

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: August 5, 2020 |
| 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 Assessor: Nguyen Thi Huyen | |

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 |
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| 1. Expected Learning Outcomes | 5 |
| 2. Programme Specification | 4 |
| 3. Programme Structure and Content | 3 |
| 4. Teaching and Learning Approach | 3 |
| 5. Student Assessment | 4 |
| 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 | 3 |
| Overall Score | 4 |

| 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 | PLOs are clearly formulated. PLOs are updated in 2020 and reflect the needs of alumni; the industry and academia. | Need to describe the alignment among the PLOs version 2015 & 2020 and the visions, the missions of the university and the faculty. There is a need to standardize the PLOs' descriptions. | 5 | |
| 1. Expected Learning Outcomes | 1.2 The expected learning outcomes cover both subject specific and generic (i.e. transferable) learning outcomes | The expected learning outcomes cover both subject specific and generic learning outcomes. | Need to describe more clearly PLOs/Courses and curriculum matrix and CLOs. | 5 | |
| 1. Expected Learning Outcomes | 1.3 The expected learning outcomes clearly reflect the requirements of the stakeholders | The expected learning outcomes of the program version 2020 clearly reflect the requirements of alumni and employers. | Need to provide more evidences of the results and focus on analyzing the results of the changes and updated from the stakeholders' feedback including but not limited in only alumni & employers. (the reflection of more stakeholders' requirements in the PLOs such as students, faculty, etc.). | 4 | |

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| | | | <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 | The information in the programme specification is updated in May 2019. | <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 have different versions which fit to the targeted audiences (prospective students, students, employers, parents, etc.).</p> <p>Need to provide more details in the updated procedure of the program specification (term, who involves, updated methods, etc.).</p> <p>Need to benchmark with the other economics programs of other universities in Thailand, Asean and other countries to</p> | 4 | |

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| | | | update the program specification. | | |
| 2. Programme Specification | 2.2 The information in the course specification is comprehensive and up-to-date | The information in the course specification is updated in 2019. | <p>Need to provide more details in the updated procedure/process in general (as a university or program policy or regulation) to show that the PDCA principle in updating the course specification information as an ongoing process.</p> <p>Need to provide evidences on the actions of rebuilding and redesigning the syllabi to match to the 2020 PLOs.</p> | 4 | |
| 2. Programme Specification | 2.3 The programme and course specifications are communicated and made available to the stakeholders | | <p>Need to provide the communication forms for more stakeholders, such as prospective students, industrial partners, alumni.</p> <p>Need to consider in the effectiveness and appropriation of the communication methods and tools applied for each stakeholder.</p> <p>Need to measure the effectiveness and results of the communication methods used.</p> | 4 | |

| 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 | The 2020 curriculum is designed basically based on the constructive alignments with the PLOs. | <p>Need to arrange or mapping the courses in series to develop the skills and competency from lower to higher level (from first year to final year, from the fundamental courses to specific/major course).</p> <p>Need to notice and focus on alignment between CLOs and PLOs for the whole 2020 curriculum (Table 3.1 just list the names of the course mapping with the PLOs; Table 3.2 just provides CLOs' of a course mapping to PLOs only); and the connection and the contribution as spiral principle of CLOs in systematic prospective.</p> | 4 | |
| 3. Programme Structure and Content | 3.2 The contribution made by each course to achieve the expected learning | | Need to perform the contribution of each course into the achievement of PLOs more clearly. CLOs matrix needs to show the level of achievement. | 3 | |

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| | outcomes is clear | | Need to describe more details and clearer the duration of skills development through the course series. | | |
| 3. Programme Structure and Content | 3.3 The curriculum is logically structured, sequenced, integrated and up- to-date | The curriculum is logically structured and sequenced. | <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 with the programs in Thailand and other countries, analyze the results.</p> | 3 | |

| 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 | The educational philosophy is stated clearly. | <p>Need to describe how education philosophy is well articulated in all aspects of the teaching and learning process (T&L method design in syllabi, their implementation, check and revision).</p> <p>Need to provide how the educational philosophy is communicated to all stakeholders (students, faculty, academic and supporting staff, employers, etc.)</p> <p>Need to add the information in steps of check and act.</p> | 3 | |
| 4. Teaching and Learning Approach | 4.2 Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes | Diverse teaching and learning activities are applied through the program. | 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. | 3 | |

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| | | | <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 by self-assessment by faculty, peer assessment, program manager 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 | | 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, | 4 | |

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| | | | <p>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> | | |
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| 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 | | Need to provide more evidences, data in how to evaluate the alignment level of student learning assessment methods with CLOS by student performance (for example percentage of students at each course achieves CLOs in details); and the use of that information for improvement. | 3 | |
| 5. Student Assessment | 5.2 The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students | The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading are explicit. | Need to perform the communication system that have been used to inform students about the student assessment information. Need to select and use the valid data to describe how the program meets the requirements of this criterion. | 4 | |
| 5. Student Assessment | 5.3 Methods including assessment | Methods including assessment rubrics and marking schemes are | Need to use the result data of the action on pre & post semester | 4 | |

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| | rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment | designed clearly and used by faculty. | evaluation (more than just provide the templates) which reflect the actions of monitoring, evaluating the validity, reliability and fairness of the student assessment in system. Need to provide the more information (in actions) of the feedback of students, alumni, faculty) on the appropriation of the student assessment of each course and the improvement from those contributions. | | |
| 5. Student Assessment | 5.4 Feedback of student assessment is timely and helps to improve learning | The mechanism of student assessment feedback is set up clearly. | Need to provide and describe more about the use of the feedback of student assessment in student learning improvement. | 4 | |
| 5. Student Assessment | 5.5 Students have ready access to appeal procedure | | Need to show the information and data on the number of student appeal cases every year and how they are solved. | 3 | |

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| | | | Need to perform the data of student feedback on the transparency and convenience of the appeal procedure and actions. | | |
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| Criteria | | Strengths | Areas for Improvement | Score (1 – 7) | Overall Score |
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| 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 | High quality academic staffs at the program are maintained and developed. | <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 | |

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| 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 | Staff-to-student ratio and workload are measured and monitored in 2018 and 2019. | Need to show the results of feedback from faculty on the workload every year and the action for improvement. Need to provide evidences and data on the service of the faculty. | 4 | |
| 6. Academic Staff Quality | 6.3 Recruitment and selection criteria including ethics and academic freedom for appointment, deployment and promotion are determined and communicated | The involvement of the third party into the selection and promotion process for academic staff. | Need to describe more on how to communicate and get stakeholders involve into the criteria building and implementation). Need to provide the data and information of number of faculty who have been recruited, selected, deployed or promoted every year to modify for this criterion. | 4 | |
| 6. Academic Staff Quality | 6.4 Competences of academic staff are identified and evaluated | Competences of academic staff are identified every year with diverted methods and concreted criteria. | Need to provide more evidences and data of the evaluation of academic staff's competences (Research performance: what form, how to evaluate, duration | 4 | |

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| | | | <p>of evaluation; Service provision performance) every year (how many staff at each level).</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 | The needs of academic staff are identified, | <p>Need to analyze the updated proposal detailing the areas of training and development based on the training needs of staff (information and data every year).</p> <p>Need to show the evidences of the application/improvement of the staff after trainings (the use of the knowledge and skills of the trainings among the academic staff to fulfill the requirements of their positions).</p> | 4 | |

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| 6. Academic Staff Quality | 6.6 Performance management including rewards and recognition is implemented to motivate and support education, research and service | The rewards and recognition are implemented of performance management for academic staff have been set up and implemented. | 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. | 3 | |
| 6. Academic Staff Quality | 6.7 The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement | The types and quantity of research activities by academic staff are established, monitored every year | Need to internally and externally benchmarks with other programs and the use of that for improvement. | 4 | |

| Criteria | | Strengths | Areas for Improvement | Score (1 – 7) | Overall Score |
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| 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 | Support staff planning at university level is set up. | <p>Need to clarify how the supporting staff planning can fulfill the needs for education, research and service for this program based on the specific need of this program (not at the institutional level but the programme level).</p> <p>Need to set up the short term and long term strategic and annual support staff plans for this program effectively.</p> | 3 | |
| 7. Support Staff Quality | 7.2 Recruitment and selection criteria for appointment, deployment and promotion are determined and communicated | Recruitment and selection criteria for appointment, deployment and promotion are determined clearly. | <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 other stakeholders.</p> | 4 | |
| 7. Support Staff Quality | 7.3 Competences of support staff | Competences of support staff are identified clearly. | The evaluation criteria need to be based on both quantity and | 4 | |

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| | are identified and evaluated | | <p>quality (not just only quantity as now).</p> <p>Need to involve the academic staff in the process of evaluating the supporting staff performance (together with the board of FEC & students).</p> <p>Need to show how the program reassess the reliability, fairness of the evaluation methods applied for evaluating the supporting staff's competencies.</p> | | |
| 7. Support Staff Quality | 7.4 Training and developmental needs of support staff are identified and activities are implemented to fulfill them | | <p>Need to analyze the data and information of ratio/percentage of staff has been trained every year.</p> <p>Need to provide and analyze information in the change or updated training plans based on the need analysis surveys/feedbacks results of supporting staff and how the</p> | 4 | |

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| | | | program fulfills them. | | |
| 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>The student intake policy and admission criteria are defined clearly, published and updated in 2019.</p> <p>The use of social applications (IEP Facebook, Twitter and Instagram) to communicate the policy and the admission criteria to students actively.</p> | Need to diversify the communication mechanism to the prospective students effectively. | 5 | |
| 8.Student Quality and Support | 8.2 The methods and criteria for the selection of students are determined and evaluated | The methods and criteria for the selection of students are determined and revised in 2019 & 2020. | <p>Need to analyze why the changes in the selection criteria from 2018. 2019 to 2020 (GPA lower, etc.) (from the data at the Table 8.1 & 8.2).</p> <p>Need to analyze the data of the student admission numbers from school year 2015-2016 to 2019 - 2020, why the number is decreasing every year (the reasons and the relations with the selection's criteria and methods).</p> | 4 | |

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| 8.Student Quality and Support | 8.3 There is an adequate monitoring system for student progress, academic performance, and workload | The monitoring system for student progress, academic performance has been set up with many units: HR (academic staff, IEP committee, advisors), IT infrastructure (software, website), mechanism (pre & post evaluation). | Need to provide or link to the evidence of the application which is used for monitoring the student progress, academic performance and workload. Need to provide the data on student workload every semester (average number of studying hours/credits of students every semesters). And the results of actions with the students who have the workload too lower or too higher than the average workload allowed for students. | 4 | |
| 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 | Academic advice, extra-curricular activities have been organized for students. | Need to provide more information on extra curriculum student activities in 2015-2016, 2016-2017 academic year. Need to provide number of students using the academic advice services, number of students joining into each extra-curricular activity every semester or school years. | 4 | |

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| | | | Need to provide the students' feedback results on the useful and effective levels of academic advice, extra curriculum activities, and how the program use them for improvement of the activities and services for students. | | |
| 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 | The physical, social and psychological environment for students are evaluated by students every year. | Need to analyze more how the program uses the students' feedback results on satisfaction and the benefitable level of the physical social and psychological environment for improvement. | 4 | |

| Criteria | | Strengths | Areas for Improvement | Score (1 – 7) | Overall Score |
|----------------------------------|--|--|--|------------------|------------------|
| 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 | The teaching and learning facilities and equipment (lecture halls, classrooms, project rooms, etc.) are adequate and updated at FEC level. | <p>Need to provide the teaching and learning facilities and equipment are used by IEP (besides the data of those in FEC).</p> <p>Need to describe the quality of the learning space with the equipment, devices, facilities are updated in order to fitter to the needs of IEP program, IEP students and IEP faculty in training and doing research.</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 | The library and its resources are updated with the clear process. | <p>Need to provide the list of the resources (e-book, books, textbooks, databases, etc....) for IEP program (economics major).</p> <p>Need to provide more direct evidences, such as the number of</p> | 3 | |

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| | | | <p>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 faculty about their satisfaction with the library and its resources and how that information is used for improvement.</p> | | |
| 9. Facilities and Infrastructure | 9.3 The laboratories and equipment are adequate and updated to support education and research | The current laboratories and equipment are adequate with the needs of IEP students and faculty. | <p>Need to describe how the computer lab is updated with specific software's and applications which fit to economics majors to support education and research of academic staff and students of the program.</p> <p>Need to provide the feedback from the stakeholders (students, faculty) about their satisfaction level and the use</p> | 4 | |

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| | | | 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 | The LMS system has been applied in 2019 to adapt to the context. | Need to describe more about the e-learning system, Wi-Fi quality. How many problems have happened and how they are solved? Need to provide the feedback from the stakeholders (students, faculty) about their satisfaction level and the use of the feedback data for improvement. | 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 | The dormitory capacity is fulfill the students' need. The university cares for the safety of students and staff. | Need to describe and provide more evidences on canteen, entertainment location and events, exercise location and facilities, etc. and how students use them. Need to describe the design and the build of areas for people with special need. | 3 | |

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| | | | Need to describe clearer in the risk management system, emergency plans at the program and institutional level. | | |
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| Criteria | | Strengths | Areas for Improvement | Score (1 – 7) | Overall Score |
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| 10. Quality Enhancement | 10.1 Stakeholders' needs and feedback serve as input to curriculum design and development | | <p>Need to provide the mechanism/procedure /process of collecting the stakeholders' needs and how to evaluate the information collection and use it for the curriculum design and for improvements.</p> <p>Need to add or mention to the future plan in curriculum developments by expending more stakeholders' involvement/ engagements/contributions.</p> | 4 | |
| 10. Quality Enhancement | 10.2 The curriculum design and development process is established and subjected to evaluation and enhancement | The curriculum design and development process are established with the involvement of faculty, students, alumni & employers. | Need to add and analyze the validity, reliability of the process of program development (including curriculum design and development) and how to improve that process with the concreted procedures, templates and exact criteria for the improvement. | 4 | |

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| 10. Quality Enhancement | 10.3 The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment | The teaching and learning processes have been setting up. | <p>Need to describe the criteria/standards are used to monitor/measure/evaluate/update and are used to the relevance, alignment of the teaching and learning processes (not only by pre- & post semester course evaluation) and how the program and faculty have been adjusting them – how may courses that faculty modified or changed the teaching methods - data of implementation steps the criteria/ standards (more than just describe the theory or process as at the plan step only).</p> <p>Need to provide evidences of the results of the actions to make them improve.</p> | 4 | |
| 10. Quality Enhancement | 10.4 Research output is used to enhance teaching and learning | | Need to describe how the academic staff use the research output in teaching and learning, and the | 3 | |

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| | | | <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> | | |
| 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 | The student satisfaction is investigated and use of the information for 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 all key stakeholders (not only students but also faculty and staff) 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 | | Need to combine the feedback methods with the result data. | 3 | |

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| | to evaluation and enhancement | | Need to set up the mechanism of collecting the valid and useful feedback from all stakeholders (students, faculty, supporting staff) about their satisfaction level and the use of the feedback data for improvement. | | |
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| 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 | The pass rates and dropout rates are established and monitored every year. | <p>Need to revise the data on Table 11.1 (adding unit in each column).</p> <p>Need to analyze the percentage completed first degree in the Table 11.1, the reasons of late graduation time and the solutions to solve the issues.</p> <p>Need to benchmark the pass rates and dropout rates of IEP cohorts with the average rates at FEC, MJU and with the other economics programs at the other universities in Thailand and other countries for improvement.</p> | 3 | |

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| 11. Output | 11.2 The average time to graduate is established, monitored and benchmarked for improvement | The average time to graduate is established for cohort 2015 - 2019 and 2016 -2020. | <p>Need to perform more reliable data at the Table 11.2.</p> <p>Need to benchmark the average time to graduate of IEP cohorts with the average time of FEC, MJU graduation and of the other economics programs at the other universities in Thailand and other countries for improvement.</p> | 3 | |
| 11. Output | 11.3 Employability of graduates is established, monitored and benchmarked for improvement | Employability of graduates is established, monitored and benchmarked internally with the average employability of MJU and its programs. | <p>Need to benchmark with employability of graduates of the other economics programs at the other universities in Thailand and other countries.</p> <p>Need to perform actions for improvement (how to reduce the number of unemployed graduates in the future).</p> | 4 | |

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| 11. Output | 11.4 The types and quantity of research activities by students are established, monitored and benchmarked for improvement | | <p>Need to mechanism and process with the concrete and exact data of monitoring the types and quantity of research activities by students (beside the graduation thesis).</p> <p>Need to benchmark the types and quantity of research activities by IEP students and by other students of other programs in MJU and in other universities for improvement.</p> | 3 | |
| 11. Output | 11.5 The satisfaction levels of stakeholders are established, monitored and benchmarked for improvement | | <p>Need to conduct statistics, analyzation of the satisfactions of all key stakeholders (faculty, students, employers – not only alumni as the program has been conducting now) on the output.</p> <p>Need to benchmark and use the results of satisfaction levels of</p> | 3 | |

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| | | | stakeholders for improvement. | | |
| Overall Verdict | | | | | |