

AUN-QA ASSESSMENT REPORT (PROGRAMME LEVEL)
IQA report under CUPT QA system
Council of University Presidents of Thailand (CUPT)

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| | Date of Assessment: |
| Name of Programme Assessed: Bachelor of Economics (International Economics Program, IEP) | |
| Name of University: Maejo University | |
| Name of Faculty/School: Faculty of Economics | |
| Name of Assessors: Nguyen Thi Huyen Pham Van Tuan | |

Report Summary

This report is based on the information provided in the self-assessment report (SAR) only (Desktop Assessment). It should be used with caution that the information provided in SAR is not verified by other methods of assessment. Furthermore, the curriculum was just launched in 2015. The data on QA practice and the performance of practice may be changed if all courses, teaching and learning activities and other related activities and services are fully implemented.

The AUN-QA assessment at programme level covers 11 criteria and each criterion is assessed based on a 7-point scale. The summary of the assessment results is as follows:

| Criteria | Score |
|------------------------------------|-------|
| 1. Expected Learning Outcomes | 3 |
| 2. Programme Specification | 4 |
| 3. Programme Structure and Content | 3 |
| 4. Teaching and Learning Approach | 3 |
| 5. Student Assessment | 3 |
| 6. Academic Staff Quality | 4 |
| 7. Support Staff Quality | 4 |
| 8. Student Quality and Support | 4 |
| 9. Facilities and Infrastructure | 4 |
| 10. Quality Enhancement | 4 |
| 11. Output | N/A |

| Criteria | | Strengths | Areas for Improvement | Score (1 – 7) | Overall Score |
|-------------------------------|---|-----------|---|---------------|---------------|
| 1. Expected Learning Outcomes | 1.1 The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university | | <p>There is a need to describe the alignment between the PLOs and the visions, the missions of the university and the faculty.</p> <p>There is a need to evaluate the social and industrial needs, the vision and mission of the university and the faculty in order to determine the PLOs of the program more exactly.</p> <p>There is a need to use neutral tone in writing SAR, avoid using opinion words, such as “We believe; We think”.</p> | 3 | |
| 1. Expected Learning Outcomes | 1.2 The expected learning outcomes cover both subject specific and generic (i.e. transferable) learning outcomes | | <p>Need to describe more clearly PLOs/Courses and curriculum matrix and CLOs.</p> <p>Need to modify the contribution level of courses to the achievement of each PLO.</p> <p>There is a need to describe how to conduct the formulation of PLOs.</p> <p>Need to ensure that PLOs system is used to direct the program design, implementation and assessment.</p> <p>Need to use neutral tone concrete</p> | 4 | |

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| | | | <p>details and evidences and in writing SAR, avoid using opinion words, such as “We reach this harmonization, we observe that, we think that, we call, we prefer”.</p> | | |
| 1. Expected Learning Outcomes | 1.3 The expected learning outcomes clearly reflect the requirements of the stakeholders | | <p>Need to describe how to conduct the formulation of PLOs, what major impacts of the stakeholder contribution into the revision of the PLOs version 2015 and version 2020.</p> <p>Need to provide more evidences of the results and focus on analyzing the results of the changes and updated from the stakeholders' feedback. (the reflection of stakeholders' requirements in the PLOs).</p> <p>Need to focus on the step Do – Check and Act.</p> <p>Need to document and inform the procedures/process of PLOs and CLOs design to all faculty.</p> <p>Need to ensure that design, implement, monitor and assess the PLOs have been conducted systematically, involved all key stakeholders into the process effectively.</p> | | |

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| Criteria | | Strengths | Areas for Improvement | Score (1 – 7) | Overall Score |
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| 2. Programme Specification | 2.1 The information in the programme specification is comprehensive and up-to-date | | <p>Need modify the descriptions (as a table) of the program specification (all courses, timeline, align those with the development for student learning development) as graphic or table.</p> <p>Need to provide both two versions (2015 and 2020) of the program and analyze what changes made.</p> | 4 | |
| 2. Programme Specification | 2.2 The information in the course specification is comprehensive and up-to-date | | <p>Need to design and provide students all syllabi of the program.</p> <p>Need to build the policy/regulations in student learning assessment, add the rubrics into the syllabus contents.</p> <p>Need to provide evidences on the actions of rebuilding and redesigning the syllabi; also analyze the results (what has changed in their contents).</p> | 3 | |
| 2. Programme Specification | 2.3 The programme and course specifications are communicated and made | | <p>Need to provide the communication forms for more stakeholders, such as prospective students, industrial partners, alumni.</p> | 4 | |

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| | available to the stakeholders | | Need to consider in the effectiveness and appropriation of the communication methods and tools applied for each stakeholder. Need to measure the effectiveness and results of the communication methods used. | | |
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| Criteria | | Strengths | Areas for Improvement | Score (1 – 7) | Overall Score |
|------------------------------------|--|-----------|---|---------------|---------------|
| 3. Programme Structure and Content | 3.1 The curriculum is designed based on constructive alignment with the expected learning outcomes | | <p>Need to arrange or mapping the courses in series to develop the skills and competency from lower to higher level.</p> <p>Need to notice and focus on alignment between CLOs and PLOs; and the connection and the contribution as spiral principle of CLOs in systematic prospective.</p> | 3 | |
| 3. Programme Structure and Content | 3.2 The contribution made by each course to achieve the expected learning outcomes is clear | | <p>Need to perform the contribution of each course into the achievement of PLOs more clearly. CLOs matrix need to show the level of achievement.</p> <p>Need to describe more details and clearer the duration of skills development through the course series.</p> | 4 | |
| 3. Programme Structure and Content | 3.3 The curriculum is logically structured, sequenced, integrated and up- to-date | | <p>Need to describe how the curriculum integrated and up-to-date.</p> <p>Need to add more practical subjects or increase the practice study-load in the program or add extra-curriculum actions (for example seminar, workshop).</p> <p>Need to benchmark the program</p> | 3 | |

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| | | | with the programs in Thailand and other countries, analyze the results. | | |
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| Criteria | | Strengths | Areas for Improvement | Score (1 – 7) | Overall Score |
|-----------------------------------|--|-----------|--|------------------|------------------|
| 4. Teaching and Learning Approach | 4.1 The educational philosophy is well articulated and communicated to all stakeholders | | <p>Need to describe how education philosophy is well articulated and communicated to all stakeholders.</p> <p>Need to add the information in steps of do, check and act.</p> <p>Need to use positive and neutral tone in writing SAR.</p> | 3 | |
| 4. Teaching and Learning Approach | 4.2 Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes | | <p>Need to add more concrete information, such as how integrate applied research in the teaching and learning, how many percentages of the courses/program have applied research results into learning methods and what results after applied.</p> <p>Need to notice and describe in a line: the teaching and learning activities designed in the syllabus --> in actual actions in class and out class --> the results (be attention on the alignment among CLOs, teaching/learning activities and assessment methods).</p> <p>Need to provide the monitoring and assessment system have been applied to evaluate the alignment (self-evaluation of faculty, peer assessment, student</p> | 3 | |

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| | | | <p>feedback, etc.)</p> <p>Need to consider in increase the involvement of conjunction faculty (from industry) into the program.</p> | | |
| 4. Teaching and Learning Approach | 4.3 Teaching and learning activities enhance life-long learning | | <p>Need to rewrite the content (students are subject of those action: what students gain, how they gain, how lifelong learning skills develop through diversified and effective learning activities, such as active and experiential learning).</p> <p>Need to focus more in action than describe what the program version 2020 has in its content.</p> <p>Need to provide more information of e-learning system and how it is used for the student learning activities.</p> | | |

| Criteria | | Strengths | Areas for Improvement | Score (1 – 7) | Overall Score |
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| 5. Student Assessment | 5.1 The student assessment is constructively aligned to the achievement of the expected learning outcomes | | <p>Need to review and evaluate the CLOs (descriptions, SMART principle and the alignment with PLOs compared to the program specifications at Crit.2).</p> <p>Need to design student learning assessment methods (formative and summative for course assessment; entry assessment, graduate assessment) to ensure the achievement of the CLOs and PLOs.</p> <p>Need to provide more evidences, data in the DCA of the checking and revising the alignment of student learning assessment methods to the achievement of CLOs and PLOs in systematic way.</p> <p>Need to avoid using “we believe, we can, the students will need, the learning methods help students, etc.”</p> | | |
| 5. Student Assessment | 5.2 The student assessments including timelines, methods, regulations, weight distribution, | | Need to describe more details about assessment regulation, timelines (when), weight distributions (percentages of each assessment part), methods (classroom assessment techniques, grading assessment tools, | 3 | |

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| | <p>rubrics and grading are explicit and communicated to students</p> | | <p>formative, summative assessment technique, etc.), and criteria for assessments.</p> <p>Need to perform the communication system that have been used to inform students about the student assessment information.</p> <p>Need to show the results of the faculty's and student's feedback and how to use it for the improvement.</p> | | |
| <p>5. Student Assessment</p> | <p>5.3 Methods including assessment rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment</p> | | <p>Need to design rubrics with appropriate criteria and standards based on the CLOs of each course (especially for the skill CLOs).</p> <p>Need to describe how to monitor and evaluate and check the validity, reliability and fairness of the student assessment in system.</p> <p>Need to provide the information on what and how the program has done.</p> <p>Need to provide the information of the feedback of students, alumni, faculty) on the appropriation of the student assessment of each course and the improvement from those contributions.</p> | | |

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| 5. Student Assessment | 5.4 Feedback of student assessment is timely and helps to improve learning | | <p>Need to provide the methods of monitoring the timeline for return the student assessment results. Need to describe more about the results of feedback system and the help to improve learning of students during the assessment term.</p> <p>Need to avoid using future tense when writing SAR, need to write what it has been doing, the results and the actions/solutions for improvement.</p> | | |
| 5. Student Assessment | 5.5 Students have ready access to appeal procedure | | <p>Need to show the information and data on: how the students assess the appeal procedure; where they can get that information (student handbook? Website?, Facebook?, Announcement boards?, etc.)- How many cases of student appeals and how they are solved.</p> <p>Need to perform the data of student feedback on the transparency and convenience of the appeal procedure and actions.</p> | | |

| Criteria | | Strengths | Areas for Improvement | Score (1 – 7) | Overall Score |
|------------------------------|---|-----------|--|------------------|------------------|
| 6. Academic Staff Quality | 6.1 Academic staff planning (considering succession, promotion, re-deployment, termination, and retirement) is carried out to fulfill the needs for education, research and service | | <p>Need to describe how the faculty planning (long term plans, short term plans) is carried out and fulfill the needs for education, research and service of the program.</p> <p>Need to have an overview plan along with the individual plans: quantity and quality of the faculty for the program development, professional development plan for faculty (improve teaching/research skills through workshops, seminars, training, exchange programs with other local and international programs).</p> <p>Need to show the evaluation reports on the effectiveness of the plans after implementation.</p> | 4 | |
| 6. Academic Staff Quality | 6.2 Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research and service | | <p>Need to monitor the workload of faculty, total FTEs of faculty, total FTEs of student and ratio FTEs of F/S every year.</p> <p>Need to analyze the trend of the increase or decrease of the ratio number and find out the reasons then suggest the solutions to monitor and ensure the quality of the program.</p> | 3 | |

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| | | | <p>Need to show the results of feedback from faculty on the workload every year and the action for improvement.</p> <p>Need to provide evidences and data of service of the faculty.</p> | | |
| 6. Academic Staff Quality | 6.3 Recruitment and selection criteria including ethics and academic freedom for appointment, deployment and promotion are determined and communicated | | <p>Need to write as three parts separately to make it clear: appointment, deployment and promotion.</p> <p>Need to describe more on the solution of the program in the situation of faculty in poor performance, how the program determines and reacts (policy? Regulations? Procedure?; proactive with actions?).</p> <p>Need to describe more on how to communicate and get stakeholders involve into the criteria building and implementation).</p> | 4 | |
| 6. Academic Staff Quality | 6.4 Competences of academic staff are identified and evaluated | | <p>Need to describe more on the methods for assessing the competencies of the academic staff.</p> <p>Need to provide more evidences and data of the evaluation of academic staff's competences (Research performance: what form, how to evaluate, duration</p> | 4 | |

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| | | | <p>of evaluation; Service provision performance).</p> <p>The feedback results from academic staff about the evaluation results.</p> <p>Need to show more the improvement of the competences of the academic staff after evaluation.</p> | | |
| 6. Academic Staff Quality | 6.5 Training and developmental needs of academic staff are identified and activities are implemented to fulfill them | | <p>Need to show how the needs of academic staff are identified, how to evaluated the improvement or the use of the knowledge and skills of the trainings among the academic staff to fulfill the requirements of their positions.</p> | 4 | |
| 6. Academic Staff Quality | 6.6 Performance management including rewards and recognition is implemented to motivate and support education, research and service | | <p>Need to show the use of evaluation results of academic staff (self – evaluation, peer evaluation, top down evaluation) has impacted into the motivation and support education, research and service.</p> | 3 | |
| 6. Academic Staff Quality | 6.7 The types and quantity of research activities by academic staff are | | <p>Need to internally and externally benchmarks with other programs and the use of that for improvement.</p> | 4 | |

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| | established, monitored and benchmarked for improvement | | Need to move Table 6.8 to appendix. Need to explain the trend of the data in Table 6.7 and describe the solution of the program. | | |
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| Criteria | | Strengths | Areas for Improvement | Score (1 – 7) | Overall Score |
|-----------------------------|---|-----------|--|------------------|------------------|
| 7. Support Staff Quality | 7.1 Support staff planning (at the library, laboratory, IT facility and student services) is carried out to fulfill the needs for education, research and service | | <p>Need to clarify how the supporting staff planning can fulfill the needs for education, research and service.</p> <p>Need to add the evidences of short term and long term strategic and annual support staff plans.</p> <p>Need to remove the figure 7.1 to appendix.</p> <p>Need to write SAR in present and present perfect tenses (focus on what the program has been doing more than what it will do in the description of each criterion.)</p> | 4 | |
| 7. Support Staff Quality | 7.2 Recruitment and selection criteria for appointment, deployment and promotion are determined and communicated | | <p>Need to describe how to set up the criteria.</p> <p>Need to show the results of recruitment and selection based on the need analysis and the feedback of stakeholders.</p> <p>Need to perform how the criteria communicated effectively to support staff and other stakeholders.</p> | 4 | |
| 7. Support Staff Quality | 7.3 Competences of support staff | | Need to provide the evidences of job description for each position | 3 | |

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| | are identified and evaluated | | and how the staff have been evaluated. The evaluation criteria need to be based on both quantity and quality (not just only quantity as now). Need to show how the program reassess the reliability, fairness of the evaluation methods applied for evaluating the supporting staff's competencies. | | |
| 7. Support Staff Quality | 7.4 Training and developmental needs of support staff are identified and activities are implemented to fulfill them | | Need to describe how the need of supporting staff training development has been identified, the alignment of the need analysis and the action plans. | 4 | |
| 7. Support Staff Quality | 7.5 Performance management including rewards and recognition is implemented to motivate and support education, research and service | | Need to provide and describe more in the service aspect which is motivated and support by the performance management system and actions. | 3 | |

| Criteria | | Strengths | Areas for Improvement | Score (1 – 7) | Overall Score |
|-------------------------------|--|-----------|--|------------------|------------------|
| 8.Student Quality and Support | 8.1 The student intake policy and admission criteria are defined, communicated, published, and up-to- date | | <p>Need to describe more the changes or differences among these recent years (2017, 2018, 2019) in the student intake policies and admission; and how that information are communicated, published to stakeholders (especially the prospective students).</p> <p>Need to show more on how to up-to-date the policies during the assessment term.</p> | 4 | |
| 8.Student Quality and Support | 8.2 The methods and criteria for the selection of students are determined and evaluated | | <p>Need to describe more on the criteria for selection students are determined at the program level and at the institutional level among these recent years (2017, 2018, 2019) and how those criteria and method are evaluated their effectiveness.</p> <p>Need to provide more information of the improvement of the methods and criteria year by year.</p> | 4 | |
| 8.Student Quality and Support | 8.3 There is an adequate monitoring system for student progress, academic | | <p>Need to provide or link to the evidence of the application which is used for monitoring the student progress, academic performance and workload.</p> <p>Need to provide the data on</p> | 4 | |

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| | performance, and workload | | student workload every semester. And the results of actions with the students who have the workload too lower or too higher than the average workload allowed for students. Table 8.3, Table 8.4, Table 8.5 and Table 8.6 need to move to the criterion 2. | | |
| 8.Student Quality and Support | 8.4 Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and employability | | Need to provide more information on extra curriculum student activities in 2015-2016, 2016-2017 academic year. Need to provide the students' feedback results on the useful and effective levels of academic advice, co-curricular activities, extra curriculum activities, and how the program use them for improvement of the activities. | 4 | |
| 8.Student Quality and Support | 8.5 The physical, social and psychological environment is conducive for education and research as well as personal well-being | | Need to describe the results (what and how the program has been doing) more than express what the program will do. Need to provide the students' feedback results on satisfaction and the benefitable level of the physical social and psychological environment. | 4 | |

| Criteria | | Strengths | Areas for Improvement | Score (1 – 7) | Overall Score |
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| 9. Facilities and Infrastructure | 9.1 The teaching and learning facilities and equipment (lecture halls, classrooms, project rooms, etc.) are adequate and updated to support education and research | | <p>Need to describe the quality of the learning space with the equipment, devices, facilities are updated.</p> <p>Need to provide the feedback from the stakeholders (students, faculty) about the satisfaction and the quality of them and how they are used for improvement.</p> | 4 | |
| 9. Facilities and Infrastructure | 9.2 The library and its resources are adequate and updated to support education and research | | <p>Need to provide more direct evidences, such as the number of students and faculty using the library and its resources every week/month/semester/academic year and analyze the trend.</p> <p>Need to provide the feedback from the stakeholders (students, faculty) about their satisfaction with the library and it resources.</p> | 4 | |
| 9. Facilities and Infrastructure | 9.3 The laboratories and equipment are adequate and updated to support education and research | | <p>Need to describe how the computer lab is updated to support education and research of academic staff and students of the program.</p> <p>Need to provide the feedback from the stakeholders (students,</p> | 3 | |

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| | | | faculty) about their satisfaction level and the use of the feedback data for improvement. | | |
| 9. Facilities and Infrastructure | 9.4 The IT facilities including e-learning infrastructure are adequate and updated to support education and research | | <p>Need to describe more about the e-learning system, wifi quality. How many problem have happened and how they are solved.</p> <p>Need to provide the feedback from the stakeholders (students, faculty) about their satisfaction level and the use of the feedback data for improvement.</p> | 4 | |
| 9. Facilities and Infrastructure | 9.5 The standards for environment, health and safety; and access for people with special needs are defined and implemented | | <p>Need to describe and provide more evidences (such as campus, transportation, accommodation, canteen, entertainment location and events, exercise location and facilities, etc) and how students use them.</p> <p>Need to describe the design and the build of areas for people with special need.</p> <p>Need to describe clearer in the risk management system, emergency plans at the program and institutional level.</p> | 3 | |

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| Criteria | | Strengths | Areas for Improvement | Score (1 – 7) | Overall Score |
|-------------------------|---|-----------|---|---------------|---------------|
| 10. Quality Enhancement | 10.1 Stakeholders' needs and feedback serve as input to curriculum design and development | | Need to provide the different versions of the curriculum design (link to criterion 2) and the contribution of the stakeholders' needs and feedback to that changes. | 4 | |
| 10. Quality Enhancement | 10.2 The curriculum design and development process is established and subjected to evaluation and enhancement | | Need to describe and modify with the results of evaluation then enhancement. Need to add and analyze the validity, reliability of the evaluation methods that has been applied then the improvement of the evaluation methods. | 4 | |
| 10. Quality Enhancement | 10.3 The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment | | Need to describe how the relevance and alignment of the teaching and learning processes, the student assessment are reviewed and how they are evaluated. Need to provide evidences of the results of the actions to make them improve. | 3 | |
| 10. Quality Enhancement | 10.4 Research output is used to enhance | | Need to describe how the academic staff use the research output in teaching and learning, and the | 4 | |

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| | teaching and learning | | <p>effectiveness or impact of the use in student learning.</p> <p>Need to provide more evidences in the syllabi, teaching and learning activities in and out class integrate and use the research output.</p> <p>Need to avoid using “we ask the lecturers include.”. It needs to be what the faculty has been doing.</p> | | |
| 10. Quality Enhancement | 10.5 Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subjected to evaluation and enhancement | | <p>Need to provide what improvement on quality of supporting services and facilities have been conducted during the assessment term.</p> <p>Need to provide the feedback from the stakeholders (students, faculty) about their satisfaction level and the use of the feedback data for improvement.</p> | 4 | |
| 10. Quality Enhancement | 10.6 The stakeholder’s feedback mechanisms are systematic and subjected to evaluation and enhancement | | <p>Need to combine the feedback methods with the result data.</p> <p>Need to provide the feedback from the stakeholders (students, faculty, supporting staff) about their satisfaction level and the use of the feedback data for improvement.</p> | 3 | |

| Criteria | | Strengths | Areas for Improvement | Score (1 – 7) | Overall Score |
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| 11. Output | 11.1 The pass rates and dropout rates are established, monitored and benchmarked for improvement | | Need to update the data and analyze them | N/A | |
| 11. Output | 11.2 The average time to graduate is established, monitored and benchmarked for improvement | | Need to update the data and analyze them | N/A | |
| 11. Output | 11.3 Employability of graduates is established, monitored and benchmarked for improvement | | Need to update the data and analyze them | N/A | |
| 11. Output | 11.4 The types and quantity of research activities by students are established, monitored and benchmarked for improvement | | Need to update the data and analyze them | N/A | |

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| 11. Output | 11.5 The satisfaction levels of stakeholders are established, monitored and benchmarked for improvement | | Need to update the data and analyze them | N/A | |
| Overall Verdict | | | | | |