the Student Affairs Quality Assurance and Risk Management Committee with the executive board of Directors during March 9 and 12 - 15, 2018. Results of assessment including comments and suggestions in questionnaires, project evaluation, and social media as well as discussion on improvement plan on jobs and projects were utilized in the preparation of annual report, self-assessment report and the planning of the Action Plan for Strengthening Performance (ASAP) 2018. Questionnaire was revised as well to collect information which is beneficial to all units in the Student Affairs in assisting AU students.

Since the AU Five-Year Strategic Plan (2014 – 2018) was terminated in this academic year (2017), the University has announced the new Five-Year Strategic Plan for 2018 – 2022. Thus, the Five-Year Strategic Plan of Student Affairs as to serve the students' quality of life and student development was revised/improved to meet students' expectation based on the results obtained and in accordance to the AU Five-Year Strategic Plan and the Action Plan for Strengthening Performance (ASAP) 2018 were developed accordingly.

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

The University provides useful information for alumni through Student Affairs, the Alumni Association and Schools (both undergraduate and graduate levels).

Student Affairs services include:

Career Development Center provides job placement information for alumni through Facebook pages and electronic mails.

ABAC Career Development Center (CDC) for Thai students and alumni

<https://www.facebook.com/abaccdc/>

and AU Career for International Students and alumni

(<https://www.facebook.com/auintercareer/>)

Assumption University Alumni Association (สมาคมศิษย์เก่าแอมแค ABACA AUAA) provides information on career news, trainings, workshops, meetings and conferences through Facebook and LINE groups.

<https://www.facebook.com/auaa.abaca/>

The Alumni Association organized the AUAA 4th CEO FORUM "Retail Automotive Business Transformation 2020" @ MGC-ASIA on February 24, 2018 and the 5th CEO FORUM on April 28, 2018. In addition, there was an e-magazine issue December 2017 – March 2018 published for alumni members.

School level:

The office of Graduate Studies provides news and announcement for students and alumni through the following website.

<http://www.grad.au.edu/news-services-for-student-alumni/>

School of Science and Technology provides information on workshop and trainings through Facebook. <https://www.facebook.com/auscitech/>

School of Biotech Facebook through <https://www.facebook.com/BiotABAC/>

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 of Academic Year 2017
1.4-1-2	Project Report of English for All 2017
1.4-1-3	Project Report of First Year Experience
1.4-1-4	Project Report of AU Care
1.4-1-5	บันทึกข้อความ ศบค 030/2561 เรื่องสรุปผลการดำเนินงานรณรงค์การให้คำปรึกษาสุขภาพทางจิตนักศึกษา
1.4-1-6	Job Report of Job Placement
1.4-1-7	Project Report of Career Week
1.4-1-8	Job Report of Career Testing and Advising
1.4-1-9	Job Report of Student Government Loan (กยศ)
1.4-1-10	Report of Scholarship Students
1.4-1-11	5-Year Strategic Plan of Student Affairs
1.4-1-12	Student Affairs 5 Year Strategic Plan (2018 – 2022)
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	http://www.sa.au.edu/
1.4-2-5	Information on AU SPARK 5
1.4-3-1	Job Report of Career Training and Exposure
1.4-3-2	Project Report of Smart Successor
1.4-3-3	Project Report of Career Experience Program
1.4-3-4	Project Report of Career Workshops and Company Presentations
1.4-3-5	Project Report of University Entrepreneurial Development
1.4-4-1	Student Affairs Common Data Set 2017
1.4-4-2	Survey Report on AU Student's Satisfaction on Student Affairs Services 2017
1.4-4-3	Survey Report on Employer's Satisfaction on AU Graduates
1.4-5-1	Achievement Table as of 15/8/2018
1.4-5-2	The Action Plan for Strengthening Performance (ASAP) 2018

Indicator 1.5 Bachelor's degree student activities

Type of indicator

Process

Standard criteria

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

Assessment criteria

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

Performance Outcome

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

According to the Five-Year Strategic Plan of the University (2014 – 2018), the office of the Vice President for Student Affairs developed the Five-Year Strategic Plan which aligned to the University Strategic Plan to serve the services and activities for students' quality of life and student development, the plans include: activities to enhance graduates' characteristics specified by the University, sports or health activities, activities for social benefits or environmental preservation, moral and ethical development activities, art and culture promotion activities. The Action Plan for Strengthening Administrative Performance (ASAP) for each unit were then formulated accordingly.

There is close collaboration between these centers in planning, execution and evaluation of student activities. All advisors work together to supervise student activity units according to the expertise and the nature of the activity. Students are encouraged to create projects/ activities through project proposals. With the

guidance of advisors, students learn to go through the procedure until the projects are completed. Thus, students have learned from experienced and diverse advisors by conducting activities.

Due to the academic year 2017 was the last year of the Five-Year Strategic Plan 2014 – 2018, in order to sustain the continuity of Student Development Plan, the office of the Vice President for Student Affairs had appointed the Five-Year Strategic Plan committee (2018 – 2022) which include SA administrators, University instructors, and Student Leaders, the duty of this committee were to (1) evaluating and reviewing the previous strategic plan and (2) Drafting the Five-Year Strategic Plan 2018 – 2022. This new Strategic Plan was proposed to the VP for Student Affairs and the AU Administrator for approval accordingly.

Following were the plan for student development activities in 2017:

- Student development activities related to student leadership and experiential learning are under the supervision of Center for Student Leadership and Experiential Learning (CSLEL). There is a student development plan derived from the Student Affairs Strategic Plan and guidelines for student activities. These activities enhance students' learning achievements in all domains specified in the TQF:HED and reflect the identity and uniqueness of the institution. The guidelines are for extracurricular activities implementation both at University level (AUSO and clubs) and at the School level (School Student Council).
- The Center for Student Leadership and Experiential Learning (CSLEL) under the 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. In academic year 2017, the Student Leader Conference for 265 participants was held on August 5, 2017 at John XXIII Conference Center. The conference was the launching of new administration preparing student leaders in planning and executing the plans under the guidance of the elected Student Organization President with the executive committee and student activity advisors. To ensure that the goals of student activities are aligned with the AU student activity operating plan, AUSO also organized the president camp 2017 during August 1–2, 2017 at Suvarnabhumi Campus.
- Student development activities related to sports dimension are under the supervision of Center for Sports and Physical Fitness (CSPF). There is a sport development plan derived from Student Affairs strategic plans and guidelines for sports activities. There are sport advisors in charge of advising and monitoring all student sport activity units and sport teams.

In terms of student development activities related to social service and ethics, there is St. Martin Center for Professional Ethics Seminar in charge of BG1403 service learning and community service. This is an extra-curricular activity required for juniors of all majors to conduct a service-learning project. There is a policy and guideline for service learning project approved by the University.

2. ☒ For bachelor's degree students, student development activities must include

- activities to enhance graduates' characteristics specified by the University
- sports or health activities
- activities for social benefits or environmental preservation
- moral and ethical development activities
- art and culture promotion activities

Under this criterion, there are 3 units namely Center for Student Leadership and Experiential Learning (CSLEL), St. Martin Center for Professional Ethics Seminar (CPEL), and Center for Sports and Physical Fitness (CSPF) in charge of the student development activities in the five dimensions specified by OHEC.

Under the supervision of advisors of Center for Student Leadership and Experiential Learning (CSLEL), several functions, functions were organized to assist students through advising and providing information relevant to particular activities through which they would gain out-of-classroom learning experiences that will prepare them for human interactions, and enable them to develop time management skills, leadership skills, critical thinking and civil consciousness. The Center also provides facilities both in-campus and out-of-campus for students to carry out activities, counsel and advice throughout their projects. The student activity units proposed their annual operating plans and budgets for the promotion of activities specified by OHEC. In academic year 2017, there were 285 student activity projects implemented and classified as follows: 207 projects for promoting desired graduates' characteristics, 24 projects for sports or health activities, 19 projects for social benefits or environmental conservation activities, and 35 activities promoting art and cultures (AR p.300-316). As an international university, Student Affairs has also promoted international student engagement. It was reported that there were 14 multicultural projects organized by the Assumption University International Student Community and their national communities.

Under the course BG1403 Professional Ethics Seminar and Service Learning, St. Martin Center for Professional Ethics Seminar (CPEL) fulfilled Assumption University's vision of "continuous improvement" of student personal integrity and professional ethics. It utilized both is classroom learning and outside-classroom learning (Service Learning) to facilitate students' growth in accordance with the 5 Student Affairs Strategies. The instructors/project advisors supervise student activities covering various dimensions under the umbrella of community service and service learning. In academic year 2017, there were 82 projects for promoting desired graduates' characteristics, 3 projects for sports or health activities, 76 projects for social benefits or environmental conservation activities, 1 project for moral and ethical development activities. A total of 2,587 students participated in 162 service-learning projects (AR p.291-299).

CSLEL and CPEL always 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 serve to identify key performance indicators and goals of each project. In addition, to reinforce the policy, Student Development Coordinators for all Schools are appointed to provide guidance to student committees in developing activities.

For sports or health activities, the Center for Sports and Physical Fitness oversees the provision of services on sports for health and wellness and promotion of sports for competition. In 2017, there were 5,728 students who received the sports services (AR p.112-113), whereas there were 294 students who participated in the sports training and competitions (AR p. 101-111).

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

In response to the IQA comment on applying the knowledge of quality assurance in students' daily lives, Student Affairs utilize the channel of student activity coordinators of all faculties to impart the QA knowledge to their faculty members and school activity units. The Student Activity Coordinators meeting was held on July 4, 2018 at Suvarnabhumi Campus wherein a session was allocated on the Quality Assurance facilitated by a representative of the Office of Vice President for Policy Planning and Quality Assurance (OPPQA).

For new students, the AU Orientation 2018 for freshmen was organized on July 21, 2018 and the QA knowledge was shared with them during the afternoon meeting of each School. More information on quality assurance for students was also published as E-Newsletter on Student Affairs website.

Furthermore, the QA knowledge is imparted to all students through the non-credit course BG1403 Professional Ethics Seminar. Students learn about the course objectives, participate in both class activities and service learning then evaluate their learning through self-assessment report, or assignment and receive the feedback from advisors/ lecturers for their future improvement. In BG14035-6, all juniors are required to implement their Service Learning projects by following the P-D-C-A process step by step until their completion. Likewise, all student development activities under the guidance of Center for Student Leadership and Experiential Learning are implemented using the P-D-C-A process annually.

Regarding the student activity units, the CSLEL coordinated with Assumption University Student Organization (AUSO) in organizing the Annual Student Leaders Conference 2017 for student leaders from all activity units including student council of each school, major, club and community to learn about the PDCA cycle on August 5, 2017 at John XXIII Conference Center, Suvarnabhumi campus of Assumption University.

All undergraduate activity units apply QA knowledge i.e. the P-D-C-A process in each level of project implementation starting from generating ideas, setting objectives, setting achievement indicators, target group, time frame, method, expected outcome and responsible persons. During implementation, an activity advisor is assigned to monitor and advise students to follow the plan. Lastly, the activity unit assesses performance and presents a report to the advisor. Likewise, the advisor also shares feedback of observation with the activity unit for further improvement. This procedure is required for all student activity units both at the University level (AUSO and Clubs) and at the School level (School Student Council). Also, a similar quality assurance procedure is also enforced in the execution of all service learning projects and the sports competition events.

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

In academic year 2017, there were 285 projects/activities organized by Student Activity Units under the supervision of Center for Students Leadership and Experiential Learning (CSLEL), that were in line with five dimensions of student development activities required by OHEC only 147 projects (40.70%) were completed and evaluated by July 31, 2018 (AR p.21). However, as the regulations set by the CSLEL that all projects/activities approved in 2017 must be at least 80% completed before the coming academic year 2018. Thus, all the projects are required to be completed with all information of Quality Assurance loop (PDCA) collected before the new committees start their new term in August 2018. In this regard, the benefit of results from project evaluation reports and annual report of student activity units done in the previous academic year can be applied into the new projects in the following year. The details of the projects classified by the 5 dimensions specified by OHEC are as follows:

Number of Projects/activities set in line with 5 dimensions of OHEC

	Number of projects approved	Number of Projects completed by July 2018
1. Enhancing graduates' characteristics	207	121
2. Sport and health activities	24	14
3. Social benefits or environmental preservation	19	6
4. Moral and ethical development	-	-
5. Art and Culture promotion	35	6
Total	285	147

The student activity projects were evaluated by student activity units and compiled as the annual report (AUSO AR). The results of evaluation were used in the improvement and development plan in the One-Year-Plan & Budget 2018 by the student activity units.

In addition, this year, Student Affairs implemented a survey on student activity outcome assessment on leadership and teamwork with 675 student leaders. It was found that the level of achievement on student learning outcomes on ethics was the highest (4.40) and management was the lowest (4.18) based on a 5-point scale of self-evaluation (AR p. 216).

In terms of sports for competition, under the supervision of Center for Sports and Physical Fitness (CSPF), it was reported that in the 45th University Games, there were 294 athletes from 29 sport teams who participated in the competitions and obtained the 32nd ranking among 114 educational institutes and won 1 gold, 3 silver and 10 bronze medals from 6 sports. There were no students who received awards at national level and international level in this year, but the University recognized and presented 7 awards to the athletes with achievements (AR p.159). A survey results of athletes' satisfaction towards sport team's facilitation and support was

3.96 of 5-point scale (AR p.101). The CSPF conducted an evaluation of the project performance and was reported in the annual report 2017 (AR p. 89-243). The recommendations for improvement are included in the Action Plan for Strengthening Performance (ASAP) 2018 for action in the coming year.

Under the supervision of St. Martin Center for Professional Ethics Seminar (CPEL), there were 3,121 students who enrolled in BG14036 Service Learning Project presentation; however, there were 2,587 students who successfully accomplished the requirements. The survey result of students' satisfaction was 4.60; the community's satisfaction was 4.65 and the advisor's satisfaction was 4.40 of 5-point scale (AR p. 120-121). The CPEL also conducted an evaluation of their projects and was reported in the annual report 2017 (AR p. 115-249). The recommendations are included in the Action Plan for Strengthening Performance (ASAP) 2017 for action in the coming year.

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

There was an achievement evaluation of the Action Plan for Strengthening Performance (ASAP) 2017 and presented to the internal audit team of the University on September 12, 2018. There were 118 jobs and projects implemented in academic year 2017. The overall performance was 71.19% of jobs and projects which achieved the criteria while 28.81% did not achieve. These included 8 jobs and 26 projects which performed below the set criteria (SA- Self-Assessment Report 2017).

The Center for Student Leadership and Experiential Learning (CSLEL), has a mechanism to assess the objectives and performance of the projects in line with the University's vision and mission by designing project procedure based on P-D-C-A process and deliver the concept into each project through Leader Conference which was held on August 5, 2017 at John XXIII Conference Center. CSLEL assigned the advisors to guide students about PDCA process, monitoring and follow up to ensure that the students follow the process in all projects. The achievement criteria of each project is the completion of P-D-C-A process, that is the indicator and the target of achievement is 80%. The responsible persons are required to evaluate the performance, to submit a report and to give a final presentation for advisor's assessment (Student Activity Unit Annual Report 2017).

For student activities, it was reported that there were 285 projects approved and 147 completed the set objectives which is equivalent to 40.70% as of July 31, 2018 (AR p.21). However, all student units are required to close the projects before the new committees start their new term in August 2018. The survey result on advisee's satisfaction toward advisor was 4.37 of 5-point scale.

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

To systematically develop student activities, Student Affairs holds a review of the five-year strategic plan together with the Action Plan for Strengthening Performance (ASAP) to deploy suitable actions for the coming year. In academic year 2017, Student Affairs suggested to have more researches explore the outcome of students' development in various areas such as the multi-cultural awareness in the AU international community. It also suggested that the research entitled "An evaluation

of student learning outcomes of AU student leaders” should be expanded to include AU full-time students in general.

For student organization level, there were similar review meetings and their suggestions for improvements were submitted to the new AUSO for implementation in the new academic year. Moreover, the office of the Vice President for Student Affairs had reviewed the previous strategic plan in line with the University vision and mission for the development of students as well as in the Five-Year Strategic Plan (2018-2022).

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 5 Year Strategic Plan (2014 – 2018)
1.5-1-2	Student Activity Operating Plan 2017
1.5-1-3	Copy of University Order No. 196/2017 Appointment to the positions of Student Organization Committee for Academic Year 2017
1.5-1-4	Sport Development Plan
1.5-1-5	Policy of BG1403 Professional Ethics Seminar & Service Learning
1.5-1-6	Student Affairs Order No. 7/2014
1.5-1-7	Student Affairs 5 Year Strategic Plan (2018 – 2022)
1.5-2-1	Assumption University Student Organization Annual Report 2017
1.5-2-2	Student Activity Unit Annual Report 2017
1.5-2-3	Student Affairs Annual Report 2017
1.5-2-4	Job Report No.6.6 Sport Team Development: Training and Competition
1.5-3-1	E-Student Information & Photos of “Get to Know Quality Assurance in Higher Education” in the orientation 1/2018
1.5-3-2	Evaluation report of Student Leaders Conference 2017
1.5-4.1	Report of Student Operating Plan 2017
1.5-4.2	Strategic Project Report 4.9 Survey on Students Activity Outcome Assessment on Leadership and Teamwork
1.5-4-3	Project Report 6.8 The 45 th Thailand University Games
1.5-4-4	Job Report 6.6 Sport Team Development: Training and Competition
1.5-5-1	Student Affairs Self-Assessment Report 2017
1.5-6-1	Student Activity Unit Annual Report 2017

Component 2 Research

❖ Strengths

- The University has continuously developed system and mechanism for supporting research/academic works. The Committee for Research and Academic Services Strategy (CRASS) has adjusted the AU Research Grant Regulations to make them more concise through focusing on providing high rewards for those who publish in leading journals and encouraging senior researchers/ full time faculty members to conduct high quality research.
- The Institute for Research and Academic Services (IRAS) has redesigned and updated the website so that all research information and grants from inside and outside the university are more accessible. IRAS's website provides the sources of professional social network sites and high-quality publication databases to faculty members for disseminating their research works. This is also to provide the communication channel for all faculty members.

❖ Issues for Improvement

- For this academic year, 9 out of 14 Schools obtained the score for research and creative work funds lower than 3.51. This indicates that more mechanisms need to be created to motivate faculty members to publish their works.
- The updated regulation of research external fund was announced and took into effect in February 2018. It helps to facilitate the external research fund management, and as a result this would encourage faculty members to inform the University about the external funds they have received. However, there are 7 out of 14 Schools which still need to be improved, and they should realize the importance of the external research funds.
- The University should motivate and encourage faculty members to continuously participate in high-quality international conferences and publish their articles in the recognized journals listed by OHEC.
- All faculty members should be encouraged to use "Research Information System" (RIS) via the website <http://www.research.au.edu> for uploading their research and creative works and or checking other benefits.

❖ Improvement and Development Measures

- The University should continuously encourage faculty members to apply for more internal research funds because only 14.88% of the research budget was used compared with 20.32% of the previous academic year 2016.
- Collaborative research projects with other international organizations should be conducted according to the plan set by each School or responsible unit.

❖ Best Practice and Innovations

- The Institute for Research and Academic Services (IRAS) together with the Office of Information Technology Services (ITS) have been developing the online research database known as “Research Information System” (RIS) since 2016. The following 4 main systems have been completed:

- 1) Research Information Searching System
- 2) Research and Creative Works Database System
- 3) Research Grants Management and Monitoring System
- 4) IP Management and Monitoring System

IRAS has created the new system, “Research and Academic Works Monitoring System for Program Faculty Members”, in order to check and report the status of research and academic works over the past 5 years.

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 budget for research and creative work funds.
4. The University allocates budget to promote the dissemination of research and creative works in conferences or the publication of research and creative works in national or international journals.
5. The capability of researchers is developed. The University supports and appreciates researcher/ faculty members who produce excellent research and creative works.
6. There is a system and a mechanism to protect the rights of research or creative works and they are implemented accordingly.

Assessment Criteria

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

Performance Outcome

1. ☒ **There is an information system for research and creative work administration which can be utilized for the benefit of research and creative work administration.**

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

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

The mechanism to verify journal publication has been developed. The national and international databases that are certified by OHEC have been provided through website <http://www.iras.au.edu>. The website includes journals listed in the Beall's list for faculty members to check the quality of journals before publication. The information is also sent to the School research committee for pre-verification at the School level. The final verification is done by CFE and IRAS.

In addition, IRAS has consistently attempted to support faculty members to do more academic works, focusing on the quality rather than the quantity of publications, by providing the information about top rankings journals in various areas through the IRAS website. Furthermore, IRAS and the Office of Information Technology Services (ITS) have collaborated on developing Research Knowledge Sharing System as a channel for sharing the information from research seminars and trainings organized by IRAS. All research training materials are accessible through the website <http://researchvideo.au.edu>.

IRAS has also set up the Research Information Systems to support research and creative work administration. The systems include four main categories as follows:

1) Research Information Searching System

This system is an open access system that allows everyone (AU Members and Non-AU Members) to search for research information which has been

divided into 4 levels, i.e. University level, faculty level, department level, and individual level.

- 2) Research and Creative Works Database System: Authorized User name and Password Only

This system is the central collective research database of all faculty members/researchers, including academic services, awards, paper presentations, creative works, intellectual property, and publications.

- 3) Research Grants Management and Monitoring System: Authorized Username and Password Only

This is a system to monitor the status of academic works that have been submitted to Research and Academic Service Support Committee (RASSC) for internal fund application which comprises of research grants, paper presentation grants, publication fees, and paper publication remuneration.

- 4) Intellectual Property (IP) Management and Monitoring System: Authorized Username and Password Only

IP Management and Monitoring System is used to monitor the status of intellectual property remuneration process.

Recently, IRAS has developed the Research and Academic Works Monitoring System for program faculty members. This system contains the information about research and academic works in the past 5 years of the lecturers who are responsible for both undergraduate and graduate programs.

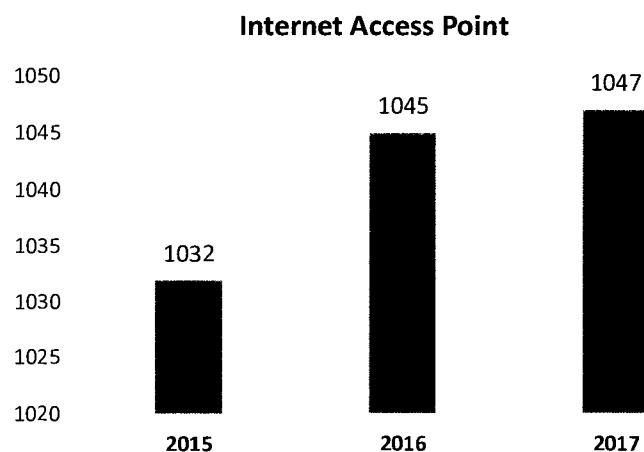
2. ☒ **Research and creative work mission is supported at least in the following areas:**

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

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

- Research/creative work laboratory and security system
 - o The University provides laboratory for research/creative work based on the specialization of each School. The management of the laboratory is also under the management of the School that the laboratory belongs to. Moreover, the University provides computer laboratories to all AU members to use for their research projects and studies. Each laboratory (i.e., biotechnology lab, communication arts studio, etc.) has its own data security system and also provides Safety Handbook that serves as a guideline for laboratories security rules and regulations.

- Research support unit
 - o Research Clinic has been established by IRAS to provide practical advice and support to faculty members regarding the development of individual research.
- Library
 - o The library provides all information resources to faculty members, students, and staff of the University to support all four missions of the University: teaching-learning, research, academic service and preservation of art and culture, based on the requirements of service users. These information resources include, E-books (e.g. EBSCO, Emerald, iG Publishing), E-Journals (e.g. SAGE, JSTOR, Emerald), Online Database such as ProQuest, SAGE Business Case, H.W. Wilson, IEEE Xplore and Science Direct to support research and creative works. Moreover, the library provides some research tools, such as Turnitin program to check for plagiarism and EndNote Web for reference system, which are important for faculty members, researcher and graduate students. The University library provides a trainer team to organize training activities / events for teaching how to use research databases and programs to AU members who are interested.
 - o Since 2015, the library has maintained the Assumption University Institutional Repository (AU-IR), a digital repository, which preserves and distributes AU's publications, including papers, scholarly articles, dissertations, theses, project reports, student reports, achievements, news, and activities. The information is publicized and linked to Google Scholar, which is useful when the research work is cited.
- Information system and safety system
 - o The University provides the information system for research/creative works through the Information Technology System Unit. This unit has provided 1,843 computers and 1,047 access devices to connect to University's WiFi for 2 mobile devices at the same time, controlled by Firewall of Juniper.



- Academic activities supporting research and creative works
 - In academic year 2017, IRAS provided 2 research training projects as follows:
 1. University engagement towards Thailand 4.0: 22 August 2017 at Amaret Pitak Room, CL Building, Assumption University (Suvarnabhumi Campus), in which 41 faculty members participated.
 2. Writing Research Articles and Publishing them in National and International Journals: 13 March 2018 at Salle d' Expo, Assumption Hall (A Building), Assumption University (Hua Mak Campus), in which 75 faculty members participated.
 - In academic year 2017, IRAS (AU Poll) conducted surveys in different topics. The research results are disseminated to the public via BLT newspapers and other mass media, primarily intended to serve the society and to benefit the public. This can be used as a guideline to drive the society in the right direction that is an important mission of the University. The list of polls conducted in the academic year 2017 are as follows:
 - 1) Thai people stress index survey.
 - 2) Survey on Buddhist Lent Day activities of people in Bangkok Metropolitan Region.
 - 3) Survey on Bangkok people's behavior during World Cup 2018.
 - 4) Survey on dust problem in Bangkok.
 - 5) Survey of 2018 New Year celebration behavior of people in Bangkok Metropolitan Region.
 - 6) The Bangkok Household Economic Survey 2017-2018.
 - 7) Survey on the use of public transportation in Bangkok.
 - 8) Survey on consumer spending during the Songkran Festival.

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

At the University level, the research/creative work budget is allocated by the Institute of Research and Academic Services. In academic year 2017, the University allocated a budget of 24,430,000 Baht for internal research funds (composed of 25,000 Baht per person for Humanities, 50,000 Baht per person for Health Sciences, and 60,000 Baht per person for Physical Sciences). The total number of the internal research funds requested was 3,635,344.00 Baht which is 14.88% of the overall internal research funds budget allocated by the University.

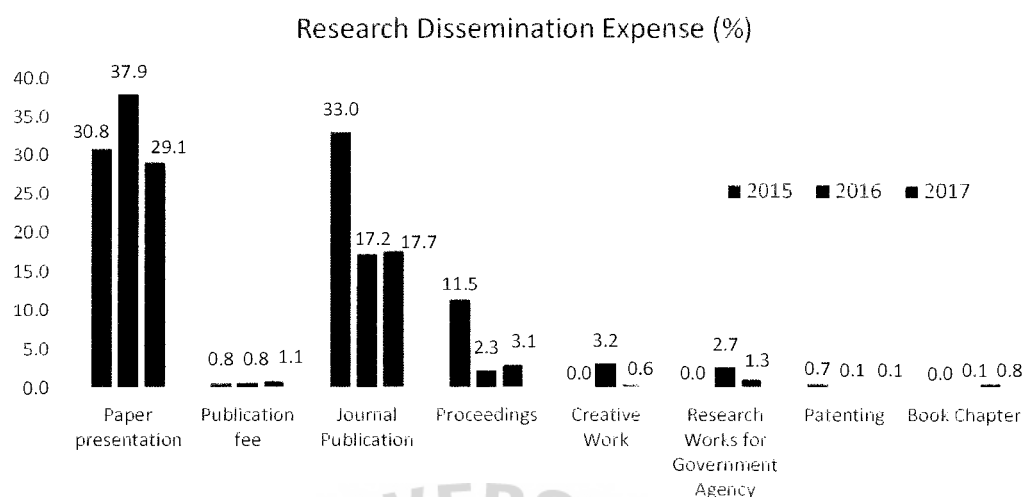
Since the beginning of academic year 2016, the internal research grant application process has been adjusted to be completed within 2 weeks. The status of internal research application including research status management can be tracked by using Research Grants Management and Monitoring System. In addition, the research equipment procurement was set by the Schools based on the nature of research of each School. The internal research fund usage significantly decreased from the previous year because faculty members gained more experience in conducting the research; therefore, they were challenged to find external sources of research funds.

Academic year	Budget allocated (Baht)	Actual Expense (Baht)	Research Fund Usage (%)
2015	21,990,000.00	4,070,032.00	19.00
2016	25,275,000.00	5,136,235.54	20.32
2017	24,430,000.00	3,635,344.00	14.88

4. ☒ The University allocates budgets to promote the dissemination of research and creative works in conferences or the publication of research and creative works in national or international journals.

In academic year 2017, the University allocated 8,900,000.00 Baht budget to support research/creative work dissemination (the same as the academic year 2016); however, the actual expense was 2,592,695.61 Baht for paper presentations (29.13%), 100,207.50 Baht for publication fees (1.13%), 1,572,000.00 Baht for Journal publications (17.66%), 277,632.00 Baht for proceeding publications for both national and international levels (3.12%), 50,000.00 Baht for creative work (0.56%), 119,400.00 Baht for research works for government agencies (1.34%), 5,000.00 Baht for patenting (0.06%), and 71,000 Baht for book chapters (0.80%).

Academic year	Budget allocated (Baht)	Paper presentation (Baht)	Publication fee (Baht)	Journal Publication (Baht)	Proceedings (Baht)	Creative Work (Baht)	Research Works for Government Agency (Baht)	Patenting (Baht)	Book Chapter	Total Expense (Baht)
2015	14,300,000.00	4,410,546.96	121,378.21	4,721,425.00	1,640,500.00	-	-	94,375.00	-	10,988,225.17
2016	8,900,000.00	3,374,681.25	74,672.37	1,531,779.00	206,960.00	288,000.00	236,000	5,000.00	10,000.00	5,727,092.62
2017	8,900,000.00	2,592,695.61	100,207.50	1,572,000.00	277,632.00	50,000.00	119,400.00	5,000.00	71,000.00	4,787,935.11



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

The University promotes the potential of faculty members to produce quality research by providing research clinic and research training seminar for research/creative work management through the Institute of Research and Academic Service (IRAS). The University allocates the remuneration of research or academic works according to quality score obtained and outstanding honors faculty members received for research/creative work via University Newsletter (ABAC Today) as well as University and IRAS websites.

The University encourages faculty members and researchers to participate in both national and international conferences to improve their research skills. In the academic year 2017, 68 faculty members and 8 researchers attended conferences.

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

- St. Hilaire Award: Distinction in Writing Award
 - o Assoc. Prof. Dr. Sureepong Phothongsunan (Third Class)
- St. Thomas Aquinas Award: Research Award
 - o Asst. Prof. Dr. Pisal Setthawong (Third Class)
 - o Asst. Prof. Dr. Kamolnate Kitsawad (Third Class)
 - o Asst. Prof. Dr. Martin Adamcik (Third Class)

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

The University set up the regulations for research/creative work, copyright and patenting and also appointed Patenting Management Committee for copyright and patenting advising. In the academic year 2017, there was 1 research project that got a petty patent.

- 1) สูตรแกงเลียงก้อน เสริมผักและใยอาหาร เลขที่ อนุสิทธิบัตร 13364
by Mrs. ROUNGDAO KLINJAPAO (Faculty of Biotechnology)

Assessment Result

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

Evidence

Document Code	Document Name
2.1-1	AU Five-Year Research Strategic Plan
2.1-2	Evaluation of University research performance (IRAS only)
2.1-3	IRAS research report
2.1-4	Research Information System User Manual
2.1-5	Library annual report
2.1-6	ITS annual report
2.1-7	Financial budget report for research support
2.1-8	Research support grants approval document (Sample)
2.1-9	Report of University Award
2.1-10	Petty patent No. 13364

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 = $34.75 / 14 = 2.48$

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

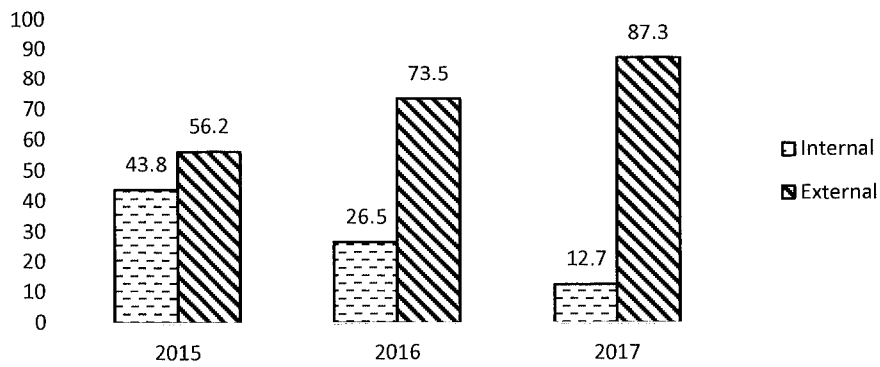
Performance Outcome

	School	Amount of research or creative work funds (Baht)			Score
		Internal	External	Total	
1	Martin de Tours School of Management and Economics	653,180.00	59,400.00	712,580.00	0.47
2	Theodore Maria School of Arts	280,700.00	-	280,700.00	0.46
3	Bernadette de Lourdes School of Nursing Science	-	-	-	0.00
4	Vincent Mary School of Science and Technology	-	2,172,500.00	2,172,500.00	5.00
5	Vincent Mary School of Engineering	523,593.00	-	523,593.00	1.36
6	Albert Laurence School of Communication Arts	-	-	-	0.00
7	Faculty of Law	-	372,000.00	372,000.00	2.40
8	Faculty of Biotechnology	228,571.00	12,392,165.00	12,620,736.00	5.00
9	Montfort del Rosario School of Architecture and Design	-	1,266,000.00	1,266,000.00	4.87
10	School of Music	207,120.00	-	207,120.00	3.19
11	Graduate School of Business	-	3,104,074.00	3,104,074.00	5.00
12	Graduate School of Human Sciences	343,220.00	-	343,220.00	2.02
13	Graduate School of eLearning	-	-	-	0.00
14	Institute for Research and Academic Services	1,398,960.00	5,583,324.00	6,982,284.00	5.00
Total		3,635,344.00	24,949,463.00	28,584,807.00	2.48
Average Score					

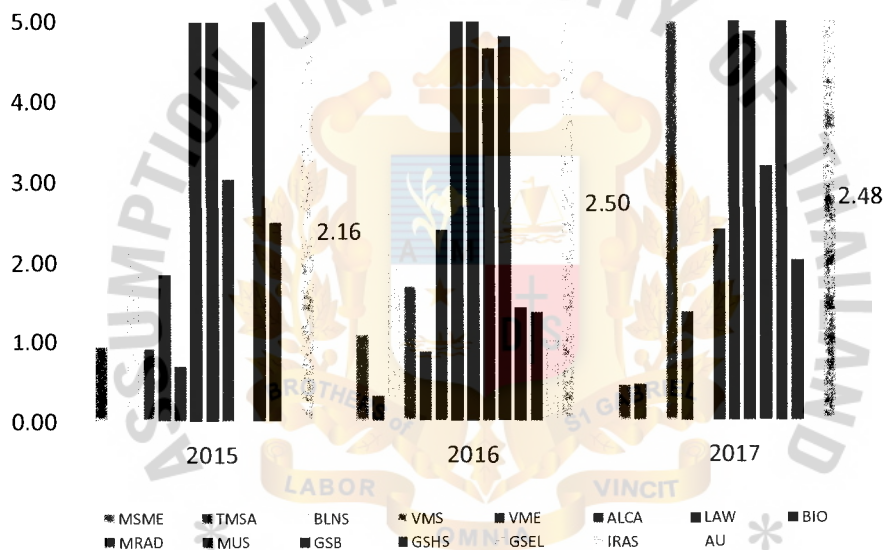
In the academic year 2017, the total number of both internal and external funds was 28,584,807.00 Baht, more than that of the academic year 2016 (19,406,889.54 Baht). The score obtained was 2.48, slightly lower than that of 2016 (2.50). The external funds have significantly increased when compared with the previous academic year because of the University's Policy stimulating senior researchers/faculty members to conduct high quality research with external organizations at the national level. The new systematic external fund management encourages faculty members to inform the University about their external research works.

Consequently, the external research funds significantly improved from 56.2% (2015) to 87.3% (2017). It implies that AU is becoming more recognized and trusted by both public and private sectors to conduct research especially in Physical/Health Sciences (2.84).

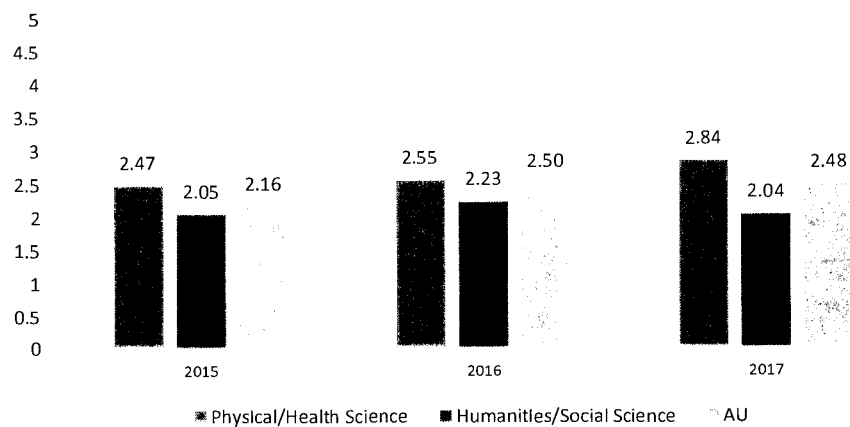
Percentage of Research Funding by Source



Research Fund Scores



Research Fund by Group



Assessment Result

Indicator	Target	Performance outcome	Score
Indicator 2.2 Research and creative work funds	2.50 scores	2.48 scores	2.48 scores

Evidence

Document Code	Document Name
2.2-1	The list of published research and creative works funds 2017

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

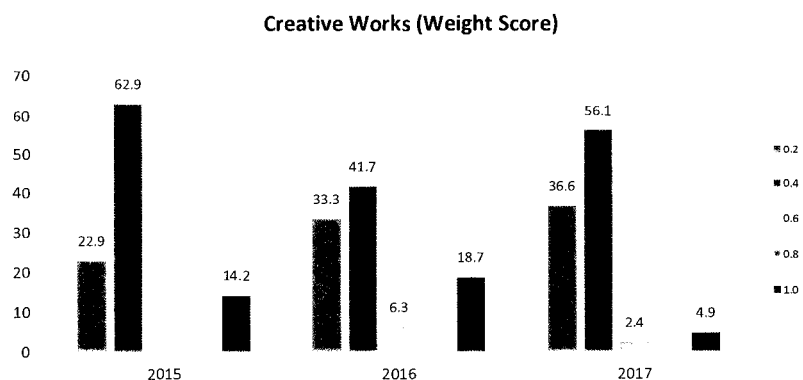
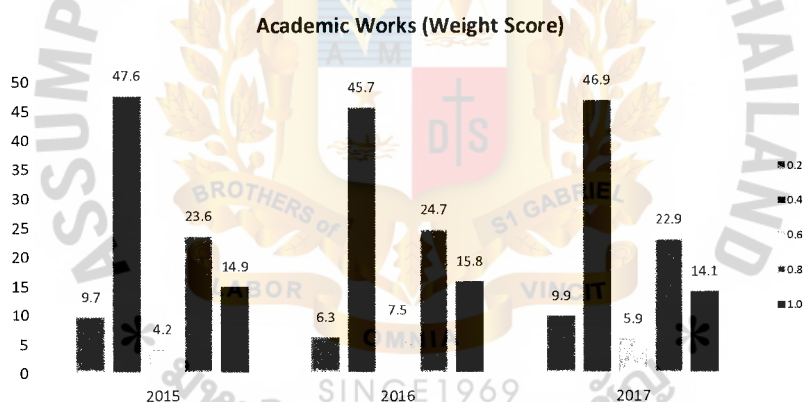
Score obtained = $61.90 / 14 = 4.42$

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

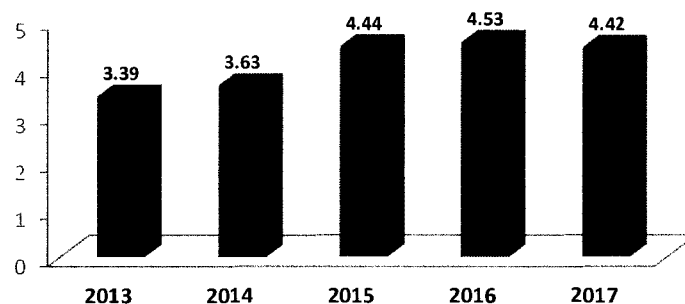
Performance Outcome

School		Number of academic works					Number of creative works					Sum of weight scores of academic and creative works	Per cent (%)	Score
		0.20	0.40	0.60	0.80	1.00	0.20	0.40	0.60	0.80	1.00			
1	Martin de Tours School of Management and Economics	2	30	4	14	12	-	-	-	-	-	38.00	12.03	3.01
2	Theodore Maria School of Arts	-	15	1	3	6	-	-	-	-	-	15	11.905	2.98
3	Bernadette de Lourdes School of Nursing Science	-	-	-	-	3	6	-	-	-	-	4.20	25.455	4.24
4	Vincent Mary School of Science and Technology	-	16	-	4	4	-	-	-	-	-	13.60	56.667	5.00
5	Vincent Mary School of Engineering	2	20	-	5	2	-	-	-	-	-	14.40	45.00	5.00

School		Number of academic works					Number of creative works					Sum of weight scores of academic and creative works	Per cent (%)	Score
		0.20	0.40	0.60	0.80	1.00	0.20	0.40	0.60	0.80	1.00			
6	Albert Laurence School of Communication Arts	-	-	-	2	-	-	23	1	-	1	12.40	19.375	4.84
7	Faculty of Law	2	3	7	1	1	-	-	-	-	-	7.60	24.52	5.00
8	Faculty of Biotechnology	5	9	-	4	9	-	-	-	-	-	16.80	84.00	5.00
9	Montfort del Rosario School of Architecture and Design	-	-	-	-	1	9	-	-	-	1	3.80	7.30	1.83
10	School of Music	-	8	-	3	-	-	-	-	-	-	3.2	24.615	5.00
11	Graduate School of Business	26	32	5	16	4	-	-	-	-	-	37.80	45.542	5.00
12	Graduate School of Human Sciences	-	25	4	29	5	-	-	-	-	-	40.60	119.415	5.00
13	Graduate School of eLearning	-	18	-	5	1	-	-	-	-	-	12.20	55.45	5.00
14	Institute for Research and Academic Services	-	-	1	-	5	-	-	-	-	-	5.6	70.00	5.00
Total		37	176	22	86	53	15	23	1	-	2	4.42		
		415												
Average score														



**Score of Academic and Creative Works
2013-2017**



In the academic year 2017, the score of full-time faculty members' academic and research works was 4.42, which is slightly lower than that of 2016 and 2015, respectively (see AU SARs). Due to the percentage of research and creative works publication in the high weight score (0.6, 0.8, and 1.0), the score slightly decreased when compared with that of the previous year. However, conference proceedings publication at both national and international levels increased. According to existing evidence, the Committee for Research and Academic Services Strategy (CRASS) has adjusted the Support Grant for Research and Academic Works regulations (AU Announcement No.3/2018) which focus more on providing rewards to those who publish in journals with the weight score 0.6 and above.

Assessment Result

Indicator	Target	Performance outcome	Score
Indicator 2.3 Full-time faculty members' and researchers' academic works	4.53 scores	4.42 scores	4.42 scores

Evidence

Document Code	Document Name
2.3-1	The list of academic output of full-time faculty members and researchers, 2017

Component 3 Academic Service

❖ Strengths

- Assumption University, highly committed to providing academic service, has set up a clear strategic plan for providing academic service at different levels: institutional level, community level, national level, and international level. The Institute for Research and Academic Service (IRAS) has been assigned by AU to be the responsible unit and co-coordinator that supports and/or facilitates the operations. Its strategic plan is specified and reviewed each year in line with the University 5-year plan. All academic services projects are described in One Year Plan and Budget (OYPB), which defined the same standard template of the University before their implementation.
- The University has qualified faculty members to provide effective academic service to society and community. A large number of academic services to communities and external organizations have been provided in different forms according to each faculty member's expertise. Most of academic services provided are in response to social and community needs specially to improve the quality of life and prepare the communities to be a part of the ASEAN Community.
- In academic year 2017, a multidisciplinary project was established in response to the needs of the communities around Thairath Wittaya 71 School, Samut Prakarn. Faculty members from all Schools participated in this project. The activities conducted include English language project for the community; knowledge about basic laws, rules and regulations related to daily life; physical exercises for obesity prevention; posters for the environment conservation campaign, etc. The outcomes of this project were incorporated in the courses offered by faculty members who participated.

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

The Institute for Research and Academic Services (IRAS) has been assigned by the University to be responsible for coordinating the University academic services. Its strategies in providing academic services in different forms and channels for sustainable development of the communities and for creating good relationships between AU and surrounding communities are in line with those of AU Five-Year Strategic Plan 2014-2018 (Strategy 5: Create uniqueness and good image for the University, Objective: 3 – the University provides academic services to society). The target communities around Suvarnabhumi Campus (i.e. Bang Sao Thong and Bang Bo Districts) as well as public sectors and external organizations were considered and identified by the Committee for Research and Academic Service Strategy (CRASS) appointed by the University as the core unit to oversee and support all academic services provided by AU.

In the academic year 2017, CRASS together with the Academic Service Coordinators of all Schools had a meeting to discuss about the academic services plan. The meeting resolution was to continue the 27 projects which were started in the academic year 2016 (as presented in the table of strategic plan I, II A, and II B). Among these projects, 19 projects started in 2015, for example, “Foreign Language for Community”, “Preceptorship Training for Clinical Nursing Practicum”, “AU School Mentoring”, “Legal Aid Camp”, “Development of Academic Service for the Benefit of the Society”, “Krungsri Leadership Academy Program”, “โครงการสำรวจความพึงพอใจของผู้ใช้บริการทางการกีฬาของ กก.กีฬาแห่งประเทศไทย”, and “โครงการการสำรวจความพึงพอใจของผู้ใช้บริการต่อองค์การพิพิธภัณฑ์วิทยาศาสตร์แห่งชาติ”.

Moreover, the University also encouraged all Schools to participate in academic services given to elementary schools around Suvarnabhumi Campus. A multidisciplinary academic services project in collaboration with all Schools and IRAS was established in response to the needs of the communities around Thairath Wittaya 71 School, Samut Prakarn. The activities conducted by the Schools included short dramas about laws used in everyday life, English language project for the community, physical exercises for obesity prevention, posters for the

environment conservation campaign, etc. These academic services will help to create a good image for the University and enhance a good relationship between the University and the community around the campus. Additionally, the committee has agreed to expand the collaborative project to Wat Bang Phli Noi School, Bang Bo, Samut Prakarn in academic year 2018.

Apart from AU surrounding communities, the committee agreed to continue providing academic service in different forms at national level depending on the requests of external organizations both public and private sectors such as the Sports Authority of Thailand, the National Science Museum and Bank of Ayudhya Public Company Limited. These projects have been implemented for 3 consecutive years since 2015. Furthermore, the AU Poll of Assumption University had conducted the public opinion survey about interesting issues which benefit the society in general, i.e. spending behavior survey, health care and stress survey. The target population included people living in Bangkok and nearby areas, and also metropolitan regions. All of the research survey findings were disseminated to the mass media, people and the wider part of the society.

At the international level, several academic services projects have been on-going for 3 years, e.g. Organizing the International Conference by Graduate School of Business, Internship/Exchange Program for AU students by School of Nursing Science, and providing academic services related to Chinese language and culture to scholars at AU and to the public by the Confucius Institute funded by the Chinese Government through the Embassy of China.

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

For the implementation of academic service projects in academic year 2017, the University invited the representatives of the target communities/organizations, namely Bang Bo and Bang Sao Thong Districts, to join a meeting with IRAS and the faculty members from Schools to collect all suggestions and identify the needs of the communities. Based on the results of the survey, along with AU 5-year Strategic Plan (2557-2561) and IRAS 5-year Strategic Plan (2557-2561), it was agreed in the meeting to categorize and plan for the academic service projects/activities as follows:

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

Strategic Plan II: Creating good relationships and establishing network between AU and its surrounding communities as well as AU and external organizations at national and international level.

A multidisciplinary academic services project at ThairathWittaya71 School was created with the purpose of integrating all fields of study in order to provide academic services or to solve problems that have been identified by Thairath Wittaya 71 School and communities around it. This project involves a collaboration between IRAS and all Schools in providing academic activities according to the School's expertise and

to be in line with Strategic Plan II. Additionally, each School developed its own academic service projects that conformed to one of the above strategic plans and based on community or social needs as well. Schools' projects were included whereas IRAS supported and/or facilitated the operations. The University formulated the OYPB template and provided it to all Schools as a guide for writing the OYPB proposal. All projects were described in OYPB of each School by focusing on the alignment of the objectives, activities and indicators and were submitted to the University for approval before their implementation throughout the academic year 2017 (August 1, 2017 – July 31, 2018). After approval by the University, each School organized a meeting with IRAS and community representatives to devise action plan for their own academic service projects/activities.

To evaluate the projects' outcomes, the achievement indicators of projects identified were set for each project objective/activity and assessed for further improvement, e.g., at least 80% of all projects for each strategy implementation should be achieved and satisfaction level of target group of each project is more than 3.51 out of 5.00.

In academic year 2017, there were 56 academic service projects (one of them is multidisciplinary academic services) provided to Bang Sao Thong and Bang Bo Districts, external organizations at institutional, local, national, regional and international levels. The details of projects/activities classified by strategy plan are shown in the following table.

Academic Service Projects/Activities provided by AU in 2017

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

School/Institute	Projects/Activities	Target Population	Year (s) of Operation	Achievement/ In Process
1. Institute for Research and Academic Services	1. การพัฒนาเยาวชนสู่ประชาคมอาเซียนในเขตอำเภอบางเสาธงและอำเภอบางบ่อ จังหวัดสมุทรปราการ	Community	3	Achievement
2. Graduate School of e-learning	1. Sharing of Knowledge/Skills with External Institutions: Title "Using Technology to Enhance Teaching and Learning"	High-school teachers	1	Achievement
	2. Conducting Workshop/Training to other Institutions: Title	High-school teachers	1	Achievement

School/Institute	Projects/Activities	Target Population	Year (s) of Operation	Achievement/ In Process
	“How to be Successful Instructional Designer”			
3. Theodore Maria School of Arts	1. AU School Mentoring	Community	4	Achievement
	2. Foreign Language for Community	Community	4	Achievement
4. Albert Laurence School of Communication Arts	1. Design Teaching Service	High-school students	3	Achievement
	2. Design Service	Community	3	Achievement
	3. Designs for Publicity	Community	2	Achievement
	4. Catholic Media Award	High-school students	1	Achievement
5. Martin de Tours School of Management and Economics	1. Digital Marketing Competition	MSME students	1	Achievement
	2. Digital Marketing Training for Young Entrepreneurs	External Organization	2	Achievement
	3. Ob Oon Project	Community	5	Achievement
6. Bernadette de Lourdes School of Nursing Science	1. Health Education for the AU Community	Community	3	Achievement
	2. Community Outreach Program of BLNS	Community	3	Achievement
	3. Preceptorship Training for Clinical Nursing Practicum	Community	3	Achievement
	4. Knowledge Management	BLNS faculty members	1	Achievement
7. School of Biotechnology	1. Technology Transfer Center Establishment Phase I	Community	2	Achievement
	2. Earthworm culture training for community	Community	3	Achievement
8. Vincent Mary School of Engineering	1. Omron Electronics	External Organization	1	Not Achieved
9. Montfort del Rosario School of Architecture and Design	1. Palangpunya Project	External Organization	1	Achievement

School/Institute	Projects/Activities	Target Population	Year (s) of Operation	Achievement/ In Process
10. St.Martin Center for Professional Ethics and Service-Learning	1. AU School Mentoring	Community	4	Achievement
11. Confucius Institute at Assumption University	1. Training for Local Chinese Language Teachers	Community	2	Achievement
	2. Chinese Bridge Selection	Community	2	Achievement
	3. Chinese Language and Culture Courses	Community	2	Achievement
	4. Chinese Language and Culture Program at Wang Kang Won TV Station	Community	2	Achievement
	5. Chinese New Year Cultural Activities	High-school students	1	Achievement
	6. Open House Day "Super Hero--- Monkey King" Chinese Cultural Activities	High-school students	1	Achievement
	7. Chinese Culture Experience Camp on Mid Autumn Festival	High-school students	1	Achievement
12. School of Music	1. Music Summer Camp and Competition	High-school students	2	Achievement
	2. Off-campus Music Training Service	High-school students	4	Achievement
13. School of Law	1. Legal Aid Camp and Rural Area Development Camp	Community	3	Achievement
14. Graduate School of Business	1. Krungsri Leadership Academy Program (Wave7)	Bank of Ayudhya	7 (Since 2011)	Achievement
	2. Freewill Solutions Training Program	External Organization	1	Achievement

Strategy plan II A: Creating good relationships between AU surrounding communities and external organizations (national level)

Multidisciplinary Academic Services Project

School/Institute	Projects/Activities	Target Population	Year (s) of Continuity	Achievement/ In Process
IRAS & all 13 Schools	<ul style="list-style-type: none"> - English Language Project - Legal Aid Project - Engineering Knowledge - Poster design for the environment conservation campaign - Physical exercises for obesity prevention - Basic art and architectural design training - Music Training - Learning media activities in library 	Thairath Wittaya 71 School and communities	1	Achievement

Academic Services Projects

School/Institute	Projects/Activities	Target Population	Year (s) of Continuity	Achievement/ In Process
1. Institute for Research and Academic Services	1. การสำรวจความพึงพอใจของผู้ใช้บริการต่อองค์การพิพิธภัณฑ์วิทยาศาสตร์แห่งชาติ	External Organization	4	Achievement
	2. การสำรวจความพึงพอใจของผู้เข้าร่วมงานมหกรรมวิทยาศาสตร์และเทคโนโลยีแห่งชาติ ประจำปี 2560	External Organization	4	Achievement
	3. สำรวจความพึงพอใจของผู้ใช้บริการทางการกีฬาของการกีฬาแห่งประเทศไทย ประจำปี 2561	External Organization	4	Achievement
	4. การสำรวจความคิดเห็นและความพึงพอใจต่อป้ายจราจรอัจฉริยะของการทางพิเศษแห่งประเทศไทย	External Organization	1	Achievement
	5. ภาพลักษณ์ สสส. ปี 2560	External Organization	2	Achievement
	6. Gen-Y Attitude & Gen-Y Eye care Survey	External Organization	1	Achievement

School/Institute	Projects/Activities	Target Population	Year (s) of Continuity	Achievement/ In Process
	7. ประสานงานเพื่อให้บริการวิชาการแก่สังคมและสร้างความสัมพันธ์กับชุมชนรอบมหาวิทยาลัย อัสสัมชัญ	Community	4	Achievement
2. Albert Laurence School of Communication Arts	1. Public Relations Workshop for Practical Implementation	Community	1	Achievement
	2. PC to Public and Community	Community	2	Achievement
3. Martin de Tours School of Management and Economics	1. CSR-Safety in your heart	Community	1	Achievement
	2. Green Roof Recycling Project-MKT CSR sustainability	Community	1	Achievement
4. Bernadette de Lourdes School of Nursing Science	1. Smart Teen - Cream & Star	High-school students	3	Achievement
5. School of Biotechnology	1. Integration of Academic Service in AI 3204 (Processing of Agricultural Product I) and AI 4211 (Fermentation Process)	Community	2	Achievement
6. Vincent Mary School of Science and Technology	1. CS Festival "Smart City" (Code++/Tech Spark/ Jammies)	High-school students	3	Achievement
7. Montfort del Rosario School of Architecture and Design	1. Smart City Development for Ari Community, Bangkok	Community	2	Achievement
	2. Universal Design Research and Academic Service	Community	1	Achievement
8. Graduate School of Human Science	1. Development of Academic Service for the Benefit of the Society	Community	4	Achievement

Strategy plan II B: Establishing network/cooperation with external organizations to develop the communities through academic services at international level.

School/Institute	Projects/Activities	Year (s) of Continuity	Achievement/ In Process
1. Theodore Maria School of Arts	1. Student Exchange (Inbound/Outbound)	1	Achievement
2. Martin de Tours School of Management and Economics	1. Structural Equation Modeling: Principle and Advances	1	Achievement
3. Bernadette de Lourdes School of Nursing Science	1. Internship Program for overseas nursing students	3	Achievement
4. St.Martin Center for Professional Ethics and Service-Learning	1. Facilitating International Service Learning: International Christian University (ICU)	5	Achievement
5. Graduate School of Business	1. Organizing the International Conference 2017 on Entrepreneurship and Sustainability in the Digital ERA	2	Achievement
	2. Organization Development Forum	1	Achievement
	3. ABAC ODI SUMMIT	1	Achievement
	4. Student Exchange (Inbound/Outbound)	1	Achievement

As the results, the total number of academic service projects in 2017 was 56. The evaluation of academic service plan and process was done in July 2018. It was found that plan, process and satisfaction level were achieved as planned (over 98% of projects were achieved; only 1 projects were “Not Achieved”). The evaluation results were discussed among the Committee in its meeting on July 6, 2018 and were disseminated to parties concerned for improvements in the next year.

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

Several academic service projects were conducted after approval by the University. These projects/activities were implemented throughout the academic year 2017 by faculty members, with cooperation from officials/personnels at different levels of the communities and external organizations with IRAS representatives as coordinators/facilitators. Target communities are then developed and strengthened according to the nature of activity provided which can be seen in A: projects provided to communities around campus, B: projects provided to communities in different areas and C: projects provided to external organizations in different areas.

A: Projects provided to communities around campus

In academic year 2017, the multidisciplinary academic service project was established in response to the needs of the communities around Thairath Wittaya 71 School, Samut Prakarn on June 3, 2018. IRAS has collaborated with all 13 Schools in providing academic activities according to the School's expertise, for example: Legal Aid Project by School of Law, ASEAN Language Project for the community by School of Arts, Graduate School of eLearning and Graduate School of Business, Physical Exercises for obesity prevention by School of Nursing Sciences, etc. From the feedback, the average satisfaction score was 4.30 which indicated high satisfaction of participants towards the activities.

The projects "การพัฒนาเยาวชนสู่ประชาคมอาเซียนในเขตอำเภอบางเสาธงและอำเภอบางพลี" and "การประเมินโครงการพัฒนาคุณภาพการศึกษาและพัฒนาท้องถิ่นโดยมีสถาบันอุดมศึกษาเป็นพี่เลี้ยงกับโรงเรียนขนาดเล็ก/ขยายโอกาสของมหาวิทยาลัยอัสสัมชัญ" were offered by IRAS, St.Martin Center for Professional Ethics and Service-Learning, and School of Arts to students of schools in Bang Bo and Bang Sao thong district. Both projects were started in 2015 aimed at providing ASEAN information and knowledge of English language to 4th - 6th grade students in preparing themselves for the ASEAN community. After practicing, it was found that students of 5 the schools that participated in academic year 2017 showed significant improvement in their ASEAN information and skills in English (Pre-test < Post-test). Moreover, they were interested and highly satisfied with the training as well (mean > 4.5). For the AU school mentoring project, the theme for the academic year 2017 was to enhance Professional Learning Community (PLC) among teachers in 2nd Samutprakarn Primary Educational Area. Faculty members from Faculty of Arts were requested to provide training on teaching English language reading and vocabulary to 42 school teachers from 21 different schools in the area. After the training, some Arts lecturers were assigned to be mentors of the school teachers in their English language teaching. The mentors visited the schools to observe the teaching and assessment of the English language lesson. At the end of the project, the participants had increased their knowledge about English language with high satisfaction score of 4.58 out of 5.0.

School of Communication Arts provided the academic service project "Designs for Publicity" that strengthened student's knowledge to Klong Sabud Jak School, located in Bang Bo, Samutprakarn. The topics are related to the subjects that the school teach to the children such as "Vocabulary used to express emotions", "Good food vs. Bad food", "How to save energy", etc. The faculty member and students gathered information related to the assigned topic, digested the information, and visualized the information to be in the form of infographic poster. The posters were given to the teachers in the school.

The project "Smart Teen ~ Cream & Star" was organized by the School of Nursing Sciences for Thairath Witthaya School on June 3, 2018. There were 60 primary school students who participated in the activities "Food and Fun for Firm" that

needed to have knowledge about diet control to body weight and modify their food consumption to maintain normal weight. The satisfaction survey result was 4.87 out of 5.00 which indicated high satisfaction of youths towards the activities.

In addition, the Knowledge Management Project on active learning was held on May 15, 2018 at A 61, Assumption University (Hua Mak Campus). The themes were “Knowledge Management for Clinical Integration of Tobacco Control” and “Knowledge Management for Research Integration of Tobacco Control”. The KM café activity was set up and there was sharing among faculty members. When the KM café activity was over, a wrap up session was conducted to recap and document the knowledge sharing and learning from all participants. The Knowledge Management report was written then submitted to Office of Policy, Planning, and Quality Assurance and posted in the BLNS website.

The Graduate School of Human Science conducted the teaching of Burmese language to the students at Khlongkaja School near Hua Mak Campus. The project has been on-going since 2014 according to the needs requested by the school. In March 2018, approximately 40 students were interested in learning Burmese language. The Burmese dialogues were offered at this school by faculty members and students from Myanmar who played an important role in preparing students and teachers as part of the ASEAN community. The evaluation indicator set up was 6 important words. Over 80% of the participants passed the criteria of learning these words. This indicated that the project was successful. This service benefits the school as well as AU students.

B: Projects provided to communities in different areas

In order to develop the mental health knowledge in community, the Community Outreach Program has been organized by the School of Nursing Sciences (BLNS) since academic year 2014. In academic year 2017, the project continued under the theme “Taking care of your heart and mind project” for health promotion services to 276 persons in Hope Academy Community. This project consisted of three activities. There were three service given: detection, mental health promotion and counseling services. Giving the service of detection to elderly people “Waisai Sanduengjai Waicheunban” to provide basic health assessment and cognitive function assessment including counseling. The activity was organized at Hope academy, JJ Mall by 37 sophomore students under the supervision of the Dean, School of Nursing Science and 5 instructors. There were 37 elderly persons who participated in this project. The overall satisfaction score was 4.75. The mental health promotion was organized in the 3rd week of each month. The topics are mental health assessment and management, stress and management, ADHD child, Autism, Conduct disorder, Defense mechanism, Anxiety and management, Stress management, PTSD and management, Depression & crisis, and Empty nest syndrome. These have been provided since May 2018.

Counseling service was provided by counseling team and senior counselor of Hope Academy. The counselors take care of Hope Academy members in both areas: JJ Mall and ABC Plaza, Bangkok. A total of 7 clients participated. In addition, the mobile health clinic in cooperation with St. Gabriel Alumni Association was arranged at Borploysratchadapisek School, Kanchanaburi province on February 8, 2018. This project met achievement indicators of target population who participated in the activity ($\geq 60\%$ of target population), the number of mobile health service (≥ 1 time per year), and participants' satisfaction score (≥ 3.51 out of 5.0).

School of Architecture and Design joined a workshop at KMUTT seminar focusing on community development. Faculty members and students worked on design projects to enhance physical activities and develop community tourism. They visited the site along Band Mod canal and its community, during February 22nd-28th 2018, to have participatory research with people and investigate site problem. The task for this academic service has challenged them in many aspects as problem and design analysis due to its limitation of resource budget. At the last phase of the design scheme, students developed and proposed 2 design drawings and 2 prototypes design work to the community.

Faculty members and students of School of Music provided music lessons and training under the project entitled "Off-Campus Music Training" to the Convent of the Holy Infant Jesus (CHIJ), the service that has been carried out for five consecutive years. The Catholic School is an exclusive vocational girl school, located on Soi 101 Sukhumvit Road, Bangkok. The project was jointly organized by the School of Music lecturers and the students with the support of Assumption University. The lessons and the vocal training sessions which included choral skills were provided at the CHIJ's premise by the School of Music students which help the CHIJ students develop basic vocal skills to perform a Christmas Carol repertoire in the School's Christmas' fair. The training was conducted about two hours per week. At the final stage of the training, the trained students participated in a music performance at CHIJ School as an evaluation of the activity.

The project "Smart City" comprised of 3 different activities, i.e. Code ++, Jammies and Techspark was organized on November 3-4, 2017 by the School of Science of Technology for high school students across the country with the objective of giving appropriate knowledge on computer and its applications. Code++ is a computer programming competition which comprises two levels: beginner and advanced. The contestants try to solve programming problems and their solutions are graded by our grading system. The event has started since mid-year as an On-line competition. Jammies, a creative thinking workshop, trains students to ideate, create, and finally pitch their work to external committee. Meanwhile, TechSpark is a software development workshop which trains the participants with the most up-to-date technology and assists them to develop a real usable application to present in the final day contest. The total number of participants was 132. From the feedback, the satisfaction level of all activities was > 3.51 out of 5.0.

Concerning the quality of life among the elderly people, School of Biotechnology provides academic service project “Integration of Academic service in AI3204 (Processing of Agricultural Product I) and AI4211 (Fermentation Process) classes offered to community (ชมรมผู้สูงอายุศูนย์บริการสาธารณสุข 4 ดินแดง). The faculty members and students had to transfer their knowledge and demonstrate the process how to produce the Thai herbal soaps (bael, butterfly pea, bai-yanang, and turmeric) to elders so that they can make soap by themselves and develop it on a commercial scale.

C: Projects provided to external organizations in different areas

Martin de Tours School of Management and Economics organized the business training courses “AU think: digital marketing No.3 (2017)” on August 26, 2017 - September 30, 2017. The main objective is to provide digital marketing training course that covers on digital trend and marketing strategy among 30 young entrepreneurs from various companies. After the training session, the participants gained more knowledge and skill regarding digital marketing concept with high satisfaction score (4.12 out of 5.00).

The Technology Transfer Establishment Phase I for ศูนย์ส่งเสริมอุตสาหกรรมภาคที่ 8 กรมส่งเสริมอุตสาหกรรมกระทรวงอุตสาหกรรม was integrated into Food Product Development and Agro-Industrial Product Development class. This project aims to provide the services to industries that are seeking for technical supports in order to start reaching to the industrial. There was a total of 6 technology transfer projects including 1) Sappe Public Company Limited, 2) Thailand Tobacco Monopoly, 3) Nguan Chiang Food Industry Co., Ltd., 4) Suntory Consumer Test and Panel Development for Tea, 5) Suntory Consumer Test and Panel Development for Coffee, and 6) Sensory Analysis for Bean Milk (RMUTP). The faculty members and students of School of Biotechnology had to use their knowledge in processing several products, sensory analysis, statistics, microbiology, etc. in order to develop/improve the existing products.

The “Packaging Design for Products of Palangpunya Project” has been conducted by School of Architecture and Design at the Thailand Sustainable Development Foundation (TSDF), Bangkok from March 14th – May 11th, 2018. This project is to collaborate with TSDF to add value to farm products by coming up with an identity packaging design. Faculty members and students worked according to the criteria to create packaging design for 5 products: banana chips (Brand: Peeled BaNa); golden salted eggs (ไข่เค็มสมุนไพรทองคำ); khoawong sticky rice; egg carton (Brand ไข่ไก่อารมณ์ดี); pork and mushroom balls with sauce (ลูกชิ้นหมูเห็ดกระด้าง). The final works were displayed and presented at Exhibition area, School of Architecture and Design Building, Suvarnabhumi Campus.

Furthermore, the results of survey by IRAS in different aspects requested by Thai Health Promotion Foundation, National Science Museum, and the Sports Authority of Thailand since 2014 proved to be very useful in improving and developing their

organizations. They were quite satisfied and found that their organizations' reputation increased as well as operation performance because of the informative and useful recommendations given by IRAS.

Apart from the academic service projects mentioned above, in academic year 2017, the AU faculty members provided academic and/or other significant services to society which included serving as guest lecturer, journal guest editor, journal advisory board member, external/conference scientific committee member, conference organizing committee and conference keynote speaker. At the institutional level, Associate Professor Dr. Chitapa Ketavan, the Director, Office of the Vice President for Policy, Planning and Quality Assurance, was invited as a keynote speaker in panel discussion on “บทเรียนจากผลการติดตามตรวจเยี่ยมการจัดการศึกษาระดับปริญญาเอกเชิงบูรณาการระบบพิชญพิจารณาแบบมีส่วนร่วมเพื่อนำไปสู่ข้อเสนอแนะเชิงนโยบายในการจัดการศึกษาระดับปริญญาเอกของประเทศไทย” organized by the Office of the Higher Education Commission (OHEC) on 17th August, 2017.

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

The target communities and organizations where AU has provided academic service develop and improve themselves continuously. Several academic service projects have been conducted by the faculty members from Schools over 2 consecutive years. The School of Nursing Science has organized the project “Preceptorship Training for Clinical Nursing Practicum”, which provides training for qualified nursing staffs from affiliated hospitals (i.e. Samitivej Sukumvit and Prasart Neurological Institute) and BLNS alumni to become efficient AU preceptor/faculty members. This project was launched on July 19th – 24th, 2018 to strengthen the quality of teaching-learning activities in clinical setting and English communication skills. The total number of participants was 34 that included 16 BLNS instructors and 14 registered nurses from affiliate hospitals and 4 BLNS alumni. All participants successfully passed the preceptorship training with a satisfaction score of 4.8 out of 5.0.

The “Design Service Project” which has been conducted over 3 years by faculty members and students of the School of Communication Arts helped and supported the communities/organizations in terms of product packaging design and development. From January to July 2018, there were two SMEs brands participating in this project, namely, “Bad Lab” and “Scrubit”. The information about the existing package design problem was diversified by the brand owner in order to thoroughly meet consumer expectations. The faculty members and students develop the design based on the mentioned problem. At the end of the project, the owner was satisfied with the stylish package design produced that can solve their problem.

Assumption University through ABAC OD Institute, Graduate School of Business has established the network with Bank of Ayudhya Public Company Limited to deliver the training “Krunsgri Leadership Academy” (KSLA) since 2011. Collaborative learning, training, people development and networking were taught to the customers of the bank, especially those who were involved in family business. In academic year 2017, there were approximately 100 people who participated in the

KSLA 7-9. So far, more than 250 participants had successfully completed the program and applied the knowledge gained for their personal and professional growth as well as for their business expansion. The network of Assumption University expands as there are more clients participating through KSLA 1-9 and in the next years.

Since 2015, School of Biotechnology has created communities' awareness of society responsibilities through the Earthworm culture training offered to 2 communities and 1 School: Roong Aroon School, Bangkok; Provincial Police Training Center Region 4, Chonburi; Suan Sai Num, Nakorn Prathom. From September, 2017 to May, 2018, the trainings were provided by 3 lecturers and 12 students. Overall, there were approximately 80 people who attended the activities. After the training, the participants learned how to culture the earthworms, make use of the earthworm colony as fertilizer or to get rid of the waste products effectively. As a result, they can generate more income through this earthworm culture. The participants' overall satisfaction level was 4.7 out of 5.0.

The "Ob Oon project" has been conducted by the faculty members and students, School of Management and Economics since 2014. They helped and supported the community members at Baan Nong Bua, Nakorn Ratchasima in terms of product development. The community uses local herbs that provide effective Thai traditional medical treatment and integrate the use of microwave technology commonly found in today's household to improve their products. Since the community's product local herbs has been sustainably developed, the community also requested the AU faculty members and students to design new package to increase demand in the near future.

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 several external organizations, both at national as well as international level, to develop their communities and/or organizations in different forms.

Since 2016, the University through IRAS signed a MOU with Spring News Corporation to use AU Poll's survey and research information on its media outlets covered in Spring News Channel, Spring Radio 98.5, Thansetthakit newspaper and BLT free-copy tabloid. The survey and research information are selected to meet urban people's lifestyle and interest. Additionally, IRAS cooperated with other 3 external organizations (continued from 2014) namely, Thai Health Promotion Foundation, National Science Museum, and the Sports Authority of Thailand. All these organizations requested AU to provide several kinds of academic services to improve their organizations as well as study the satisfaction of communities and customers towards their organizations.

Regarding the network of cooperation with external organizations in developing the communities around Suvarnabhumi Campus, the Martin de Tours School of Management and Economics organized a 3-month campaign in cooperation with Toyota White Road, police stations, Bang Bo and Bang Sao Thong SAO, and the Department of Rural Roads to create road safety awareness in students' minds and

reduce the number of car accidents both within the campus and nearby areas. Funds were raised from sales of T-Shirts and donated to Siriraj Foundation. The activities also included painting the crosswalks in front of two schools around the campus. There were 70 students who participated. From the feedback, all participants were highly satisfied (Satisfaction level was > 4.0 out of 5.0).

In response to the Government's policy to solve the problems in reforming the primary education and to provide the same quality and standard of education across the country, the project to strengthen the schools in each area has been developed. Certain universities have been assigned to supervise the master project that has been formulated as well as the separation process of schools located in the same area by the Ministry of Education (MOE).

By this academic year, Assumption University one of the universities designated in upper central region area of Thailand--with Chulalongkorn University, as the core of this university network-- has been conducting English language skill activities for teachers and students for 20 primary schools in Samut Prakan Area 2. In addition to implementing and achieving this project goal, the AU team comprising of St. Martin Center for Professional Ethics and Service-Learning, School of Arts and IRAS planned the mentoring program as follows.

- Working group meeting of Assumption University, including St.Martin Center for Professional Ethics and Service-Learning, School of Arts and IRAS, for clarifying project scope as well as identifying project roles and responsibilities on May 10, 2018.
- Board meeting between Assumption University and the school director, for scheduling the activities, time and budget frames on May 31, 2018.
- Sub-committee and Teachers' Meetings for better understanding the project and PLC process on June 2018.
- Training for school teachers at Assumption University on June 12, 2018.
- Project Presentation and Knowledge Exchange Activities on July 10, 2018

Project follow-up and evaluation were conducted accordingly. Results showed that both teachers and students (Pratom 4 - Pratom 6) found their English skill has significantly improved ($P < 0.05$) after the training. Additionally, both teachers and students were "strongly" satisfied with the English training and teaching activities and would like to have this kind of activity next year.

The University through School of Biotechnology signed a MOC in the last 5 years with FOOD R US Co., Ltd. to provide a set of boiler and canning equipment to be installed in Pilot Plant Building, School of Biotechnology. The objective of this project is to give support research equipment to the University for product development of the company together with encouraging the research activities within the University. Since the main research topic of the School of Biotechnology is

mostly on food for elderly people, this project will benefit for the global aging group tremendously.

From the previous academic year, the “Smart City Development for Ari Community, Bangkok” was done by School of Architecture and Design in collaboration with Phaya-Thai District, Pathai Group and SPARC (Sustainable Promotion Alliance for Responsible Creation) to propose a new implementation for urban infrastructure and urban planning for ARI Community in order to link with cultural and social background and clearly identify the identity of the Ari’s community. This academic service project has been integrated into 3 courses which are Architectural Design V, Fundamentals of Urban and Regional Planning, and Fundamentals of Site and Landscape Planning. The project has been granted the award by the Ministry of Energy for further development.

In academic year 2017, the academic service program of “Ari Walk Able City” was conducted in October – November, 2017. The task for the project has challenged the faculty members and students in many aspects in terms of sustainable urban street design and creative architectural design to promote urban transit concept.

At the international level, in 2017 Assumption University extended network cooperation with international organizations in developing the target communities and/or organizations as follows:

- A) The Graduate School of Business organized the International Conference on Entrepreneurship and Sustainability in the Digital Era (ISESDE) on May 25, 2018 by collaborating with University Toulouse Capitole, University of Applied Sciences Mainz, and Yangon University of Economy. As an interdisciplinary forum, both faculty members and students had a chance to prepare their research, present their papers and discuss their research findings on how environmental-friendly and socially-inclusive growth and success can be sustained in the digital era, in Thailand in particular as it recently embarked on Industry 4.0. Proceedings of the conferences are available online at www.auconference.au.edu
- B) The project “Overseas Internship Program” was launched on August 2017– July 2018 to strengthen international collaboration activities, promote international exposure of the faculty and students, organize the internship program for nursing students from overseas universities, and expand academic networking. The participants of this project were six groups of nursing students, a total of thirty-one nursing students from Paracelsus Medical University, Austria practicing their internships at the Bernadette de Lourdes School of Nursing Science. There were 8 nursing students and one professor from Fu Jen Catholic University, Taiwan who visited BLNS. Moreover, 19 Japanese nursing students and one instructor from Faculty of Human Welfare Studies, Kwansei Gakuin University, Japan visited the BLNS. The activities included of attending orientation, participating in the

class lectures and discussions, practicing in some clinical practicum courses in healthcare settings, visiting health care settings in primary level, secondary level, and tertiary level both in and nearby Bangkok, visiting places for cultural exposure and experiences.

C) **Facilitating International Service Learning:** International Christian University (ICU) is an inbound international service-learning. During the year 2013-2018, five to six ICU's students have been welcomed to Assumption University for their international service-learning in Thailand facilitated by St. Martin Center for Professional Ethics and Service-Learning in July of every year. In academic year 2017, six ICU students arrived Thailand to complete their international service-learning. During their one-month stay in Thailand, they were sent to do service learning (Japanese teaching) at different schools/organizations. This project achieves the desired project objective which is to strengthen and expand network between AU and International Christian University.

D) Apart from the academic service at international level mentioned above, Assumption University (AU) participates in student exchange activities with Universities in Australia, China, France, Germany, Japan, UK, etc.

The following tables provide lists of Universities/Institutions with which AU participates in Student Exchange Activities.

Student Exchange Activities Academic Year 2017

Inbound Exchange

No	Host	Institutions/Activities	Date	Remarks
1.	Assumption University /Martin de Tours School of Management and Economics	<ul style="list-style-type: none"> • LOYOLA College • Hochschule Mainz, University of Applied Science • Gakushuin University • Ryukoku University • EDHEC • IESEG • (Heig) University of Applied Sciences, Western • Hague University of Applied Sciences • Hogeschool Utrecht • Zuyd University of Applied Science • University of Wollongong • Rotterdam University of Applied Science 	Semester 1/2017	27 students 4 students 1 student 1 student 6 students 2 students 2 students 3 students 2 students 1 student 5 students 1 student

No	Host	Institutions/Activities	Date	Remarks
		<ul style="list-style-type: none"> • IESEG (LILLE) • University of Wollongong • Atma Jaya Yogkarta 	Semester 2/2017	2 students 2 students 10 students
2.	Assumption University/School of Engineering	<ul style="list-style-type: none"> • ISEP • (Heig) University of Applied Sciences, Western 	Semester 1/2017	5 students 2 students
3.	Assumption University/School of Architecture and Design	<ul style="list-style-type: none"> • University of Technology and Design Wismar 	Semester 1/2017	1 student
4.	Assumption University/School of Arts	<ul style="list-style-type: none"> • Ryukoku University • Gakushuin University • Nihon University 	Semester 1/2017	1 student 1 student 2 students
		<ul style="list-style-type: none"> • Ryukoku University • Gakushuin University 	Semester 2/2017	1 student 1 student
5.	Assumption University/School of Nursing Science	<ul style="list-style-type: none"> • Paracelsus Medical University 	Semester 1/2017	4 students
		<ul style="list-style-type: none"> • Victoria University • Fu jen Catholic University • Kwansei Gakuin University 	Semester 2/2017	1 instructor 8 students/ 1 instructor 20 students/ 2 instructors 16 students
		<ul style="list-style-type: none"> • Paracelsus Medical University 		
		<ul style="list-style-type: none"> • Paracelsus Medical University, Austria (Sozialstiftung Bamberg Hospital, German) • Paracelsus Medical University, Salzburg 	Semester 3/2017	5 students 4 students
6.	Assumption University/Graduate School of Business	<ul style="list-style-type: none"> • University of Applied Sciences, Mainz • Edhec Business School • Neoma Business School 	Semester 1/2017	5 students 8 students 5 students
		<ul style="list-style-type: none"> • Edhec Business School • Neoma Business School • Rajagiri Business School 	Semester 2/2017	8 students 5 students 5 students
		<ul style="list-style-type: none"> • Toulouse University 	Semester 3/2017	9 students

Outbound Exchange

No	Host	Institutions/Activities	Date	Remarks
1.	Assumption University /School of Arts	<ul style="list-style-type: none"> Ryukoku University Kwansei Gakuin University Gakushuin University 	Semester 1/2017	2 students 1 student 1 student
		<ul style="list-style-type: none"> Ryukoku University Kwansei Gakuin University Gakushuin University Yokohama City University 	Semester 2/2017	2 students 1 student 1 student 2 students
2.	Assumption University /Graduate School of Business	• Neoma Business School	Semester 1/2017	1 student
		• Edhec Business School	Semester 2/2017	1 student

List of MOU submitted to University Council for academic year 2017

No.	Country	Name of Institutions
1	Australia	Curtin University
2	China	Beijing Jiaotong University
3	China	Anhui University of Technology
4	China	China University of Petroleum
5	China	Changzhou University
6	China	Ningbo Institute of Technology, Zhejiang University
7	China	Zhejiang Wanli University
8	China	Xian International University
9	China	Fujian Normal University Minnan Science and Technology Institute
10	China	Yunnan Technology and Business University
11	China	Yunnan college of Business Management
12	France	Institut Catholique d'Etude Supérieures (ICES)
13	Germany	Hochschule Wismar-University of Applied Science: Technology, Business and Design
14	Germany	Hochschule Heubrandenburg-University of Applied Science Neubrandenburg
15	Indonesia	Universitas Kristen Satya Wacana
16	Japan	Shibaura Institute of Technology
17	Taiwan	National University of Chi Nan
18	UK	The Northern Consortium (NCUK)
19	UK	St. Mary's University, Twickenham London

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

In the academic year 2017, there were 855 faculty members and researchers (as of July 31, 2018) working in all 13 Schools and 3 institutes. Twenty-two percent of faculty members and researchers from all Schools and institutes participated in providing academic service to the communities and external organization projects both locally and internationally listed in performance outcome #2 as follows: Institute for Research and Academic Service (18); Graduate School of eLearning (3); School of Arts (9); Martin de Tours School of Management and Economics (42); School of Nursing Science (18); School of Law (4); School of Music (6); School of Biotechnology (21); School of Engineering (4); School of Communication Arts (21); School of Science and Technology (9); School of Architecture and Design (10); Graduate School of Business (10); Graduate School of Human Sciences (4); Graduate School of English (4) and Confucius Institute (13); St. Martin Center for Professional Ethics and Service Learning (6).

Assessment Result

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

Evidence

Document Code	Document Name
3.1-1	AU-Five year Strategic Plan (2014-2018)
3.1-2	IRAS's 5-year Strategic Plan (2014-2018)
3.1-3	Appointment of the Committee for Research and Academic Services Strategy (AU Order No.338/2015)
3.1-4	Minutes: The Committee for Research and Academic Services Strategy
3.1-5	Job Achievement Indicator (ASAP 2017: Routine Job Proposal 3.1-3.3)
3.1-6	Job Achievement Indicator (ASAP 2017: Routine Job Proposal 5.1-5.2)
3.1-7	ASAP: Academic Service Project Proposal (Sample)
3.1-8	The survey of community and social needs project.
3.1-9	AU Academic Service projects in academic year 2017 <u>Strategic plan I</u> 1) การพัฒนาเยาวชนสู่ประชาคมอาเซียนในเขตอำเภอบางเสาธง และอำเภอบางบ่อ จังหวัดสมุทรปราการ (<i>Evidence 1.1</i>) 2) Sharing of Knowledge/Skills with External Institutions: Title "Using Technology to Enhance Teaching and Learning" (<i>Evidence 2.1</i>)

Document Code	Document Name
	3) Conducting Workshop/Training to other Institutions: Title “How to be Successful Instructional Designer” (<i>Evidence 2.2</i>) 4) AU School Mentoring (<i>Evidence 3.1</i>) 5) Foreign Language for Community (<i>Evidence 3.2</i>) 6) Design Teaching Service (<i>Evidence 4.1</i>) 7) Design Service (<i>Evidence 4.2</i>) 8) Designs for Publicity (<i>Evidence 4.3</i>) 9) Catholic Media Award (<i>Evidence 4.4</i>) 10) Digital Marketing Competition (<i>Evidence 5.1</i>) 11) Digital Marketing Training for Young Entrepreneurs (<i>Evidence 5.2</i>) 12) Ob Oon Project (<i>Evidence 5.3</i>) 13) Health Education for the AU Community (<i>Evidence 6.1</i>) 14) Community Outreach Program of BLNS (<i>Evidence 6.2</i>) 15) Preceptorship Training for Clinical Nursing Practicum (<i>Evidence 6.3</i>) 16) Knowledge Management (<i>Evidence 6.4</i>) 17) Technology Transfer Center Establishment Phase1(<i>Evidence 7.1</i>) 18) Earthworm culture training for community (<i>Evidence 7.2</i>) 19) Palangpunya Project (<i>Evidence 9.1</i>) 20) Training for Local Chinese Language Teachers (<i>Evidence 11.1</i>) 21) Chinese Bridge Selection Contest (<i>Evidence 11.2</i>) 22) Chinese Language and Culture Courses (<i>Evidence 11.3</i>) 23) Chinese Language and Culture Program at Wang Kang Won TV Station (<i>Evidence 11.4</i>) 24) Chinese New Year Cultural Activities (<i>Evidence 11.5</i>) 25) Open House Day “Super Hero---Monkey King” Chinese Cultural Activities (<i>Evidence 11.6</i>) 26) Chinese Culture Experience Camp on Mid Autumn Festival (<i>Evidence 11.7</i>) 27) Music Summer Camp and Competition (<i>Evidence 12.1</i>) 28) Off-campus Music Training Service (<i>Evidence 12.2</i>) 29) Legal Aid Camp and Rural Area Development Camp (<i>Evidence 13.1</i>) 30) Krungsri Leadership Academy Program (Wave7) (<i>Evidence 14.1</i>) 31) Freewill Solutions Training Program (<i>Evidence 14.2</i>) <u>Strategic plan II A</u> 32) Multidisciplinary Academic Services Project “โครงการประสานความร่วมมือในการให้บริการวิชาการระหว่างมหาวิทยาลัยอัสสัมชัญและหน่วยงานภายนอก” (<i>Evidence 1.2</i>) 33) การสำรวจความพึงพอใจของผู้ใช้บริการต่อองค์การพิพิธภัณฑสถานแห่งชาติ (<i>Evidence 1.3</i>) 34) การสำรวจความพึงพอใจของผู้เข้าร่วมงานมหกรรมวิทยาศาสตร์และเทคโนโลยีแห่งชาติ ประจำปี 2560 (<i>Evidence 1.4</i>)

Document Code	Document Name
	<p>35) การสำรวจความพึงพอใจของผู้ใช้บริการทางการกีฬาของ กกฟว.แห่งประเทศไทย ประจำปี 2561 (<i>Evidence 1.5</i>)</p> <p>36) การสำรวจความคิดเห็นและความพึงพอใจต่อป้ายจราจรอัจฉริยะของการทางพิเศษแห่งประเทศไทย (<i>Evidence 1.6</i>)</p> <p>37) การสำรวจภาพลักษณ์ สสส. ปี 2560 (<i>Evidence 1.7</i>)</p> <p>38) Gen-Y Attitude & Gen-Y Eye care Survey (<i>Evidence 1.8</i>)</p> <p>39) Public Relations Workshop for Practical Implementation (<i>Evidence 4.5</i>)</p> <p>40) PC to Public and Community (<i>Evidence 4.6</i>)</p> <p>41) CSR-Safety in your heart (<i>Evidence 5.4</i>)</p> <p>42) Green Roof Recycling Project-MKT CSR sustainability (<i>Evidence 5.5</i>)</p> <p>43) Smart Teen - Cream & Star (<i>Evidence 6.5</i>)</p> <p>44) Integration of academic service in AI 3204 (Processing of agricultural product I) and AI 4211 (Fermentation Process) (<i>Evidence 7.3</i>)</p> <p>45) CS Festival "Smart City" (Code++ /TechSpark/Jammies) (<i>Evidence 15.1</i>)</p> <p>46) Smart City Development for Ari Community, Bangkok (<i>Evidence 16.1</i>)</p> <p>47) Universal Design Research and Academic Service (<i>Evidence 16.2</i>)</p> <p>48) Development of Academic Service for the Benefit of the Society (<i>Evidence 17.1</i>)</p> <p><u>Strategic plan II B</u></p> <p>49) Student Exchange-School of Arts (Inbound/Outbound) (<i>Evidence 3.3</i>)</p> <p>50) Structural Equation Modeling: Principle and Advances (<i>Evidence 5.6</i>)</p> <p>51) Internship Program for overseas nursing students (<i>Evidence 6.6</i>)</p> <p>52) Facilitating International Service Learning: International Christian University (ICU) (<i>Evidence 10.1</i>)</p> <p>53) Organizing the International Conference 2017 on Entrepreneurship and Sustainability in the Digital ERA (<i>Evidence 14.3</i>)</p> <p>54) Organization Development Forum (<i>Evidence 14.4</i>)</p> <p>55) ABAC ODI SUMMIT (<i>Evidence 14.5</i>)</p> <p>56) Student Exchange (Inbound/Outbound) (<i>Evidence 14.6</i>)</p>
3.1-10	Number of faculty members who participated in providing AU academic service (2017)

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 assigns the Office of Thai Art and Culture to be responsible for preservation of art and culture of the University. In addition, the University Art and Culture Preservation Committee, composing of Deans or School Representatives, was appointed by the University to work with the Director of the Office of Thai Art and Culture in formulating the University's Art and Culture Preservation Strategic Plan, supervising, monitoring and evaluating all projects/activities related to art and culture of the Schools and University.

2. ☒ **The University formulates a plan to preserve art and culture, specifies achievement indicators according to the plan's objectives and allocates budgets for the plan implementation.**

The University art and culture preservation committee did formulate a strategic plan to preserve art and culture, specified achievement indicators that aligned with the plan's objectives. The strategic plan on Thai Art and Culture Preservation of

Assumption University in academic year 2017 is the last year of 5-year strategic plan batch # 3 (Year 2013-2017). It consisted of 2 objectives:

1. To create an awareness of the values and significance of Thai Art and Culture in an international context.
2. To integrate art and culture into teaching and learning, and student activities.

The achievement indicators in general were percentage of project accomplishments and level of participant's satisfaction.

In the action plan of the preservation of art and culture of the University, three main issues are focused on, namely,

1. Propagating Thai Values to AU Community
2. Promoting Thai Art and Culture in Teaching and Learning and Student Extra-Curricular Activities
3. Creating Engagement on Thai Art and Culture activity among AU community stakeholders

By the end of academic year 2017, there were 12 Art and Culture projects implemented with the budget allocation of 509,694.56 Baht.

The projects/activities included in the plans were discussed in the meeting of University Art and Culture Preservation Committee based on the previous results and the IQA recommendation in academic year 2016.

In academic year 2017, there were 14 projects planned to support the three strategic plans. The University Planning and Budgeting Committee was empowered by the University to justify if the projects/activities are in line with the University's Strategic Plan in promotion of art and culture and are according to the policy and procedures set by the University. After consideration, the committee required that the objectives of all projects/activities and the achievement indicators must be set clearly for the budgets to be approved by the President.

In this year the University organized the "AU's Marigold Plantation in Tribute to the Late King Bhumibol Adulyadej." (พิธีเพาะเมล็ดดอกดาวเรืองแสดงความอาลัยรำลึกในพระมหากรุณาธิคุณ ในหลวง รัชกาลที่ ๙) on August 7, 2017, This activity was dedicated in memory of the Late King Bhumibol Adulyadej. Mr.Chatchai Uthaiphan, Provincial Governor of Samut Prakan Province, presided over the marigold seeding and planting ceremony to pay tribute to the late king Bhumibol Adulyadej. The event took place at Sala Jaturamookpaichitr, Suvarnabhumi Campus, Assumption University. Other honored guests in this special occasion were Mr.Visanupong Sanguansajapong, Bang Sao Thong District Chief Officer, as well as a number of University's dignitaries, administrators, faculty members, staff and students.

In addition, the Office of Art and Culture organized the project "King Bhumibol Adulyadej Memorial Day" on September 4-8, 2017. The activity in this project was "Artificial Sandalwood Flower-Making for the Royal Cremation Ceremony of His

Majesty the Late King Bhumibol Adulyadej”. The sandalwood flowers produced by AU lecturers, students, and staff, were used for the Royal Cremation Ceremony. On October 2, 2017, the Director of Office of Art and Culture, on behalf of Student Affairs, and a group lecturers from Department of General Education, Theodore Maria School of Arts submitted 750 artificial sandalwood flowers to Mrs.Sivaporn Chuasawat, Samut Prakan’s Vice Governor, at the Provincial City Hall.

Later, on October 26, 2017, Rev. Bro. Dr. Bancha Saenghiran, President-Rector Magnificus, Dr. Vindhai Cocracul, Vice President for Academic Affairs and administrators, Assumption University, participated in the symbolic Royal Cremation Ceremony of His Majesty the Late King Bhumibol Adulyadej by offering sandalwood flowers at the Thep Lila Temple’s replica of the crematorium, Bangkapi District. While on the same date, other AU administrators, faculty members, staff and students joined members of the public in performing the late monarch’s funeral ceremony by placing sandalwood flowers, at the plaza area in front of Hua Mak Indoor Stadium, Sports Authority of Thailand, on Thursday October 26, 2017 during 16.30-22.30 hrs. The event was organized by the Bangkapi District Office, Bangkok, for Thai mourners in the area to take part in.

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

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

1. Formulate the University’s art and culture preservation strategic plan
2. Set indicators and level of attainment of the University’s art and culture preservation projects/activities.
3. Establish system and mechanism for the enhancement of the University’s art and culture preservation.
4. Monitor the implementation of the University’s art and culture preservation strategic plan and ensure the participation of all people concerned.
5. Ensure that each administrative and academic unit organizes projects and activities that enhance the University’s art and culture preservation.
6. Ensure that an evaluation is carried out to determine if the indicators are achieved and the results are used for development of the University’s art and culture preservation.

Three meetings were held by the committee to oversee the implementation of all art and culture projects/activities so as to accomplish the projects/activities within timelines and budgets as planned. The evaluation reports were submitted to the concerned administrative committees half- yearly and annually.

In academic year 2017, the Office of Thai Art and Culture has integrated the preservation of art and culture with teaching-learning and student activities. Most Schools were engaged in the planning and implementation of activities to promote

art and culture of the University. The following activities were held in academic year 2017:

- Theodore Maria School of Arts collaborated with the University in promoting “Thai Speech Contest” and “Social Etiquette contest”.
- There was integration of Thai culture, value and ethics with the activities in subjects (e.g., Communication in Thai, Thai Language and Culture).
- Albert Laurence School of Communication Arts organized activities/projects such as “Krob Kru Ritual 2017” to integrate “Art and Culture Exhibition”.
- There was integration of Thai art and culture in subject ART4018 (Art Appreciation).
- School of Biotechnology had set projects related to preservation and integration of art and culture in teaching and learning such as Project 1_S9: Hosting a visit from University of California, Davis (students and Professor)
- UC Davis Summer Abroad Program in Thailand (Culture exchange & lab between AU and UC, Davis). Project 1_S10: Hosting a visit from Kagawa University’s Scholar and Students (Culture exchange & lab between AU and Kagawa University). Project No1_FT10 Integration of Art and Culture in FT4114 (Bakery Technology), Project No2_S1: November Biotechnology Festival in BT3015 (Industrial Fermentation) and Project No2_AI1: Integration of academic service in AI3204 (Processing of Agricultural Product I) and AI4211 (Fermentation Process).
- Vincent Mary School of Science and Technology integrated the Art and Culture preservation in the IT4360 Multimedia Application class as an assignment.
- Montfort del Rosario School of Architecture and Design proposed activities related to art and culture preservation in Project 5.1: Thai Art and Architecture Field Trip and Exhibition.
- For student activities, the Office of Thai Art and Culture and the Center for Student Leadership promotes the project Thai Classical dances and Thai music training, Social Etiquette Training.

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

The achievement indicators and target were evaluated through various measures including knowledge, perception, satisfaction and participation. Based on the IQA recommendations from previous year 2016, the evaluation was continuously modified to cover the objectives of the selected events. For example, the “Thai Speech Contest Project” survey question included level of participants’ satisfaction and level of incremental knowledge on public speaking of audience and contestants. “Social Etiquette Contest Project” included level of participants’ satisfaction and level of participant’s incremental knowledge and understanding after attending the activity; and the “Thai Heritage Preservation Day Project”

included level of participants' satisfaction and a question on participant's appreciation of Thai values and tradition.

In the academic year 2017, all fourteen projects/activities organized by the Office of Thai Art and Culture were implemented and the assessment results were higher than 3.51 of the target. In summary, (strategic plan's objective 1) SPO1: Propagating Thai Values to AU Community was supported by eight projects; SP02: Promoting Thai Art and Culture in Teaching and Learning and Student Extra-Curricular Activities was supported by two projects; and SPO3: Thai Art and Culture Engagement of Stakeholders & AU Community was supported by four projects. Seven indicators assessed the performance achievements of three strategic objectives. The assessment showed that all seven indicators achieved the targets, contributing to 100% achievement of the plans.

The summary of the performance achievement of the plans in 2017 is presented below:

The strategic plan's objectives	Projects implemented to support the plans	Achievement results (SS)	Objective Assessment
1. Propagating Thai Values to AU Community	- Project No.8.4 Promoting the Loy Krathong Festival 2017	- Level of SS = 4.5	- The activity creates value and is beneficial for participants = 4.60
	- Project No.8.6 : Celebration on the Occasion of H.M. the King Rama X's and H.M. the Queen Sirikit's Birthdays Anniversary	- Level of SS = 4.6 & 4.31	- ผู้เข้าร่วมได้มีโอกาสแสดงออกถึงความจงรักภักดีต่อสถาบันชาติ และสถาบันพระมหากษัตริย์ = 4.63 & 4.42
	- Project No.8.7 King Bhumibol Adulyadej Memorials Day	- Level of SS = 4.40	- ผู้เข้าร่วมได้มีโอกาสแสดงออกถึงความจงรักภักดีต่อสถาบันชาติ และสถาบันพระมหากษัตริย์ = 4.62
	- Project No.8.8 The Presentation of Wreath on King Chulalongkorn Memorial Day	- Level of SS = 4.60	- กิจกรรมนี้ได้สร้างจิตสำนึกในพระมหากษัตริย์คุณอย่างหาที่สุดมิได้ = 4.66
	- Project No.8.9 Alms Giving on Buddhist Religious Day	- Level of SS = 4.57	- ได้รับประโยชน์ด้านคุณค่าและค่านิยมในการสืบทอดพระพุทธศาสนา และประเพณีพร้อมกับทำนุบำรุงศิลปวัฒนธรรม = 4.56
	- Project No.8.10 Merit Making for the Buddhist Lent Day	- Level of SS = 4.69	- Participants' s value perception towards the activity =4.60

The strategic plan's objectives	Projects implemented to support the plans	Achievement results (SS)	Objective Assessment
	- Project No.8.11 Songkran Festival	- Level of SS = 4.46	- Participants express their respect to AU executives and administrators = 4.61
	- Project No.8.15 Cultural Religious Excursion	- Level of SS = 4.80	- Participants appreciation of Thai Art, Culture and religious heritage = 4.83
	- All projects	- Percentage of project implemented	- Achieved (100%)
2. Promotion of Thai Art and Culture in Teaching and Learning and Student Extra-Curricular Activities	- Project No.8.12 Social Etiquette Contest	- Level of SS = 4.52	- Level of incremental knowledge = 4.60 ผู้เข้าร่วมที่ตอบอยู่ในระดับมากที่สุด มีจำนวน 64 % ส่วนระดับมาก มีจำนวน 32%
	- Project No.8.16 Thai Speech Contest	- Level of SS = 4.0	- Level of incremental knowledge = 4.01 ผู้เข้าร่วมที่ตอบอยู่ในระดับมาก มีจำนวน 70% ส่วนระดับมากที่สุด มีจำนวน 16%
	- All Projects	- Percentage of project implemented	- Achieved (100%)
3. Thai Arts and Culture Engagement of Stakeholders & AU Community	- Project No.8.5 : The Conferral Ceremony of AU Awards for Excellence and Felicitations on the Occasion of the Rector Emeritus's Birthday		- About 200 participants
	- Project No.8.13 The 18 th Higher Education Art and Culture Festival	- Level of SS = 4.69	- Participants consider that being AU representative as the art and cultural performer is to create the affection and appreciation of Thai value = 4.83

The strategic plan's objectives	Projects implemented to support the plans	Achievement results (SS)	Objective Assessment
	- Project No.8.14 The 43 rd Higher Education Thai Classical Music Festival	- Level of SS = 4.91	- Participants consider that being AU representative as the art and cultural performer is to create the affection and appreciation of Thainess value = 5.0
	- Project No.8.17 The Thai Heritage Preservation Day	- Level of SS = 4.36	- Participants have opportunities to participate in the Thai heritage conservation activity = 4.47
	- All Projects	- Percentage of project implemented	- Achieved (100%)

The Office of Thai Art and Culture gathered all reports on the performance achievements and presented the results of art and culture project implementation to the University Art and Culture Preservation Committee.

The performance results showed positive trends in three strategic plans of Thai Art and Culture in three consecutive years (2016-2017).

Students, faculty members and staff have been more interested, more engaged in and absorb Thai values and Thai culture.

The Summary of the performance achievement of the plans in 2016 – 2017

The strategic plan's objectives	The number of Projects implemented to support the plans		The number of participants' attending the projects		Level of participants satisfaction towards the projects	
	2016	2017	2016	2017	2016	2017
1. Propagating Thai values to AU community	6	8	684	2344	Range SS = 4.11 – 4.56	Range SS = 4.46 – 4.80
2. Promotion of Thai Art and culture in Teaching and Learning and Student Extra-curricular Activities	2	2	404	558	Range SS = 3.98 – 4.41 Incremental knowledge = 3.91 - 4.64	Range SS = 4.0 – 4.52 Incremental knowledge = 4.01 – 4.60

The strategic plan's objectives	The number of Projects implemented to support the plans		The number of participants' attending the projects		Level of participants satisfaction towards the projects	
	2016	2017	2016	2017	2016	2017
3. Thai Art and Culture Engagement of Stakeholders & AU community	4	4	1237	1238	Range SS = 4.43	Range SS = 4.36 – 4.91

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

The University adopts PDCA in work process. Thus, the projects/activities of preservation of art and culture are developed based on the evaluation results of the previous year. Suggestions received from the participants are taken into consideration for the development of improvement plans in the next academic year 2018. The Director of Office of Thai Art and Culture reports the results of performance achievements of preservation of art and culture of the University to the University Art and Culture Preservation Committee and administrative committees. The committees discuss and review the past project/activities and prepare the improvement plans.

Although the University achieved its targets in 2017 to promote and strengthen preservation of art and culture of the University, there are areas for improvements and developments. The evaluation results indicate that proactive improvements of preservation of art and culture may be required in the following areas.

- For performance achievements, students selected to participate in two nation-wide competitions failed to win the competitions: "การประกวดสุนทรพจน์อุดมศึกษาเฉลิมพระเกียรติฯ ครั้งที่ ๑๘ ประจำปี ๒๕๖๐" ซึ่งถ้วยพระราชทานพระบาทสมเด็จพระปรมินทรมหาภูมิพลอดุลยเดช and โครงการ "ชนชาติ วิถี...เดิมเดิม เอกลักษณ์ไทย" ครั้งที่ ๔๗ ประจำปี ๒๕๖๑ ซึ่งถ้วยพระราชทานสมเด็จพระเทพรัตนราชสุดาฯ สยามบรมราชกุมารี. Therefore, in the next academic year, the Office of Thai Art and Culture will seek for competent student representatives and give them continuous continuous us trainings and preparation before the national competitions.
- For participation, the mechanism to engage students and faculty members in preservation of art and culture projects/activities will be revised to strengthen the promotion of art and culture projects/activities. In this regard, the public relation process will be adjusted to attract more participants. There will be more engagement of international students to join activities.

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

The University disseminates the information regarding preservation of art and culture to the public via various channels e.g., AU website, online ABACTODAY and social media public relation channels: facebook.com.

The Office of Thai Art and Culture in cooperation with the external organizations organized the activities to promote art and culture to the public such as The Thai classical Dance from the Thai Classical Dance Club which participated in The 18th Higher Education Art and Culture Festival at Silpakorn University, Nakhonpathom Province, and The 43rd Higher Education Thai Classical Music Festival at University of Phayao, Phayao Province, Laying of Wreath on King Chulalongkorn Memorial Day, Offering candles on Buddhist Lent Day at Wat Sukanthawas temple, Samut Prakan Province.

At the School level, for example, BLNS offers one course “NS3400 Mental Health and Psychiatric Nursing Practicum” for junior nursing students. An activity in this subject organized by junior nursing students was “Grand Recreation” for mental health and psychiatric patients at Somdet Chaopraya Institute of Psychiatry. The junior nursing students performed Thai traditional dance in this occasion, and prepared farewell party for patients and integrated art and culture through traditional dance and costume as well as serve patients Thai desserts.

- School of Biotechnology used social media in disseminating the art and culture projects such as November Biotechnology Festival, Songkran Festival, Visiting scholar and students from UC Davis, Academic Service by students to an elderly group (โรงเรียนผู้สูงอายุ ชุมชนเขตดินแดง กรุงเทพฯ) (the production of Thai herbal soaps) were promoted using BiotecAbac facebook.
- Vincent Mary School of Science and Technology: The Art and Culture preservation was integrated in IT4360 Multimedia Application class as an assignment and was published on the website.
- Montfort del Rosario, School of Architecture and Design, Project 5.1: Thai Art and Architecture Field Trip and Exhibition organized the photo exhibition at the lobby of Montfort del Rosario, School of Architecture and Design, and Project: 20th Anniversary of Montfort del Rosario School of Architecture and Design was hosted at the St. Louis Marie de Montfort on November 6, 2017 and the reception party was arranged at the lobby of Montfort del Rosario, School of Architecture and Design.
- School of Music: The students’ strong desire to perform in the public, in particular to share their love for and illustrate His Majesty King Bhumibol Adulyadej’s exceptionally outstanding compositions, become a chief factor for them to arrange a performance of His Majesty the King’s compositions.
 - o Enhancing Traditional Iranian Music – March 21st, 2017
 - o Spirita, Episode III: Life Without Music Would Bb – September 21st, 2017
 - o Performance of His Majesty King Bhumibol Adulyadej’s compositions on President Emeritus’s feast day (November 11th, 2017)
 - o Performance of His Majesty King Bhumibol Adulyadej’s compositions on graduation orientation event for Martin de Tour School of Management and Economics (November 25th, 2017)

The Art and Culture preservation projects performances were uploaded in the School of Music's website and YouTube channel.

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

In the academic year 2017, 2 of the students' projects from Architecture Department, Montfort del Rosario, School of Architecture and Design won a competition in both National and International Level.

1. Miss Pongchang Maiyarat, received the award from World Architecture Community for her thesis: Mekhong River Rock Museum as selected Student Thesis of the Year [https://worldarchitecture.org/architecture/projects/hpvfm/mekong_river_rock_museum_a_new_national_geological_museum_and_learning_center-project-pages.html]
2. Miss Vasinee Mayazes, Mr. Keerati Reecharoen, Mr. Pattaraphon Premwhaew, Mr. Chawakorn Hongthong, Miss Pannita Ratchataarpha, and Miss Manlika Arong from 4th Year received the 2nd prize from Design Charrette on developing and revitalizing the Sam Phran Waterfront Community organized by the Rajamangala University of Technology Rattanakosin.

Assessment Result

Indicator	Target	Performance outcome	Score
Indicator 4.1 System and mechanism for preservation of art and culture	6 items	7 items	5 scores

Evidence

Document Code	Document Name
4.1-1-1	Assumption University Order No.57/2015 Appointment as Director, Office of Thai Art and Culture
4.1-1-2	คำสั่งมหาวิทยาลัยอัสสัมชัญ ที่ 381/2558 เรื่อง แต่งตั้งคณะกรรมการบริหารจัดการสำนักงานศิลปวัฒนธรรมไทย
4.1-1-3	ประกาศมหาวิทยาลัยอัสสัมชัญ ที่ 9/2556 เรื่อง นโยบายและแนวทางการดำเนินงานด้านการทำนุบำรุงศิลปวัฒนธรรม
4.1-1-4	Assumption University Order No.01/2017 Appointment of the University Art and Culture Preservation Committee
4.1-1-5	คำสั่งมหาวิทยาลัยอัสสัมชัญ ที่ 319/2560 เรื่อง แต่งตั้งคณะกรรมการจัดงานคริสต์มาส ประจำปี 2560
4.1-1-6	Assumption University Order No.024/2018 Appointment of the Songkran Festival Committee 2018
4.1-2-1	Policies and Plan of Office of Thai Art and Culture
4.1-2-2	แผนยุทธศาสตร์พัฒนาฝ่ายกิจการนักศึกษา ระยะ 5 ปี (พ.ศ. 2557-2561)

Document Code	Document Name
4.1-2-3	Action Plan For Strengthening Administrative Performance 2017 of Student Affairs (ASAP 2017)
4.1-2-4	Action Plan For Strengthening Administrative Performance 2017 of School (ASAP 2017)
4.1-2-5	Project Report No.8.7
4.1-2-6	Pictures about ceremonies / activities in remembrance of His Majesty the Late King Bhumibol Adulyadej
4.1-3-1	Assumption University Order No.01/2017 Appointment of the University Art and Culture Preservation Committee
4.1-3-2	Minutes of the administrative committee of Office of Thai Art and Culture
4.1-3-3	Annual Report 2017 of Student Affairs
4.1-3-4	Self-Assessment Report Academic Year 2017 of School
4.1-4-1	Project Report No. 8.4-8.15
4.1-4-2	Strategic Project Report No.8.16-8.17
4.1-5-1	Action Plan for Strengthening Administrative Performance 2018 of Student Affairs (ASAP 2018)
4.1-5-2	รายงานการประชุมคณะกรรมการบริหารจัดการ สำนักงานศิลปวัฒนธรรมไทย
4.1-6-1	Dissemination of the art and culture preservation service or activities to the public report
4.1-6-2	Assumption University website (http://www.au.edu)
4.1-6-3	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	Self-Assessment Report Academic Year 2017 of Schools

Component 5 Administration

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

Type of indicator Process

Standard criteria

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

Assessment Criteria

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

Performance Outcomes

1. ☒ **A strategic plan based on SWOT analysis is set and is in alignment with the University's vision. It must also be developed into a financial strategic plan and annual action plan within the time frame so as to achieve the indicators as well as the objectives of the strategic plan.**

The Rector Magnificus appointed the Strategic Planning Committee and the Working Team of the AU Strategic Planning Committee to review the 5-year strategic plan of 2017 based on the recommendations of IQA committee. Aligned with the institutional visions, the AU Strategic Plan encompasses vision, mission, core values, uniqueness and identity, goals and strategies which were derived from the results of SWOT analysis on fundamental forces strategically affecting institutional implementation. In the Strategic Plan, performance indicators and targets are set to measure the effectiveness of the performance outcomes at the institutional level.

Annually, the top management committee and the governing bodies of academic and support units determine if revision and improvement of the AU Strategic Plan would be essential. Meetings were organized to review the AU Strategic Plan for the advancement of the University to ensure that it accomplished the major institutional missions. The Committee also set higher targets for some 2017 indicators in order to strengthen quality assurance of the education management. The Strategic Plan 2017 was revised and implemented under the supervision of the Top Management Committee led by the Rector Magnificus. The Committee had the Director of the Office of Financial Management review the AU Financial Strategic Plan and report the institutional financial analysis based on the approved AU strategic plan respectively. The Committee for Financial Strategic Plan was appointed by the Rector Magnificus to review the AU financial strategic plan 2017 by allocating sufficient and appropriate budget for both academic and support units in alignment of five AU strategies (Table 5.1.1).

Pursuant to the approved AU Strategic Plan, the AU Strategic Planning Committee had all units develop and propose their own strategic plan including the annual budget plan so-called Action Plans for Strengthening Academic and Administrative unit's Performance (ASAP). All the proposed projects have to be aligned with the University's strategic plan as well. The University appointed three University Planning and Budgeting Committees (UPBC) for Undergraduate Programs, Graduate Programs, and Administrative Units to review, advise, and endorse the ASAP reports of all units to ensure that the specified standard operating procedures were adhered to. The ASAP 2017 of all units were endorsed by the three committees and were submitted to the Rector Magnificus for final consideration and approval. There were altogether 1,349 projects approved, 732 from academic and 617 support units respectively. 92.88% of the total projects, equivalent to 1,253 projects, were aligned with the five AU strategic plans. The first two strategies with largest number of annual projects (Table 5.1.1) were on developing and maximizing quality

management system and resources with 47.66% of the total 2017 projects and on quality teaching and learning process to produce quality graduates with 24.54%.

Table 5.1.1: Annual Action Plans and Financial Strategic Plan Aligned with the AU Strategies for 2017					
AU Strategy		No. of All Implemented ASAP Projects		Financial Strategic Plan 2017 (Percentage of Financial Resources Allocation)	
				Academic	Support
I	Strengthen quality assurance of the education management to meet international standards/practice	82	6.08%	26%	0.3%
II	Adopt quality teaching and learning process to produce quality graduates	331	24.54%	22%	3.83%
III	Produce academic works, researchers, and creative works which are recognized by the public	97	7.19%	18%	1.50%
IV	Develop and maximize quality management system and resources	643	47.66%	32%	93.51%
V	Create uniqueness and a good image for the University	100	7.41%	2%	1.16%
Total Annual Projects aligned with AU Strategies		1,253	92.88%	100%	100%
Other Related Operation Projects		96	7.12%		
Overall Projects		1,349	100%		

In alignment with the University's financial strategic plan responding to the AU strategies, 80% of the budget were allocated to quality management system and resources (32%), quality assurance of the education management (26%), and quality teaching and learning process (22%). As an overall result, the analysis of all units' performance outcomes from ASAP and Annual Reports showed that 1,166 projects achieved their targets successfully, equivalent to 86.43% of all the implemented projects.

The institutional strategic and action plans in 2017 were carried out effectively through the collaboration of the committees from all academic and support units under the supervision of the Top Management Committee chaired by the Rector Magnificus. From the five institutional strategies with 18 objectives and 40 indicators, the University accomplished 82.50% as the targets of the 33 indicators were achieved while some indicators significantly exceeded their targets. The overall AU performances are presented in the following strategic implementation results (Table 5.1.2).

Table 5.1.2 Overall Implementation Results of AU Strategic Plan for 2017				
Strategy		Objectives	Indicators	Indicator Target Achieved
I	Strengthen quality assurance of the education management to meet international standards/practice	4	8	5 62.50%
II	Adopt quality teaching and learning process to produce quality graduates	5	12	11 91.67%
III	Produce academic works, researchers, and creative works which are recognized by the public	1	3	3 100%
IV	Develop and maximize quality management system and resources	5	13	10 76.92%
V	Create uniqueness and a good image for the University	3	4	4 100%
Overall Result		18	40	33 82.50%

Strategy One is to strengthen quality assurance of the education management to meet international standards/practice. Under this strategy (Table 5.1.3) with four objectives and eight indicators, the University attained 62.50% success rate, accomplishing five out of eight indicators, except indicators 1.2.2 on percentage of international scholars and 1.3.1 on the percentage increase in the number of enrolments.

Table 5.1.3 Strategy ONE			
Strategy I Objectives	Indicators	2017	
		Target	Achieved
1.1 The University's education management meets international standards/practice.	1.1.1 Number of programs in collaboration with overseas universities and/or organizations	7	23
	1.1.2 Number of programs adopting international standards/qualification	2	29
	1.1.3 Number of programs accredited by international standards/qualification	1	14
1.2 The University's international community of students and scholars is the largest in the country.	1.2.1 Percentage (%) of international students	17%	20.70%
	1.2.2 Percentage (%) of international scholars	31%	24.68%
1.3 The University offers quality education for all, thus enrolments continue to grow.	1.3.1 Percentage (%) increase in the number of enrolments	1%	(8.5%)
	1.3.2 Number of non-degree program/course offered	7	15

Table 5.1.3 Strategy ONE			
Strategy I Objectives	Indicators	2017	
		Target	Achieved
1.4 The University is one of the top universities in Thailand.	1.4.1 Ranking of the University based on employers' perception	Top 3 private universities in Thailand	✓

Strategy Two is to adopt quality teaching and learning process to produce quality graduates. Under this strategy with five objectives and 12 indicators, in 2017 (Table 5.1.4), the University accomplished all five objectives and 11 indicators, constituting 92% success rate. For instance, the objective 2.1 in the indicator 2.1.1 regarding the University's graduates possessing outstanding quality reflecting the University's Identity, the employers' satisfaction levels towards AU graduates' ethics and entrepreneurship were at 4.10 out of 5, exceeding the target. As the stipulation made by OHEC regarding the English Proficiency level of students and graduates at an international university, the University empowers the English Proficiency Strengthening Committee and AU English Proficiency Standard committee to formulate and implement the Strengthening English Proficiency policies. The AU graduating students at the undergraduate level were required to achieve an English proficiency level of IELTS band 6.0 or equivalent while those at the postgraduate level to achieve IELTS band 6.5 or equivalent.

In the objective 2.2 (the University's lecturers possess quality qualifications), within this academic year 2017, 13 faculty members obtained academic titles while there are 40 faculty members have already applied for the academic title and they are under the consideration process. Therefore, there were altogether 96 lecturers holding an academic title, constituting around 11.33% of the total full-time lecturers. As for the 40% target percentage of full-time lecturers holding a doctoral degree, the University achieved to have 40.38% of the full-time lecturers holding a doctoral degree.

In order to enhance the quality of teaching and learning process, objective 2.4, the University encourages faculty members to utilize information and communication technology. 2017 saw active implementation of ICT integration in teaching and learning process in 70% of all the courses throughout the University. In addition, the number of programs partnering with world class institutions rose significantly to 26, twice as many projects as that of the previous academic year.

Table 5.1.4 Strategy TWO			
Strategy II Objectives	Indicators	2017	
		Target	Achieved
2.1 The University's graduates possess outstanding quality reflecting the University's Identity - Ethics - English Proficiency - Entrepreneurial Spirit	2.1.1 Level of employers' satisfaction towards graduates' ethics: integrity, social consciousness, and discipline	4.0	4.10
	2.1.2 Level of graduating students' English proficiency at the undergraduate level based on IELTS overall band score or equivalent.	6.0	6.0
	2.1.3 Level of graduating students' English proficiency at the postgraduate level based on IELTS overall band score or equivalent	6.5	6.5
	2.1.4 Level of employers' satisfaction towards graduates' entrepreneurship spirit: leadership, management knowledge, and Labor Omnia Vincit	4.0	4.14
2.2 The University's lecturers possess quality qualification	2.2.1 Percentage of full-time lecturers holding academic title	12%	11%
	2.2.2 Percentage of full-time lecturers holding a doctoral degree.	40%	40.38%
2.3 Students participate in the co-curricular & extra-curricular activities to develop soft skills and life skills	2.3.1 Percentage of undergraduate students participating in the co-curricular activities	100%	100%
	2.3.2 Percentage of undergraduate students participating in the extra-curricular activities	25%	100%
	2.3.3 Level of stakeholders' satisfaction towards graduates' soft & life skills	3.51	4.06
2.4 The University capitalizes on information and communication technology (ICT) in the teaching and learning process	2.4.1 Percentage of courses adopting ICT i.e. LMS, websites, social media, etc.	32%	70%
	2.4.2 Level of stakeholders' satisfaction towards the utilization of ICT in the teaching & learning process	3.51	3.99

Table 5.1.4 Strategy TWO			
Strategy II Objectives	Indicators	2017	
		Target	Achieved
2.5 The University partners/networks with world-class universities / organizations	2.5.1 Number of program actively partnering/ networking with world-class universities/ organizations	5	26

Strategy Three is to produce academic works, researchers, and creative works which are recognized by the public. Under this strategy of one objective with three indicators, in 2017 (Table 5.1.5), the University achieved all targets of three indicators, constituting 100% success rate. With the strategic drive from the Top Management Committee, 40.15% of faculty members published academic works, research, or creative works at national or international levels. Strategy three's performance in 2017 is shown as follows:

Table 5.1.5 Strategy THREE			
Strategy III Objective	Indicators	2017	
		Target	Achieved
3.1 Lecturers' academic works, research, and creative works are recognized in the national and international arena	3.1.1 Proportion of academic works, research, or creative works published, or disseminated at national or international level to the number of full-time lecturers.	35%	40.15%
	3.1.2 Number of lecturers' academic works, research, or creative works awarded at a national level	3	12
	3.1.3 Number of lecturers' academic works, research, or creative works awarded at an international level	1	5

Strategy Four is to develop and maximize quality management system and resources. Under this strategy with five objectives and 13 indicators (Table 5.1.6), the University accomplished all five objectives and ten indicators. For the objective 4.3, the human resources development plans were carried out effectively to enhance the competency of University's personnel with emphasis made on four crucial aspects: academic, professional, self-development, and management skills. The target of seven training courses/programs for personnel development based on training needs assessment survey organized by the University was overachieved, having implemented 11 courses/programs. The target of having the personnel participate in training courses, programs and activities for personnel development was 80% but, through the 2017 strategic drive, 100% of the personnel were actively engaged in the provided competency enhancement projects.

Table 5.1.6 Strategy FOUR			
Strategy IV Objectives	Indicators	2017	
		Target	Achieved
4.2 Infrastructure and facilities to support effective teaching-learning, research, and administration are available	4.2.1 Level of satisfaction of stakeholders with infrastructure and facilities supporting teaching and learning	3.51	3.82
	4.2.2 Level of satisfaction of stakeholders with infrastructure and facilities supporting research	3.51	3.77
	4.2.3 Level of satisfaction of stakeholders with infrastructure and facilities supporting administration	3.51	3.79
4.3 The competency of University's personnel is continuously developed to support effective teaching-learning, research and administration	4.3.1 Number of training courses/programs for personnel development based on training needs assessment survey organized by the University	7	11
	4.3.2 Percentage (%) of personnel participating in training courses/ programs or activities for personnel development	80%	100%
4.4 The University's personnel provide excellent service to support effective teaching-learning, research and administration	4.4.1 Level of satisfaction of stakeholders with services supporting teaching-learning	3.51	4.18
	4.4.2 Level of satisfaction of stakeholders with services supporting research	3.51	4.69
	4.4.3 Level of satisfaction of stakeholders with services supporting administration	3.51	4.14
4.5 The University's personnel achieve work-life balance	4.5.1 Level of satisfaction of personnel with working environment/conditions	3.51	3.84
	4.5.2 Level of satisfaction of personnel with work-life balance	3.51	4.13

Strategy Five is to create uniqueness and a good image for the University. Under this strategy with three objectives and four indicators, the University achieved all targets of the following indicators as shown below (Table 5.1.7):

Table 5.1.7 Strategy FIVE			
Strategy V Objectives	Indicators	2017	
		Target	Achieved
5.1 Students, lecturers, personnel are awarded or recognized by various organizations.	5.1.1 Number of lecturers and students participating in national or international competition activities	30	812
	5.1.2 Number of students, lecturers, personnel awarded or recognized in various aspects by external organizations.	10	245
5.2 The University provides academic services to society.	5.2.1 Number of projects/activities providing academic services to society	10	76
5.3 The University preserves art and culture	5.3.1 Proportion of projects/activities preserving art and culture to the number of full-time lecturers	3%	8%

Towards the end of academic year, the AU Strategic Planning Committee reviewed the overall performance of the university and decided to overhaul its 5-year strategic plan (2014-2018). The Committee organized a public hearing forum on “Together We Grow” with the intention to open opportunities for all AU members to actively participate in developing the new AU Strategic Plan (2018-2022), aspiring for internationalization, digitalization, suitability and social outreach. The Committee, finally, developed the new 5-year Strategic Plan 2018-2022, proposed to the Top Executive Committee for their consideration and to the University’s Council for their approval. The 5-year Strategic Plan (2018-2022) was then approved and actions plans were laid out for further implementation in the following academic year.

2. ☒ **Direct, follow up, support, and encourage each Faculty to analyze financial data composed of unit costs for each curriculum, ratios of expenses to develop students, instructors, employees, and instructional management on an ongoing basis. Analyze cost effective curricular management, effective and efficient graduate production, and opportunities to be competitive.**

The Rector Magnificus, i.e. President, of Assumption University appointed the *Financial Strategic Planning Committee* of the University. The duties and responsibilities of the Committee are to analyze the internal and external financial environments and formulate the University’s financial strategic plan in accordance with the University’s Strategic Plan and action plans in order to determine sound financial policies and courses of action for an effective and efficient graduate production of the University. The Committee proposes the financial strategic plans as well as annual action plans supported by the financial reports and overall implementation results to the top management, Rector, and the University Council for their consideration and approval respectively.

Prior to the commencement of the academic year 2017, the overall operation of the University, including that of each School and program, were financially analyzed. The

proportion of expenses relating to student development, instructor development, staff development, and teaching-learning function were calculated. In addition, the cost per unit of each program was carefully examined and assessed. Subsequently, all of the aforementioned financial data were reported to each School for an effective and efficient administration of the School. The cost per unit of the programs was varied according to diverse disciplines and different degree levels.

Cost Per Unit by Disciplines and Degrees in baht (<i>academic year 2017</i>)				
Group	Disciplines	Bachelor's	Master's	Doctoral
1	Sciences and Technology	60,000 – 330,000	200,000 – 360,000	200,000 – 600,000
2	Health Sciences	140,000	–	–
3	Humanities and Social Sciences	60,000 – 250,000	90,000 – 480,000	140,000 – 350,000

Based on the provided cost per unit and proportions of developmental expenses (expenses relating to student development, instructor development, staff development, and teaching-learning function), each School has to analyze the performance of all programs under the administration of the School. The analysis is in term of cost effectiveness of program management. The cost effectiveness of program management is analyzed in term of the efficiency and effectiveness of graduate production e.g. graduation rate, job placement, and employers' satisfaction. Consequently, each School develops the proposal of the *Action Plans for Strengthening Academic units' Performance (ASAP)* which are submitted to the *University Planning and Budgeting Committee (UPBC)* for consideration and approval.

The budget of each School that is earmarked for its operation can be classified into six categories according to the University's main operational areas:

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

The budget allocation was varied according to diverse programs and different degree levels. However, the overall proportion of each category is presented in the table below.

Percentage of University's Allocated Budget 2017							
Graduate Production			Research	Academic Services	Preservation of Art and Culture	Administration	Institution's Identity
student development	faculty & staff development	teaching-learning function					
11.84%	27.45%	35.40%					
74.69%			13.39%	1.40%	0.44%	9.94%	0.14%

In 2017, the sum of student development, faculty & staff development, and teaching-learning function accounted for approximately 75% of the entire provision in which nearly half of this category, i.e. 35.40%, was allocated to teaching-learning function. The provision for faculty & staff development was over one fourth of the overall budget, i.e. 27.45%. The total number of development projects of academic units was 609 projects. The cost effectiveness analysis reveals that 495 projects out of 609 projects were implemented successfully. The success rate of implementation was calculated to be over 80%.

Furthermore, the cost effectiveness of the program management was analyzed adopting job placement as one of the indicators. The overall percentage of graduates from the bachelor's degree programs who are employed within one year of graduation is at 96.4% in 2017, which has increased from 95.9% in 2016. In addition, most programs have the success rate of job placement within one year at the rate over 90%. The ranges of the success rate of job placement from the bachelor's degree programs of each School are presented in the table below.

Job Placement Survey – undergraduate program		
School	2017	2016
Martin de Tours School of Management and Economics	90.7% – 100%	91.7% – 100%
Theodore Maria School of Arts	96.0% – 100%	66.7% – 100%
Bernadette de Lourdes School of Nursing Science	100%	96.7%
Vincent Mary School of Science and Technology	83.3% – 100%	100%
Vincent Mary School of Engineering	90.9% – 100%	80.0% – 100%
Albert Laurence School of Communication Arts	95.1% – 100%	82.8% – 100%
School of Law	94.3%	96.3%
School of Biotechnology	66.7% – 100%	75.0% – 100%
Montfort Del Rosario School of Architecture and Design	96.2% – 100%	78.6% – 100%
School of Music	80.0% – 100%	100%
All Bachelor's Degree	96.4%	95.9%

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 President of Assumption University appointed the University Risk Management Committee that is composed of members from both academic and support units. The committee is in charge of risk management, i.e. risk assessment, risk identification, and risk treatment, at the University level during the 2017 academic year. Prior to the commencement of the 2017 academic year, the committee analyzed and identified the external risk factors that would likely obstruct the achievement of the University's mission. The "AU Risk Management Plan 2017 – 2018" and "AU Risk Management Manual" were then formulated and disseminated to all academic and support units. Subsequently, the responsible units for each risk factor, which were determined by the risk management committee and specified in the AU Risk Management Plan 2017 – 2018, devised action plans i.e. projects or activities to manage the identified risks in accordance with the measures stipulated in the risk management plan. The action plans proposed by the responsible units were then submitted to the University Planning and Budgeting Committee (UPBC) of the University in the form of Action Plans for Strengthening Academic Unit's Performance (ASAP) of the units for approval prior to implementation.

Moreover, the risk management committee held regular meetings to monitor and oversee the implementation of the action plans that would expectedly lower the degree of the identified risks. At the end of the 2017 academic year, the risk management committee reassessed and evaluated the residual risks upon the implementation of risk management measures. The outcomes after the treatments are as follows:

Risk	Treatment Measures	Level of risk before treatment	Residual Risk
1. Rapid dissemination of misinformation that misleads and adversely impacts the University's image	1) Issue regulations and/or guidelines regarding information and communication technology (ICT) security for network and information system users of Assumption University 2) Raise awareness of and educate AU students and personnel regarding computer-related offences Act (No. 2) B.E. 2560 3) Set up "Corporate Communications" unit	16	12
2. Shortage of financial resources	1) Increase participation in overseas educational exhibition	20	16

Risk	Treatment Measures	Level of risk before treatment	Residual Risk
	2) Establish new MOU and make effective use of current MOU 3) Develop student retention plan and ensure effective implementation 4) Develop financial and long-term business plan and ensure effective implementation 5) Develop and promote alternative sources of income 6) Develop & offer new programs which are in demand and close programs which are outdated & not in demand		
3. Inefficient and vulnerable ICT systems	1) Formulate plans and implement the drills regarding ICT threat prevention 2) Formulate a Business Continuity Plan (BCP) to handle the attacks by ICT malicious mischief 3) Raise awareness of and educate AU students and personnel regarding ICT threat prevention according to the specified plan 4) Enhance and optimise backup bandwidth 5) Establish feasible backup link, both between campuses and external links 6) Procure essential network infrastructure and / or equipment for efficient & feasible systems 7) Carry out proper and sufficient maintenance of network infrastructure and/or equipment 8) Survey and analyze demand of users 9) Replace obsolete equipment with up-to-date equipment which is essential for work performance	20	12
4. Catastrophe i.e. Fire, flood, earthquake, collapse of building, epidemic	1) Formulate response plans and implement the drills regarding fire, flood, earthquake, collapse of building, epidemic 2) Formulate a Business Continuity Plan (BCP) for an uninterrupted operation	5	4

Upon the accomplishment of treatment measures, all risks were reassessed in terms of “*risk likelihood scale*” and “*risk impact scale*”, which have been stipulated in the AU Risk Management Manual, to calculate the residual risk. All residual risks were lower after the treatments in comparison with the level of risk before the treatment, as presented in the abovementioned table.

Nevertheless, the Risk Management Committee of Assumption University is constantly monitoring and reviewing the risks based on the risk treatment plan to ensure that all treatment projects/activities are implemented effectively and efficiently. Results and evaluation of risk management were reported to the top management for consideration and further improvement in the academic year 2018.

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

The University embeds its good governance principles, as approved by the University Council, into its administrative system and institutional operations through an active engagement and a strong sense of commitment from AU members at all levels. The performances of top University’s administrators, Vice Presidents and Deans, were evaluated by the Performance Evaluation Committee appointed by the Rector Magnificus to ensure they perform their administrative duties with good governance principles at all levels. In 2017, the overall results of the top administrators’ performance evaluation, including the Rector Magnificus’s, ranged from 3.76 to 5.00 out of 5.

In 2017, as guidelines stipulated by the Office of Higher Education Commission regarding an operational monitoring of a higher education institution, the University appointed the Committee for Operational Performance Monitoring (OPM) in all units with the objectives of monitoring operation system, information and communication technology system, controlling quality assurance system and risk management in alignment of the University’s missions. Throughout this academic year, the Committee developed, carried out the OPM plans and reported the results of OPM to the Top Management Committee for their consideration and recommendation for further improvement.

1) Effectiveness

Based on the University’s 5-year strategic plan, for the year 2017 the University determined its annual operational goals including quality assurance targets as specified in the University’s Action Plans for Strengthening Academic and Administrative unit’s Performance (ASAP) responding to its institutional missions. The University laid out concrete guidelines on sufficient budgetary allocation, effective operational procedures and implementation strategies through a systematic performance evaluation as well as continuous development and improvement to boost the overall effectiveness of the University’s administration.

The University appointed an administrative committee in each unit to oversee the implementation of all approved projects and conduct its quality assessment

systematically. The University allocated sufficient budget and resources for all academic and support units as proposed in their ASAP reports. As a result, the analysis of all units' performance outcomes from ASAP and Annual Reports showed that the University achieved more than 80% of all implemented projects as planned. The approved projects by academic and support units were 732 and 617 respectively, totaling 1,349 projects. The completely implemented projects of academic units were 666 at an 91% achievement level while those of support units were 601 projects having 97.40% achieved out of these implemented projects.

2) Efficiency

The University has stipulated its standard working procedures for all units to ensure they could function efficiently through cost-effectiveness and resource utilization strategies for the best interests of its stakeholders. In the year 2017, the AU's Top Management Committee delegated authority and responsibilities to the steering committees taking charge of human resource management, financial resource management, infrastructure and facility management, as well as information and communication technology management by means of annual projects. All projects in this academic year were efficiently implemented under the approved budgets within a specific time frame.

3) Responsiveness

The University set up a stakeholder relationship management to cater for academic and support services responsive to the needs of both internal and external stakeholders. As students are valuable stakeholders, the University provides them with a full range of services supporting effective learning practices and environment as it is expected. There were satisfaction surveys conducted at different levels to seek the comments from current students, alumni, and employers for further development and improvement on all aspects responding to their needs. The Office of Vice President for Student Affairs is a focal point where students could seek immediate assistance or voice complaints, which could be instantly dealt with in due course. For faculty members and staff, the University adopts an open-door policy to encourage openness and transparency with all AU members. Through this policy the administrators could foster an environment of collaboration and mutual respect with their faculty members and staff so that their needs and concerns are well taken care of appropriately.

4) Accountability

The University empowers all responsible committees and units with authority and responsibilities in the implementation of annually approved projects with clearly determined goals. In 2017, the University's operational goals were implemented through the projects undertaken by responsible units. All units were required to report bi-annually to the Management Committee for their recommendations and further improvement and development.

5) Transparency

The University has based its institutional operations and standard procedures on transparency practices significantly contributing to the stakeholder engagement levels across the University. The University Council formulates regulations of “Assumption University Ombudsmen B.E.2553.” The AU Ombudsmen are appointed by the President to resolve differences. Their task is to scrutinize, on behalf of the President, the application of rules and regulations within the orbit of the university administration. The AU Ombudsmen constitute an important and effective instrument of the institution to oversee and evaluate its administrative operations. If, in the course of their supervision, the ombudsmen find instances of error or negligence or other loopholes, they can initiate proceedings or take appropriate action against the offenders. At the same time, an opportunity will be provided to the university community to air their grievances in case there is a feeling or perception that justice has not been done through the Office of Human Resources Management. Regarding information disclosure, the University strives to disclose its institutional information, announcements and publicizes its events and activities to the stakeholders through the University’s website in a fair and appropriate manner.

6) Participation

The University engages administrators at all levels in the analysis of emerging issues, formulation of policies, development of strategies, and implementation of solutions. The AU members are invited to share in the standard operating procedures by participating in such activities as setting goals, determining work procedures, and making suggestions with consideration and respect. In 2017, there were a number of working committees composed of representatives from academic and support units. For academic development and quality assurance, the University empowers the academic committees comprised of Vice President for Academic Affairs, external experts, deans, chairpersons/program directors and faculty members including responsible support staff to administer program evaluation, modification, and assessment. All concerned stakeholders such as alumni, employers, students are also invited to actively take part in sharing their ideas and comments for the curriculum revitalization as well as the internal quality assurance of all programs.

7) Decentralization

The University Council empowers the President and the Top Management Committee to lead, in conjunction with the Strategic Plan Committee, in the development of the University’s strategic directions. This Committee delegates full authority and responsibilities to support unit and school administrators to take charge of directing their own autonomous units, leading their teams, developing and implementing their action plans, and assessing their performances as entrusted by the President.

8) Rule of Law

Under the ministerial regulations and provisions of the Private Higher Education Institutions Act B.E. 2546 Amendment (No. 2) B.E. 2550, the University formulates operating rules and regulations governing all units' operations. The Top Management Committee communicates these rules to the AU members at all levels through various channels and supervises all units to ensure they abide by these rules strictly. All AU regulations, orders, and announcements are widely distributed and notified to all concerned parties on the University's website.

9) Equity

As being an "International Catholic University", the University's values of Christianity are grace, justice and love. It is then bound and determined to embed equality into all its functions, operations and activities and fully committed to respect and give fair treatment to all AU members. The Top Management Committee fosters equity in the AU community by eliminating discrimination and actively promoting equality of opportunity and delivering fairness to all.

As empowered by the Top Management Committee, the Vice President for Academic Affairs develops an effective performance appraisal instrument to reaffirm that everyone receives an equal opportunity to be recognized and to create a sense that promotions are handled fairly. The University also offers a fair appeal process as all AU members have a fair opportunity to have grievances heard by the management through the Office of Human Resources Management (OHRM). All AU members are granted equal access to scholarships for professional development and further studies, which are under the University's Welfare Policy overseen by the Director of OHRM including funding for academic works under the University's Research Support Grant Policy steered by the Vice President for Research and Academic Services.

10) Consensus-oriented

The University opens opportunities to all AU members to actively engage in the institutional operations at all levels as far as their roles and responsibilities are concerned. They are encouraged to share ideas and voice their concerns over routine procedures or any emerging issues. As AU community is composed of international individuals from diverse cultures who hold different viewpoints and perspectives, the Top Management Committee and administrators are not only fully aware of but also respect and embrace such diversity through consensual approaches enlivened by Christian inspiration.

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

The system and mechanism of knowledge management system of Assumption University is in place. The University empowers the Vice President for Policy, Planning and Quality Assurance to oversee the knowledge management system of the University. Representatives from academic and support units are appointed to AU KM Working

Team to monitor and support all Schools and Support Units for the development and implementation of their knowledge management plans to ensure that knowledge management policies, plans and procedures are implemented effectively. Each year all Schools and Support Units follow the knowledge management framework of the University, submit their KM topics, complete the KM PDCA cycle and summarize their KM reports as knowledge assets to the Office of Vice President for Policy, Planning and Quality Assurance (OPPQA).

AU KM Working Team reviewed previous KM performance achievements and discussed areas of KM improvement. In academic year 2017, the AU KM Working Team reviewed in their four meetings the AU Knowledge Management Strategic Plan (2016-2020), monitoring and support systems. Thereafter, the KM Roadmap 2017 was developed and announced for implementation. This year, KM support was given to units which needed or requested support. By this way, the AU KM working team could provide direct support to Schools and Support Units and at the same time the team oversaw if the Schools and Support Units followed the KM process of the University and their KM could yield innovative outcomes or good practice. The OPPQA collected the KM reports from Schools and Support Units to synthesize and categorize good practices. The OPPQA monitored, followed up and reported to the AU KM Working Team and QA Committees that all Schools and Support Units managed their knowledge which conformed to AU drivers (i.e., internationalization, digitalization, scholarly works, competency-based education and AU KM strategic themes (i.e., student development, teaching and learning, research, administration and management, social and economic services). Almost all Schools extended their KM topics from previous year focusing on active learning. Support Units, on the other hand, managed their knowledge to improve their work. All derived knowledge assets are published at the OPPQA website, <http://oppqa.au.edu> for sharing of knowledge.

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

In alignment with the University's 5-year strategic plan, a human resources management and development policy through the action plan for the Human Resources Development were formulated for the implementation during the year 2017, which was approved by the University Council. This plan aims at enhancing professionalism for both faculty and staff members and continuity of leadership through AU's succession plan. The University strongly supports all faculty and staff members to develop and enhance their expertise to be academically and professionally qualified and empowers the Director of the Office of Human Resources Management (OHRM) to develop human resources management and development strategies in line with the University's missions.

Based on the recommendation by the IQA Committee 2016, the *professional development plan for AU faculty members 2017* (Figure 5.1) was initiated and implemented by the synergistic collaboration among four key units of Academic Affairs, Institute for Research and Academic Service (IRAS), and Human Resources

Management through top-down and bottom-up mechanisms, with the support of the Office of Policy, Planning, and Quality Assurance. The plan was composed of several related ASAP projects from these units in order to stimulate all AU members to develop and enhance their crucial career capabilities while to generate a learning community in the institution.



Figure 5.1 Professional Development Plan for AU Faculty Members 2017

This initiation was led by the Vice President for Academic Affairs with a series of actions. This plan is also used as a self-development tool for career advancement of faculty members. They are required to gain certain knowledge and acquire crucial skills through required training for they could be selected for promotion as well as for their annual performance appraisal.

At the beginning of this academic year, online need assessment survey was carried out to allow all faculty members propose their individual development plan (IDP) under the supervision of their dean. All schools also revised their human resource development plan 2017 and proposed to the Vice President for Academic Affairs. From the analysis of all faculty's IDPs, Schools' HRM plans along with the University's strategic direction on HRM, several in-house training programs throughout this academic year were actively organized by the four units for faculty professional development throughout the academic year as examples below:

- Annual Faculty and Staff Seminar (Two sessions by OHRM: 1,289 AU members)
- Induction for New Faculty Members (Two sessions by Office for Academic Affairs)

- Academic Title Application Seminar (Four sessions by Office for Academic Affairs: 250 faculty members)
- Seminar on Curriculum Administration and Development (Office for Academic Affairs: 76 Chairpersons, Program Directors and Deans)
- Seminar on Learning Measurement and Assessment (Office for Academic Affairs: 76 Chairpersons, Program Directors and Deans)
- Research Skill Development Training and Seminars (Two sessions by IRAS: 133 faculty members)
- EdPEX Training (Three sessions by OPPQA: 153 faculty members)

OHRM plays a crucial role to facilitate the implementation of this professional development plan for AU faculty and staff professional development. OHRM is mainly in charge of monitoring the plan for the development of faculty members and support staff in several areas as follows: recruitment and employments, scholarships professional training, seminar, workshop and meetings, moral support and fringe benefits, health and social development.

OHRM also revised the human resources management and development plans in compliance with the AU strategic plan in Strategy two and four. The plans were carried out effectively to enhance the competency of University's personnel with emphasis made on four crucial aspects: academic, professional, self-development, and management skills.

Academic Skill Development: In 2017, the University has earmarked budgets through OHRM for the faculty and staff development project regarding educational qualifications. The OHRM implemented the plan which was monitored closely and provided full support with the aim of increasing the number of AU members holding a Master's Degree or higher than the previous year. The faculty and staff members are encouraged to obtain a higher degree through AU scholarship projects. It demonstrated that the percentage of faculty members holding at least a Master's Degree was at 57.73% while for those holding a Doctoral Degree constituted 40.38%. The University has strongly encouraged and supported potential faculty members to apply for academic titles. As a result, there was a similar improvement as every year, and in 2017 the percentage of faculty members holding academic titles was 11%. For the staff development, in 2017 the percentage of staff holding a Master's Degree remained almost the same at 7.27% while that of staff holding a Doctoral Degree was 0.50%.

Professional Development for Academic, Professional, Self-Development and Management Skills: As for the internal professional development activities for faculty and staff members, Both OHRM and IRAS were the leading units to carry out the professional development plan for all AU members. For example, in August 2017, the OHRM organized an annual faculty development seminar 2017 by inviting all administrators and faculty members to attend with the aim of enhancing academic knowledge and keeping them abreast of the latest trends and development in higher education. 86.54% of all faculty members attended this annual seminar. For the staff

development, the OHRM held the Annual Staff Seminar 2017 aimed at professional enhancement and attracted 91.16% of the total staff members. The OHRM conducted satisfaction surveys on both seminars, and both achieved determined targets. The comments and feedback from both events were taken into consideration for further improvement and development. The OHRM also organized several personal enhancement activities for both faculty and staff members by offering the following free courses:

- English language development for staff members
- Information Technology Courses
- Professional Morality and Ethics (AU Staff Seminar)

Apart from providing in-house training programs, faculty members at all levels were encouraged to attend external training and seminar to broaden their professional horizons. The Top Management Committee approved the budget for external professional development activities in 2017 as proposed by OHRM, based on three purposes: domestic and overseas professional training (29.17% of the budget), academic work presentations (24.72% of the budget), and scholarships (46.11% of the budget). OHRM disseminated the information on professional development activities for the AU members and designated them to participate in related activities as planned. As the AU's strategic plan on human resource development, 83.34% of the total AU members, which were 847 faculty and 605 staff members, were granted budget for professional training within the university, inside the country and overseas.

For faculty's career advancement activities, 172 school and program administrators (deans, chairpersons, program directors, and faculty members) were designated to attend program management seminar, advanced professional training, strategic leadership and change management programs.

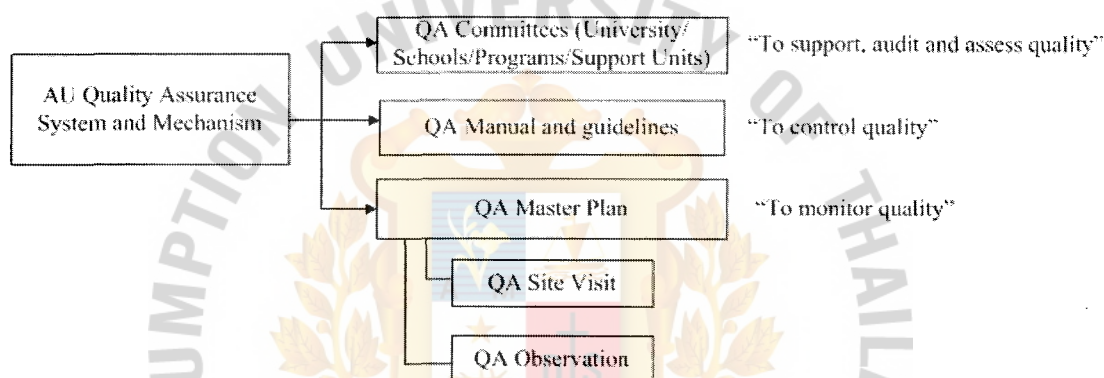
For the scholarships, there were 52 recipients from both academic and support units while 68 AU members were granted budgets for academic work presentations at the conferences. During the academic year, OHRM monitored these professional development activities to ensure they were carried out as planned.

In the recognition of employee achievement and excellent performance, each year Au Awards for Excellence is presented to a faculty member and Staff of the Year to support staff with outstanding performance. In 2017, AU members were awarded 52, 35 from academic units while 17 from support units.

At the end of the academic year, the follow-up on the results was made, and the comments and feedback from the AU members were gathered for further improvement and development. The overall results were reported to the Top Management Committee for their advice and consideration.

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.**

The University has instituted its own quality assurance system governing the effective quality assurance management, implementation and assessment of all Programs, Schools and Support Units. The main quality assurance objectives of the University are to maintain the highest quality standards in all aspects in accordance with the provision of higher education institutions; to oversee the implementation of the quality assurance plans in all units and to reinforce quality assurance culture to be holistically embedded within institutional operations. The following diagram depicts the implementation of AU's quality assurance system and mechanism comprising quality control, quality audit and quality assessment.



The University empowers the Vice President for Policy, Planning and Quality Assurance (OPPQA) to oversee the overall implementation of the University's quality assurance system. OPPQA facilitates and liaises with the University QA Board, QA Executive for Academic Units, QA Executive for Support Units and all QA Coordinators for academic and support units to ensure that the University's quality assurance missions are well accomplished.

To improve the current system and mechanism of the quality control, quality audit and quality assessment of the University, the OPPQA summarized previous IQA scores and all recommendations from the University Council, IQA and QA committees to prepare supports and improvement plans 2017. Throughout the year, OPPQA conducted the QA trainings, workshops, site visits and observations for Schools and Support Units in order to support them and monitor quality. This year site visits and observation were increasingly focuses to raise standard quality of Programs, Schools and Support Units. The site visits composed of OPPQA, QA Executive Committees and Schools/Support Units representatives to discuss each QA component for quality improvement. At the end of academic year 2017, OPPQA reported to the QA Committees that all units followed the PDCA cycle of the quality system of the University and all units completed their internal quality assessments as schedule specified in the QA Master Plan 2017. Results of internal quality assessment in academic year 2017 showed that all units have

improved their quality performance in almost all quality criteria components required. For education quality, the University Council on September 20, 2018 requested all units to maintain their highest quality standards and thus OPPQA should give QA supports to all units and monitor their quality improvement for quality assurance.

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	7 items	5 scores

Evidence

Document Code	Document Name
5.1-1-1	AU Order No. 46/2017 Appointment of the Strategic Planning Committee of Assumption University
5.1-1-2	AU Strategic Plan (2014-2018)
5.1-1-3	Minute of the Meeting of Strategic Planning Committee of Assumption University for Academic Year 2017
5.1-1-4	AU Performance Report Strategic Plan Academic Year 2017
5.1-1-5	AU Order No. 086/2017 Appointment of the Working Team of the AU Strategic Planning Committee
5.1-1-6	Roadmap (1 June 2017-31 march 2018) AU 5-Year strategic Plan : (Academic year 2018-2022)
5.1-1-7	Minute of the Meeting of AU Strategic Planning Committee - Working Team
5.1-1-8	AU Strategic Plan (2018-2022)
5.1-2-1	Summary of Revenues and Expenses by School QA Component Academic Year 2017
5.1-2-2	Cost per head Report for Academic Year 2017
5.1-2-3	A Comparative Summary of Operational Budget, Project Budget, Auxiliary Project Budget for Academic Year 2017
5.1-3-1	AU Order No. 47/2017, Appointment of the Risk Management Committee of Assumption University
5.1-3-2	คู่มือบริหารความเสี่ยง มหาวิทยาลัยอัสสัมชัญ ฉบับปรับปรุง กุมภาพันธ์ 2559
5.1-3-3	Minute of the Meeting of AU Risk Management Committee of Assumption University for Academic Year 2017
5.1-3-4	AU Risk Management Report Academic Year 2016
5.1-3-5	AU Risk Management Plan Academic Year 2017-2018

Document Code	Document Name
5.1-3-6	Business Continuity Plan (BCP)
5.1-4-1	คำสั่งสภามหาวิทยาลัย ที่ 3/2560 เรื่อง แต่งตั้งคณะกรรมการตรวจสอบประจำมหาวิทยาลัย
5.1-4-2	รายงานการประชุมของคณะกรรมการตรวจสอบประจำมหาวิทยาลัย ปีการศึกษา 2560
5.1-4-3	PowerPoint Presentation นำเสนอต่อสภามหาวิทยาลัย เมื่อคราวประชุมสภามหาวิทยาลัย ครั้งที่ 1/2561 วันที่ 20 กันยายน 2561
5.1-4-4	รายงานการประชุมของสภามหาวิทยาลัย ครั้งที่ 1/2561 วันที่ 20 กันยายน 2561
5.1-5-1	AU Order No. 30/2017 Appointment of the AU KM Working Team
5.1-5-2	KM Manual Version 1.0
5.1-5-3	AU Knowledge Management Strategic Plan (2016-2020)
5.1-5-4	http://oppqa.au.edu/km-oppqa
5.1-5-5	Minutes of the Meetings of AU KM Working Team for Academic Year 2017
5.1-6-1	คำสั่งมหาวิทยาลัย ที่ 107/2558 เรื่อง แต่งตั้งคณะกรรมการบริหารงานบุคคล
5.1-6-2	Number of Full-time Faculty Members in the Academic Year 2/2017
5.1-6-3	นโยบายแผนพัฒนาบุคลากร มหาวิทยาลัยอัสสัมชัญ 2559 – 2563 (2016 – 2020) ทบทวนและแก้ไข วันที่ 26 มกราคม 2561 โดย คณะกรรมการบริหารงานบุคคล
5.1-6-4	รายงานผลการดำเนินงานตามแผนพัฒนาบุคลากร มหาวิทยาลัยอัสสัมชัญ ประจำปีการศึกษา 2560
5.1-6-5	แผนผังเส้นทางอาชีพบุคลากรมหาวิทยาลัยอัสสัมชัญ
5.1-6-6	รายงานผลการดำเนินงานตามแผนพัฒนาบุคลากรตามสายอาชีพ มหาวิทยาลัยอัสสัมชัญ ประจำปีการศึกษา 2560
5.1-6-7	แผนงานและงบประมาณอบรม/ สัมมนา/ จัดงาน (ในประเทศและต่างประเทศ) ประจำปีการศึกษา 2560
5.1-6-8	สรุปผลการประชุม/ อบรม/ สัมมนา/ จัดงาน (ในประเทศและต่างประเทศ) ประจำปีการศึกษา 2560
5.1-6-9	แผนงานและงบประมาณสัมมนาบุคลากร ประจำปีการศึกษา 2560
5.1-6-10	สรุปผลการสัมมนาบุคลากร ประจำปีการศึกษา 2560
5.1-6-11	แผนงานและงบประมาณเสนอผลงานทางวิชาการและค่าตอบแทนผลงานทางวิชาการ ประจำปีการศึกษา 2560
5.1-6-12	สรุปผลการเสนอผลงานทางวิชาการและค่าตอบแทนผลงานทางวิชาการ ประจำปีการศึกษา 2560
5.1-6-13	แผนงานและงบประมาณทุนการศึกษานักวิชาการ ประจำปีการศึกษา 2560
5.1-6-14	สรุปผลทุนการศึกษานักวิชาการ ประจำปีการศึกษา 2560
5.1-6-15	แผนงานและงบประมาณส่งเสริมคุณภาพชีวิตบุคลากร ประจำปีการศึกษา 2560
5.1-6-16	สรุปผลการส่งเสริมคุณภาพชีวิตบุคลากร ประจำปีการศึกษา 2560
5.1-6-17	เกณฑ์ผู้มีสิทธิ์เสนอชื่อเข้ารับรางวัล AU Awards for Excellence
5.1-6-18	รายชื่อบุคลากรที่ได้รับรางวัล AU Awards for Excellence 2017
5.1-7-1	คำสั่งมหาวิทยาลัยอัสสัมชัญที่ 051/2560 เรื่อง แต่งตั้งคณะกรรมการบริหารงานการประกันคุณภาพการศึกษามหาวิทยาลัยอัสสัมชัญ
5.1-7-2	AU Order No.225/2017 Appointment of the Quality Assurance Executive Committee for Academic Units
5.1-7-3	AU Order No.261/2017 Appointment of the Quality Assurance Executive Committee for Support Units

Document Code	Document Name
5.1-7.4	AU Order No. 39/2018 Appointment of the AU Internal Quality Assurance Assessors
5.1-7-5	AU Order No.30/2018 Appointment of the QA Academic Coordinating Committee
5.1-7-6	QA Master Plan Academic Year 2017
5.1-7-7	Minutes of the University Council on September 20, 2018
5.1-7-8	Assumption University Report on School Internal Quality Assurance (IQA) Site Visit Academic Year 2017
5.1-7-9	Annual Report 2017- OPPQA

Indicator 5.2 Results of School administration

Type of indicator Output

Assessment criteria

Average score of assessment results of all Schools

Score obtained = $49.42 / 12 = 4.12$

Performance Outcome

School		Assessment Scores	Assessment Results
1	Martin de Tours School of Management and Economics	* EdPEX System	
2	Theodore Maria School of Arts	3.84	Good
3	Bernadette de Lourdes School of Nursing Science	4.15	Good
4	Vincent Mary School of Science and Technology	4.47	Good
5	Vincent Mary School of Engineering	3.45	Fair
6	Albert Laurence School of Communication Arts	3.81	Good
7	Faculty of Law	4.20	Good
8	Faculty of Biotechnology	4.34	Good
9	Montfort del Rosario School of Architecture and Design	4.00	Good
10	School of Music	4.41	Good
11	Graduate School of Business	4.37	Good
12	Graduate School of Human Sciences	4.31	Good
13	Graduate School of eLearning	4.07	Good
Average Score		4.12	Good

Results of Internal Quality Assessment Classified by Components

School		Assessment Scores/ Results By Components					
		1 Graduate Production	2 Research	3 Academic Service	4 Preservation of Art and Culture	5 Administration and Management	Total
1	Martin de Tours School of Management and Economics	EdPEX System					
2	Theodore Maria School of Arts	3.59	2.81	5.00	5.00	5.00	3.84
3	Bernadette de Lourdes School of Nursing Science	4.28	3.08	5.00	5.00	4.50	4.15
4	Vincent Mary School of Science and Technology	4.19	4.67	5.00	4.00	5.00	4.47
5	Vincent Mary School of Engineering	3.74	3.45	2.00	2.00	4.00	3.45
6	Albert Laurence School of Communication Arts	3.28	3.28	5.00	5.00	5.00	3.81
7	Faculty of Law	3.88	4.13	5.00	5.00	4.50	4.20
8	Faculty of Biotechnology	3.91	5.00	4.00	4.00	5.00	4.34
9	Montfort del Rosario School of Architecture and Design	3.39	3.90	5.00	5.00	5.00	4.00
10	School of Music	4.02	4.40	5.00	5.00	5.00	4.41
11	Graduate School of Business	3.53	4.67	5.00	5.00	5.00	4.37
12	Graduate School of Human Sciences	4.10	3.67	5.00	5.00	5.00	4.31
13	Graduate School of eLearning	3.69	3.33	5.00	5.00	5.00	4.07
Average Score							4.12

Remark: Assessment result at School level

0.00 - 1.50 Need urgent improvement

1.51 – 2.50 Need improvement

2.51 – 3.50 Fair

3.51 – 4.50 Good

4.51 – 5.00 Very good

Assessment Result

Indicator	Target	Performance Outcome	Score
Indicator 5.2 Results of Faculty Administration	4.04 scores	4.12 scores	4.12 scores

Evidence

Document Code	Document Name
5.2-1-1	School Internal Quality Assessment Report Academic Year 2017
5.2-1-2	Program Internal Quality Assessment Report Academic Year 2017

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.

The University has instituted its own quality assurance system that is stated clearly in its QA Manual of the objectives, policies, system and mechanism, framework, operations and procedures. The University adopted quality components and standard criteria of the Office of Higher Education Commission (OHEC)'s internal quality assurance system. All Programs ensure to meet Quality Component 1: Standard

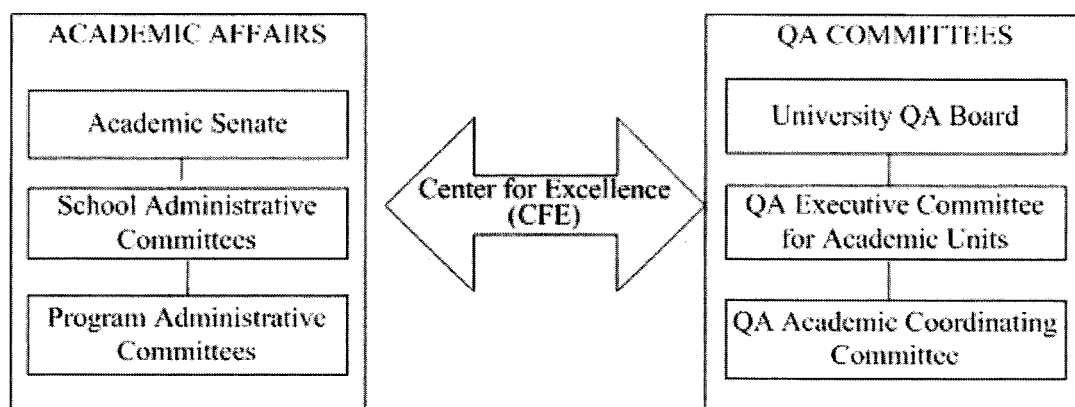
Control of the Program and ought to maintain their highest quality of Quality Components 2-5 (i.e., Graduates, Students, Faculty Members and Program, Teaching-Learning and Student Evaluation). All Schools, except Martin de Tours School of Business and Economics which adopted the EdPEx system, ought to maintain their highest school quality in five OHEC'S Quality Components 1-5 (Graduate Production, Research, Academic Service, Preservation of Art and Culture, and Administration) and one AU's quality component i.e., Component 6 Institution's identity.

Each School has its Program Administrative Committee and School Administrative Committee, as the main mechanism responsible for Program and School quality assurance. Both committees are responsible for planning, following up, monitoring, and supervising the management of the concerned programs to ensure quality in accordance with quality standards and criteria. In addition, each School has a set of committees or subcommittees for student development, research and academic services responsible for planning and administering each quality component concerned.

The administration of Program Internal Quality Assurance and School Internal Quality Assurance followed the policies, system and mechanism, and standard procedures set by AU in its QA Manual. All Programs and Schools implemented their quality assurance plans in line with the activities and timeframe specified in the AU IQA master plan. The University monitored and followed up all works related to quality assurance of the University through the AU IQA master plan.

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 illustrating the governance of program and school quality assurance of the University in controlling, monitoring, following up and assessing the performance of Program Internal Quality Assurance and School Internal Quality Assurance specified in no. 1.



A diagram illustrating the governance of program and School quality assurances

From the above diagram, the left block illustrates a mechanism used by Academic Affairs in governing program and School quality assurances. The Academic Senate, chaired by the Vice President for Academic Affairs, is responsible for supervising, monitoring and controlling the management of quality development and improvement of all aspects in education missions of Schools and Programs through protocols of Academic Senate, the School Administrative Committees and Program Administrative Committees, respectively. The right block illustrates a mechanism used by QA Committees in governing program and School quality assurances. The University QA Board, chaired by the President, is responsible for policies and principles in the governance of AU's Quality Education; the QA Executive Committee for Academic Units, chaired by the Vice President for Academic Affairs, is responsible for ensuring that the given QA policies, plans, procedures and systems of AU are implemented effectively and efficiently; The QA Academic Coordinating Committee, consisting of school representatives, act as a liaison between the School and the QA Executive Committee for the implementation of the quality assurance system of the University.

The University empowers the Vice President for Policy, Planning and Quality Assurance (VP-PPQA) to oversee the overall implementation of University's quality assurance system by assigning the Center for Excellence (CFE) as a facilitating unit to liaise with all QA Committees to ensure that the University's quality assurance missions were well deployed and accomplished. In academic year 2017, the QA Committees at all levels held several meetings and sub meetings to give recommendations and supports and to plan, control, monitor and follow up the performance of the University, Schools, Programs and all Support Units. A summary of key discussions in monitoring and following up the progress and QA performance results for academic year 2017 is given below:

- Standard control of the programs
- Improvement plan / strategic plan/ operational plan/ risk management / knowledge management
- IQA Master Plan
- TQF2-7 and learning outcomes
- QA Site visits and observations
- Ministerial Regulation and ONESQA Round 4
- Research and academic services
- Faculty Development Plan (FDP)
- AU's identity

The progress and/or performance results of all above discussions were reported to QA Executive Committee for Academic Units, University QA Board and Top Management, respectively. Responsible units concerned would turn the recommendations from the committees into actions and report their progress in the next QA meeting cycles.

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.

A system and mechanism to support Program's and School's performance to achieve outcomes based on the components of Program and School internal quality assurance is set up. 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 and learning tools/ equipment, laboratories, etc. through their annual budget plans (ASAP). The University appointed three University Planning and Budgeting Committees (UPBC) for Graduate Programs, Undergraduate Programs and Administrative Units to review, advise, and endorse the annual budget reports (ASAP) to ensure that the specified standard operating procedures were adhered to. In these annual budget reports (ASAP), all Programs and Schools are required to propose the appropriate budgets for projects to support them to achieve outcomes based on the QA components required. The committees review and oversee the projects to ensure that the project plans state clearly project objectives, expected outcomes and achievement indicators and would accomplish missions and internal quality assurance components. Once the ASAP reports of all units are endorsed by the committees, they shall be submitted to the President for consideration and approval. All units were allocated with sufficient monetary and non-monetary resources for effective and efficient operations.

Secondly, resources are provided centrally through the services of supporting units such as Library, Information Technology and Services, Student Affairs, Administrative units, etc. 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. Online services are available and can be accessed anytime, anywhere. The Library has acquired digital and electronic resources including E-Books, E-Journals, Online database, etc. The University has adequate and sufficient physical facilities for teaching and learning, student development and research study.

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

The University appointed in AU Order 39/2018 dated March 26, 2018 the AU Internal Quality Assurance Assessors to take duties and responsibilities as follows:-

- Assess the Schools and Programs academic quality according to the OHEC's Quality Assurance criteria.
- Provide the IQA committee's feedback and comments/suggestions on improvement measures to Schools/Programs.
- Report the IQA results and the IQA committee's feedback and comments/suggestions on improvement measures to AU QA Executive Committee for Academic Units.

In academic year 2017, 69 Programs and 12 Schools completed their Program Internal Quality Assessments and School Internal Quality Assessments in August and September 2018, respectively. All 69 Programs (100%) passed the standard control of the programs. The performance results of Program IQA and School IQA showed positive trends.

Quality Level of Internal Quality Assessment Results Academic Year 2017

School Level (Excluding MSME)

Quality Level of IQA Result		2017	2016	2015	2014
Need urgent improvement	0.00 – 1.50	-	-	-	-
Need improvement	1.51 – 2.50	-	-	-	-
Fair	2.51 – 3.50	1	1	1	11
Good	3.51 – 4.50	11	12	13	3
Very good	4.51 – 5.00	-	-	-	-
Total Number of Schools		12	13	14	14

Program Level

Assessment result		2017	2016	2015	2014
NOT PASS (Fail)	0.00	-	-	2	5
Low	0.01-2.00	-	-	1	20
Fair	2.01-3.00	1	8	33	44
Good	3.01-4.00	66	61	35	6
Very Good	4.01-5.00	2/INCT	1	1	-
Total Number of Programs		69	70	72	75

The performance and assessment results of Programs and Schools were reported to the Top Management on September 13, 2018 and University Council on September 20, 2018.

Note: The performance and assessment results at University level shall be reported to University Council, Top Management and all QA Committees in their next meeting cycle periods after the University IQA Assessment on November 1-2, 2018.

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

The performance and assessment results of Programs, Schools, Support Units and AU were reported to all QA Committees, Top Management and University Council, respectively for considerations and recommendations. The key considerations and recommendations are as follows:-

- Number of faculty members awarded academic titles are still low. Faculty development plans may need to be monitored and discussed individually with faculty members.
- All Programs should maintain highest quality in all aspects as required by OHEC. Importantly, all Programs must meet standard control program.
- Research fund is still low. The University Research and Academic Services Committee and Schools may need to develop mechanism or support to address the problem.
- Learning outcomes should be defined clearly and measurable.
- Teaching and learning should be reformed to cope with the AU digital transformation strategy.
- AU Identity 3Es should be developed and integrated into teaching and learning, and student development.
- Programs and Schools should strictly follow the Ministerial Regulations regarding IQA and EQA, TQR and Accreditation.
- The University should consider EdPEX system to improve School Performance.

All the above recommendations shall be taken into consideration by concerned units when formulating the University Improvement Plan to be implemented by all units in the next academic year. Meanwhile, Schools and Support Units concerned were designated to prepare their Schools/Support Units' improvement plans and ensure their implementation.

After all the internal quality assessments of the University are completed, the Center for Excellence (CFE) will analyse the IQA performance at all levels and prepare for site visits. The QA Executive Committees, chaired by the Vice President for Academic Affairs and OPPQA, headed by Vice President for Policy, Planning and Quality Assurance shall visit Schools to discuss performance achievements of the Programs and Schools, oversee their improvement plans and give Schools feedback and support. This two-way communication brings room for improvements and future support needed by Schools. Such mechanisms can be perceived as the core driver for a life-long and continuous quality improvement at Assumption University.

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

In academic year 2017, there were 69 programs assessed by OHEC's IQA system. All 69 programs passed the standard control program criteria specified in Component 1 accounting for 100 percent. The University (via Academic Affairs and QA Committees) closely monitors and coordinates with all programs to ensure that:

- There would be no programs encountering a shortage of faculty members responsible for the programs due to retirement and replacement should be made to prevent interruption of the Program's administration;
- Modifications of Programs shall be done at specified academic cycle;
- TQFs2-7 are submitted within the timeframe, and;
- Qualifications of all faculty members are monitored and updated, regularly.

Assessment Result

Indicator	Target	Performance outcome	Score
Indicator 5.3 System for monitoring Program and School quality assurance	6 items	6 items	5 scores

Evidence

Document Code	Document Name
5.3-1-1	AU QA Manual 2014
5.3-1-2	QA Master Plan Academic Year 2017
5.3-2-1	รายงานการประชุมคณะกรรมการบริหารงานการประกันคุณภาพการศึกษามหาวิทยาลัยอัสสัมชัญ ปีการศึกษา 2560
5.3-2-2	Minutes of Meeting Quality Assurance Executive Committee for Academic Units Academic Year 2017
5.3-3-1	AU Order no. 50/2017 Appointment of the University Planning and Budgeting Committee (UPBC)
5.3-3-2	Summary of Revenues and Expenses by School QA Component Academic Year 2017
5.3-3-3	รายงานจำนวนคอมพิวเตอร์และ Access Point ปีการศึกษา 2560
5.3-3-4	รายงานจำนวนทรัพยากรสารสนเทศ ปีการศึกษา 2560
5.3-4-1	AU Order No. 39/2018 Appointment of the AU Internal Quality Assurance Assessors
5.3-4-2	School Internal Quality Assessment Report Academic Year 2017
5.3-4-3	Program Internal Quality Assessment Report Academic Year 2017
5.3-5-1	School Internal Quality Assessment Report Academic Year 2017
5.3-5-2	Supporting Units Internal Quality Assessment Report Academic Year 2017
5.3-6-1	Academic Programs in Academic Year 2017
5.3-6-2	Program Internal Quality Assessment Report Academic Year 2017

Component 6 Institution's Identity

❖ Strengths

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

❖ Strengthening Measures

The University has designed clear and effective system and mechanisms but the system is still under consideration by different faculties.

❖ Issues for Improvement

- Improve student's satisfaction scores by continuous enhancing students' knowledge about identity and uniqueness.

❖ Improvement and Development Measures

- Improve media channels and the communication process to promote the understanding of AU's identity and uniqueness.

Indicator 6.1 Achievements in the development of institution's identity

Type of indicator

Process

Identity of Assumption University students

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

Standard criteria

1. There is a proper and practical rationale in identifying student identity.
2. Appropriate indicators and levels of achievement are specified.
3. A system and 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 Assumption University's Uniqueness and Identity Strategic Plan (2014-2018) Revised Edition 2015 was utilized as a strategic plan for academic year 2017. The rationale in identifying student identity was approved by the University Council and stated in the Assumption University's Uniqueness and Identity booklet.

During the semester 2/2017, the University launched its Five-Year Strategic Plan (2018-2022) and all units were required to draw its new strategic plan in line with that of the University's. As thus, the University Uniqueness and Identity Support Committee (UUISC) held meetings to revise and modify the existing version. The draft copy is in the process of final revision which will be published after receiving the approval from the University Council.

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 (2014 – 2018) booklet. A revised version as of April 5, 2016 was published.

In view of the dimension of identity, there are 3 strategies with 9 indicators. In academic year 2017, it was found that most of indicators were achieved with level of satisfaction of stakeholders higher than 3.50. The results of the survey of faculty (4.08 or 81.6%) and staff (4.35 or 87%) regarding graduating students' characteristics i.e. integrity, social consciousness, and discipline increased compared to the previous year and it was also above the criteria. However, the result of the survey of graduating students (3.91 or 78.2%) regarding graduating characteristics i.e. integrity, social consciousness, and discipline slightly increased compared to the previous year and still below the target (Identity: indicator 1.1.1, 1.1.2).

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.

The University utilized the Orientation events to promote the uniqueness and identity of the University to new students, new faculty members and staff. Through St. Martin Center for Professional Ethics Seminar of Student Affairs, the instructors of BG1403 classes were assigned to promote the understanding on the uniqueness and identity to students in all classes. Schools also organized activities to inculcate the identity.

In response to the IQA's comment that AU needs to emphasize social consciousness including soft skills to build interpersonal relationships and teamwork, there are student activities organized by the Student Organization with its student activity units under the supervision of Student Affairs. To enhance these skills. At the School

level, all faculties and their school student councils work together to promote social and cultural integration, the University Identity i.e. ethics, English proficiency and entrepreneurial spirit as well as the TQF requirements. The School of Communication Arts, and School of Arts are examples.

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

Students from all Schools attended and participated in the Professional Ethics Seminar classes. In academic year 2017, St. Martin Center for Professional Ethics & Service Learning organized 336 sections of BG14031-8 classes in two semesters (165 sections in semester 1/2017 and 171 sections in semester 2/2017) for 23,536 students (11,416 students in semester 1/2017 and 12,120 students in semester 2/2017 attended these classes).

Under the course BG1403 Professional Ethics Seminar & Service Learning, St. Martin Center for Professional Ethics Seminar (CPLE), the instructors/project advisors supervise student activities covering various dimensions under the umbrella of community service and service learning. In academic year 2017, there were 82 projects for promoting desired graduates' characteristics, 3 projects for sports or health activities, 76 projects for social benefits or environmental conservation activities, 1 project for moral and ethical development activities. A total of 2,587 students participated in 162 service-learning projects (Student Affairs AR p.291-299).

Moreover, each School had its own activities promoting 3Es.

For example:

Theodore Maria School of Arts: AU School Mentoring and Teacher Development Program, EN3290 English for Entrepreneurship, Identity Camp.

School of Communication Arts: Public Relations Workshop for Practical Implementation, the CA Graduation Orientation, Communication Arts Family's field Trip.

In addition, in the annual seminars for faculty members and staff, identity and uniqueness were emphasized.

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

The result of evaluation within AU community was 79% (AU Community Satisfaction on Identity 3.95) (IRAS Executive Summary 2017).

The result of evaluation outside AU community was 83.40% (Overall score of Market Employers Satisfaction on Identity 4.17: English Proficiency 4.38, Ethics 4.10, and Entrepreneurial Spirit 4.06) (IRAS Executive Summary 2017).

Evaluation results of all indicators increased compared to last years.

Assessment Result

Indicator	Target	Performance outcome	Score
Indicator 6.1 System and mechanism for ethics development	5 items	4 items	4 scores

Evidence

Document Code	Document Name
6.1-1	Assumption University's Uniqueness and Identity Booklet (Revised Edition 2015)
6.1-2	Appointment Order of the UUISC No. 135/2015
6.1-3	Results of UUISC Strategy Performance 2017
6.1-4	Albert Prize Awards Program
6.1-5	Job Report 7.3 BG14031-8 Professional Ethics Seminar
6.1-6	Student Affairs Annual Report on Community Service & Service learning Projects 2017
6.1-7	SAR of Schools of Arts, Communication Arts
6.1-8	Facebook, Website au.edu, power point slides in BG1403
6.1-9	Satisfaction Survey on AU Uniqueness and Identity Development Academic Year 2017

Component 7 Institution's Uniqueness

❖ Strengths

Since its establishment, 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 provides international atmosphere. The University has changed the policy from English as a medium of instruction to English as a medium of communication.

❖ Strengthening Measures

Encourage faculties, students, staff and alumni to win more awards in terms of uniqueness.

❖ Issues for Improvement

The number of international faculty members should be maintained and increased.

❖ Improvement and Development Measures

Increase the number of international faculty members.

Indicator 7.1 Achievements in the development of institution's uniqueness

Type of indicator Process

Uniqueness

“An International Catholic University”

1. Catholic University
 - 1.1 Catholic values
 - 1.2 Catholic symbols
 - 1.3 Catholic leader
 - 1.4 Liturgical services
2. International University
 - 2.1 International programs
 - 2.2 International scholars
 - 2.3 International students
 - 2.4 International recognition
 - 2.5 Learning environment

Standard criteria

1. There is a proper and practical rationale in identifying the University's uniqueness.
2. Appropriate indicators and levels of achievement are specified.
3. A system and 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 Assumption University's Uniqueness and Identity Strategic Plan (2014-2018) Revised Edition 2015 was continually utilized as a strategic plan for academic year 2017. The rationale identifying student identity was approved by the University Council and is stated in the Assumption University's Uniqueness and Identity booklet.

During the semester 2/2017, the University launched its Five-Year Strategic Plan (2018-2022) and all units were required to draw its new strategic plan in line with that of the institution. Thus the University Uniqueness and Identity Support Committee (UUISC) held meetings to revise and modify the existing version. The draft copy is in the process of final revision which will be published after receiving the approval from the University Council.

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 (2014 – 2018) booklet. A revised version as of April 5, 2016 was published.

In view of the dimension of uniqueness, there are 2 strategies with 12 indicators to sustain the University's uniqueness. In academic year 2017, it was found that most of the indicators were achieved except item 1.1.2 percentage of juniors completing at least 16 hours of required co-curricular activities which focus on core values (CARE) was reported below the target of 100% (semester 1/2017 = 87.89% and semester 2/2017 = 65.36%). (Remarks: all students who completed BG14035-6 have completed the requirement of 16 hours of required co-curricular activities)

In terms of maintaining /increasing proportion of international scholars and students, it was found that in academic year 2017 the number of international scholars ($209/847 = 24.68\%$) was below the criteria of 32%. Likewise, the number of international students ($2,763/15,894 = 17.38\%$) was also below the criteria of 22%.

A higher level of achievements in percentage of programs collaborating with overseas universities and/or organizations was achieved which was 27.94% and the percentage of graduates intending to study abroad which was 21.43% (Uniqueness Indicators 2.12, 2.13).

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

There are the University Uniqueness and Identity Support Committees at both the institutional and School levels appointed by the University.

In response to the IQA comment that AU students should be trained more on mutual respect and to work collaboratively to minimize conflict, the University set the mechanism of student development plan under the supervision of Student Affairs to increase the rate of participation of international students in most activities. In academic year 2017, there were 17 projects organized or participated by international students both inside and outside campus. There were 17 projects promoting multicultural awareness (Student Affairs AR Job 4.2). At the School level, normally instructors encourage teamworking environment through group projects for both Thai and international students which help them collaborate with each other.

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

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

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

The result of evaluation within AU community was 79% (AU Community Satisfaction on Uniqueness is 3.95) (IRAS Executive Summary 2017). It increased compared to last years' evaluation.

Assessment Result

Indicator	Target	Performance outcome	Score
Indicator 7.1 Achievements in the development of institution's uniqueness	5 items	4 items	4 scores

Evidence

Document Code	Document Name
7.1-1	Assumption University's Uniqueness and Identity Booklet (Revised Edition 2015)
7.1-2	Appointment Order of the UIISC No. 135/2015
7.1-3	Results of UIISC Strategy Performance 2017
7.1-4	Student Affairs Job Report 7.3 BG14031-8 Professional Ethics Semina
7.1-5	Student Affairs Job Report 7.4 Facilitating Community Service & Service learning
7.1-6	Student Affairs Job Report 4.2 Advising, monitoring and learning assessment for student organization and student activity units
7.1-7	Awards Photos
7.1-8	Photos of University Events
7.1-9	Report of Activities from the Schools
7.1-10	Facebook, Website au.edu, power point slides in BG1403
7.1-11	IRAS Satisfaction Survey on AU Uniqueness and Identity Development Academic Year 2017

Appendix 1

Common Data Set Academic Year 2017

Common Data Set		Total
1	Number of programs offered in the academic year	69
	- Bachelor's degree	38
	- Master's degree	19
	- Doctoral degree	12
2	Number of programs offered off- campus	2
3	Number of students	
3.1	Number of students of all degree levels	15,894
	- Number of students in Bachelor's degree programs	14,340
	- Number of students in Master's degree programs	1,278
	- Number of students in Doctoral degree programs	276
4	Number of full-time faculty members classified by academic titles and academic degrees	
4.1	Number of full-time faculty members working and on leave	804.50
	- Number of full-time faculty members (working and on leave) holding Bachelor's degree or equivalent	12
	- Number of full-time faculty members (working and on leave) holding Master's degree or equivalent	458
	- Number of full-time faculty members (working and on leave) holding Doctoral degree or equivalent	334.50
4.2	Number of full-time faculty members with no academic titles	708.50
	- Number of full-time faculty members (with no academic titles) holding Bachelor's degree or equivalent	12
	- Number of full-time faculty members (with no academic titles) holding Master's degree or equivalent	440
	- Number of full-time faculty members (with no academic titles) holding Doctoral degree or equivalent	256.50
4.3	Number of full-time faculty members holding Assistant Professorship	75
	- Number of Assistant Professors holding Bachelor's degree or equivalent	0
	- Number of Assistant Professors holding Master's degree or equivalent	14
	- Number of Assistant Professors holding Doctoral degree or equivalent	61
4.4	Number of full-time faculty members holding Associate Professorship	18
	- Number of Associate Professors holding Bachelor's degree or equivalent	0
	- Number of Associate Professors holding Master's degree or equivalent	3

Common Data Set			Total
	-	Number of Associate Professors holding Doctoral degree or equivalent	15
	4.5	Number of full-time faculty members holding Professorship	3
	-	Number of Professors holding Bachelor's degree or equivalent	0
	-	Number of Professors holding Master's degree or equivalent	1
	-	Number of Professors holding Doctoral degree or equivalent	2
5	Program faculty members' academic degrees		-
6	Program faculty members' academic works		-
7	Bachelor's degree graduates who can secure jobs		
	7.1	Number of Bachelor's degree graduates	1,772
	7.2	Number of Bachelor's degree graduates who completed the survey questionnaire on employment	1,772
	7.3	Number of Bachelor's degree graduates who get employment after graduation (not including those who are self-employed)	1,486
	7.4	Number of Bachelor's degree graduates who are self-employed	222
	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	585
	7.7	Average monthly income or salary of Bachelor's degree graduates who are employed or self-employed	24,076.82
	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)	4.11
8	Master's degree graduates' published/ disseminated academic works		
	8.1	Number of Master's Degree Graduates	427
	8.2	Number of master's degree graduates' published/ disseminated academic works	50
	-	Full articles published in any form (0.10)	30
	-	Full articles published in the proceedings of national conferences (0.20)	28
	-	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)	54
	-	Academic works with petty patent (0.40)	-

Common Data Set			Total
	-	Articles published in journals listed in the TCI database (Tier 2) (0.60)	6
	-	Articles published in international journals not listed in OHEC's Regulations on Criteria for Selection of Academic Journals for Publication of Academic Works B.E. 2556 but the University proposes them to the University Council for acceptance and informs the Higher Education Commission within 30 days after the official announcement (not listed on Beall's list) <u>or</u> published in journals listed in the TCI database (Tier 1) (0.80)	42
	-	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)	0
	-	Academic works with patent (1.00)	0
	-	Creative works disseminated to the public in any form or online (0.20)	2
	-	Creative works disseminated at the institutional level (0.40)	0
	-	Creative works disseminated at the national level (0.60)	0
	-	Creative works disseminated at the international joint project level (0.80)	0
	-	Creative works disseminated at the ASEAN level (1.00)	0
	-	Creative works disseminated at the international level (1.00)	0
9	Doctoral degree graduates' published/ disseminated academic works		
9.1	Number of doctoral degree graduates' published/ disseminated academic		50
	-	Full articles published in the proceedings of national conferences (0.20)	2
	-	Full articles published in the proceedings of international conferences <u>or</u> in national journals not listed in OHEC's Regulations on Criteria for Selection of Academic Journals for Publication of Academic Works B.E. 2556 but the University proposes them to the University Council for acceptance and informs the Higher Education Commission within 30 days after the official announcement (0.40)	10
	-	Academic works with petty patent (0.40)	0
	-	Articles published in journals listed in the TCI database (Tier 2) (0.60)	12
	-	Articles published in international journals not listed in OHEC's Regulations on Criteria for Selection of Academic Journals for Publication of Academic Works B.E. 2556 but the University proposes them to the University Council for acceptance and informs the Higher Education Commission within 30 days after the official announcement (not listed on Beall's list) <u>or</u> published in journals listed in the TCI database (Tier 1) (0.80)	27

Common Data Set			Total
	-	Articles published in international journals listed in international databases listed in OHEC's Regulations on Criteria for Selection of Academic Journals for Publication of Academic Works B.E. 2556 (1.00)	2
	-	Academic works with patent (1.00)	0
	-	Creative works disseminated to the public in any form or online (0.20)	0
	-	Creative works disseminated at the institutional level (0.40)	0
	-	Creative works disseminated at the national level (0.60)	0
	-	Creative works disseminated at the international joint project level (0.80)	0
	-	Creative works disseminated at the ASEAN level (1.00)	0
	-	Creative works disseminated at the international level (1.00)	0
	-	Number of Doctoral degree graduates	50
10	Full-Time Equivalent Students (FTES)		
	10.1	Number of Full-Time Equivalent Students (FTES) of all degree levels	11,677.98
	-	Bachelor's degree programs	9,507.60
	-	Master's degree programs	1,937.69
	-	Doctoral degree programs	232.69
11	Amount of funds		28,584,807.00
	11.1	Amount of internal funds for research or creative works	3,635,344.00
	-	Science and technology	752,164.00
	-	Health science	0.00
	-	Humanities and social sciences	2,883,180.00
	11.2	Amount of external funds for research or creative works	24,949,463.00
	-	Science and technology	14,564,665.00
	-	Health science	0.00
	-	Humanities and social sciences	10,384,798.00
	11.3	Number of full-time faculty members working (excluding those who are on leave for further studies)	775.50
	-	Science and technology	74
	-	Health science	16.50
	-	Humanities and social sciences	685
	11.4	Number of full-time researchers working (excluding those who are on leave for further studies)	8
	-	Science and technology	0
	-	Health science	0
	-	Humanities and social sciences	8
	11.5	Number of full-time faculty members who are on leave for further studies	29
	-	Science and technology	1
	-	Health science	2
	-	Humanities and social sciences	26

Common Data Set			Total
	11.6	Number of full-time researchers who are on leave for further studies	0
	-	Science and technology	0
	-	Health science	0
	-	Humanities and social sciences	0
12	Full-time faculty members' and researchers' academic works		415
	12.1	Full research or academic articles published in the proceedings of national conferences (0.20)	37
	-	Science and technology	7
	-	Health science	0
	-	Humanities and social sciences	30
	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)	176
	-	Science and technology	45
	-	Health science	0
	-	Humanities and social sciences	131
	12.3	Academic works with petty patent (0.40)	0
	-	Science and technology	0
	-	Health science	0
	-	Humanities and social sciences	0
	12.4	Full research or academic articles published in journals listed in the TCI database (Tier 2) (0.60)	22
	-	Science and technology	0
	-	Health science	0
	-	Humanities and social sciences	22
	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)	86
	-	Science and technology	13
	-	Health science	0
	-	Humanities and social sciences	73

Common Data Set		Total
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)	52
-	Science and technology	14
-	Health science	3
-	Humanities and social sciences	35
12.7	Academic works with patent(1.00)	0
-	Science and technology	0
-	Health science	0
-	Humanities and social sciences	0
12.8	Academic works for social service which pass the evaluation for academic title application (1.00)	0
-	Science and technology	0
-	Health science	0
-	Humanities and social sciences	0
12.9	Research works of other units or organizations at the national level done by the University (1.00)	1
-	Science and technology	1
-	Health science	0
-	Humanities and social sciences	0
12.10	Discovery of new plants, animals which are registered (1.00)	0
-	Science and technology	0
-	Health science	0
-	Humanities and social sciences	0
12.11	Textbooks or books which pass the evaluation for academic title application (1.00)	0
-	Science and technology	0
-	Health science	0
-	Humanities and social sciences	0
12.12	Textbooks or books which are evaluated according to the criteria for academic title application but are not used for academic title application (1.00)	0
-	Science and technology	0
-	Health science	0
-	Humanities and social sciences	0
12.13	Creative works disseminated to the public in any form or online (0.20)	15
-	Science and technology	0
-	Health science	6
-	Humanities and social sciences	9

Common Data Set			Total
12.14	Creative works disseminated at the institutional level (0.40)		23
-	Science and technology		0
-	Health science		0
-	Humanities and social sciences		23
12.15	Creative works disseminated at the national level (0.60)		1
-	Science and technology		0
-	Health science		0
-	Humanities and social sciences		1
12.16	Creative works disseminated at the international joint project level (0.80)		0
-	Science and technology		0
-	Health science		0
-	Humanities and social sciences		0
12.17	Creative works disseminated at the ASEAN level (1.00)		0
-	Science and technology		0
-	Health science		0
-	Humanities and social sciences		0
12.18	Creative works disseminated at the international level (1.00)		2
-	Science and technology		0
-	Health science		0
-	Humanities and social sciences		2

**ASSUMPTION UNIVERSITY
SELF-ASSESSMENT
REPORT**

Academic Year 2017 (AU-SAR 2017)

