AUN-QA ASSESSMENT REPORT (PROGRAMME LEVEL)
Internal Quality Assurance, MJU

	Date of Assessment: June 16 - July 18, 2021
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: Assistant Professor Jutarat Vibulphol, Ph.D.	

Report Summary

This report is based on the AUN-QA guidelines version 4. Furthermore, 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.

The AUN-QA assessment at programme level covers 8 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	4
2. Programme Structure and Content	4
3. Teaching and Learning Approach	4
4. Student Assessment	4
5. Academic Staff	4
6. Student Support Services	4
7. Facilities and Infrastructure	4
8. Output and Outcomes	4
Overall Verdict: **Adequate as expected**	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
1. Expected Learning Outcomes	1.1. The programme to show that the expected learning outcomes are appropriately formulated in accordance with an established learning taxonomy, are aligned to the vision and mission of the university, and are known to all stakeholders.	- PLOs are aligned with the university's vision and missions. - PLOs were formulated in accordance with a learning taxonomy and include all three domains of learning: cognitive, affective, and psychomotor. - PLOs are communicated to academic staff, students, prospective students, and potential employers on the faculty website and program Facebook.	- Expected careers for IEP graduates should be specifically identified to provide contexts to the formulation of the PLOs. - IEP should consider revising some PLO statements. i.e., PLO3 and PLO6 are not measurable. PLO1 and PLO2 contain two action verbs in the PLO statements. IEP should reconsider which competence is the final targeted outcome.	4	4
1. Expected Learning Outcomes	1.2. The programme to show that the expected learning outcomes for all courses are appropriately formulated and are aligned to the expected	- IEP created a curriculum matrix to map the PLOs and the courses in the curriculum. The course instructors designed the courses based on the mapping shown in the matrix.		5	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
	learning outcomes of the programme.				
1. Expected Learning Outcomes	1.3. The programme to show that the expected learning outcomes consist of both generic outcomes (related to written and oral communication, problem-solving, information technology, teambuilding skills, etc) and subject specific outcomes (related to knowledge and skills of the study discipline).	- PLOs in both the 2015 and 2020 curriculum include generic and subject specific outcomes.		4	
1. Expected Learning Outcomes	1.4 The programme to show that the requirements of	- IEP has developed processes to obtain feedback from both the	- Since the 2020 curriculum was developed before the end of the	4	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
	the stakeholders, especially the external stakeholders, are gathered, and that these are reflected in the expected learning outcomes.	internal and external stakeholders. -The feedback from the stakeholders is considered in the curriculum revision process and course improvement in each semester. - The 2020 curriculum PLOs reflect the needs of the stakeholders, i.e., academic staff, students, alumni, and employers.	cycle of the 2015 curriculum, IEP was not able to use the evaluation results of the 2015 curriculum to guide the curriculum revision. IEP should reconsider the cycle of the major revision of the curriculum.		
1. Expected Learning Outcomes	1.5. The programme to show that the expected learning outcomes are achieved by the students by the time they graduate.	- IEP has established a system to assess the achievement of the PLOs. i.e., Capstone project, academic staff's observations, ranking by students and external observers. - Course performance reports are used to measure the achievement of the CLOs in each semester.		5	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
2. Programme Structure and Content	2.1. The specifications of the programme and all its courses are shown to be comprehensive, up-todate, and made available and communicated to all stakeholders.	- Programme specification was last updated in 2020. - IEP has designed the process and timeline for the minor and major revisions of the programme specification and course specifications. - Programme specification was made available online in several channels, i.e., the faculty's website and IEP Facebook page. - Course specifications are given to students at the beginning of the semester. - A template for course specification was designed and used by all courses.	- A simplified version of course specifications should be made available online to reach prospective students and potential employers. This will help them make proper decisions regarding the curriculum or courses.	4	4
2. Programme Structure and Content	2.2.The design of the curriculum is shown to be constructively aligned with	- The 2020 curriculum was designed to create alignment in the curriculum.		5	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
	achieving the expected learning outcomes.	- Curriculum matrix was used to ensure the alignment between PLOs and CLOs. - Processes to assess the achievement of the CLOs and PLOs have been established.			
2. Programme Structure and Content	2.3. The design of the curriculum is shown to include feedback from stakeholders, especially external stakeholders.	- A lot of courses were redesigned for the 2020 curriculum based on the feedback of the stakeholders. - The course plan was revised to respond to the needs of the stakeholders.		4	
2. Programme Structure and Content	2.4. The contribution made by each course in achieving the expected learning outcomes is shown to be clear.	- Curriculum matrix that shows the contribution of courses to PLOs was established and used to design courses. - The mapping between PLOs and CLOs is presented in the course specifications. - The alignment between PLOs and	- To ensure the alignment between CLOs, teaching and learning activities, and assessment, Programme specification should include a list of recommended teaching and learning activities and assessment to be used as the guidelines for the course instructors	4	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
		CLOs is assessed every semester.	to design the courses.		
2. Programme Structure and Content	2.5.The curriculum to show that all its courses are logically structured, properly sequenced (progression from basic to intermediate to specialised courses), and are integrated.	- Courses were logical structured in the curriculum with the basic/foundation courses in early years and more advanced courses in later years. - The Capstone project requires the integration of knowledge and skills gained from all the courses in the programme.		4	
2. Programme Structure and Content	2.6. The curriculum to have option(s) for students to pursue major and/or minor specialisations.	- The curriculum provides options for students to choose elective courses according to a chosen area of specialization.	- Since IEP has already identified areas of specializations in the curriculum, IEP may consider providing students opportunity to create a minor of specialization in the next curriculum revision. This may enhance students' employability.	4	
2. Programme Structure and Content	2.7. The programme to show that its curriculum is	- IEP has established a process for curriculum revision, i.e., 5 years for	- IEP should redesign the plans in the 5-year cycle process of curriculum	4	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
	reviewed periodically following an established procedure and that it remains up-to-date and relevant to industry.	major revision, 1 year for minor revision. - The curriculum revision process was reviewed and improved.	revision. Revising PLOs should be based on the results of the evaluation of the previous set of PLOs. This should not be done when the previous curriculum has been launched for only one year (see Figure 2.4).		

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
3. Teaching and Learning Approach	3.1. The educational philosophy is shown to be articulated and communicated to all stakeholders. It is also shown to be reflected in the teaching and learning activities.	- IEP has identified "Learning by Doing" as the educational philosophy to guide the teaching and learning practices in the programme. - The educational philosophy is reflected in the practices of the academic staff regarding the implementation of OBE in the programme. The academic staff seems to learn about OBE by doing. - Many teaching and learning activities recommended in the curriculum are practice-based.	- The challenge for IEP regarding the application of the educational philosophy may be how to align it with the academic staff's personal teaching philosophy. What kind of professional development activities have IEP conducted to help ensure this alignment?	5	4
3. Teaching and Learning Approach	3.2. The teaching and learning activities are shown to allow students to participate responsibly in the learning process.	- Many teaching and learning activities listed in the course specifications require students to be responsible in the learning process. e.g., the Capstone project requires the students to design and conduct the whole learning process by		4	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
		themselves, with the support of the advisor.			
3. Teaching and Learning Approach	3.3. The teaching and learning activities are shown to involve active learning by the students.	- Many teaching and learning activities listed in the course specifications require the students to take an active role in the learning process.		4	
3. Teaching and Learning Approach	3.4. The teaching and learning activities are shown to promote learning, learning how to learn, and instilling in students a commitment for life-long learning (e.g., commitment to critical inquiry, information-processing skills, and a willingness to experiment with	- Skills for life-long learning are integrated into the PLOs. - IEP seems to give importance to develop students' independent learning skills, which are necessary for life-long learning. Students' responsibility in the learning process are gradually increased from year 1 courses to year 4 courses.		5	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
	new ideas and practices).				
3. Teaching and Learning Approach	3.5. The teaching and learning activities are shown to inculcate in students, new ideas, creative thought, innovation, and an entrepreneurial mindset.	- The Capstone project requires students to develop new ideas/innovation. - IEP supports students to participate in extra-curricular activities that can enhance entrepreneurial mindset, e.g., Agribusiness, Cooperative Day, workshops/talks with alumni/employers.		4	
3. Teaching and Learning Approach	3.6. The teaching and learning processes are shown to be continuously improved to ensure their relevance to the needs of industry and are aligned to the expected learning outcomes.	- IEP has established a process to continually improved the teaching and learning processes, i.e., the course specification approval at the beginning of the semester and the post-course evaluation at the end of the semester. - Academic staff has regular meetings to evaluate the effectiveness of the teaching and		5	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
		learning activities and the achievement of the learning outcomes, as a learning community.			

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
4. Student Assessment	4.1. A variety of assessment methods are shown to be used and are shown to be constructively aligned to achieving the expected learning outcomes and the teaching and learning objectives.	- A variety of assessment methods are used in the curriculum. - Assessment methods are mapped in the course specification to ensure the alignment with the PLOs and teaching and learning activities. - Different assessment methods are recommended to be used with the PLOs/CLOs at different levels.		5	4
4. Student Assessment	4.2. The assessment and assessment-appeal policies are shown to be explicit, communicated to students, and applied consistently.	- Assessment methods and appeal procedures are included in the course specification and informed to the students at the beginning of the semester. - Students have a chance to discuss/propose changes in the assessment with the course instructors at the beginning of the semester.		5	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
4. Student Assessment	4.3. The assessment standards and procedures for student progression and degree completion, are shown to be explicit, communicated to students, and applied consistently.	- Curriculum structure and course plan are shown in the programme specification. - Programme requirements for graduation are informed to students in the orientation. - IEP has adopted the JCSEE assessment standards in designing the assessment for courses.		4	
4. Student Assessment	4.4. The assessments methods are shown to include rubrics, marking schemes, timelines, and regulations, and these are shown to ensure validity, reliability, and fairness in assessment.	- IEP prepared a list of recommended rubrics for different assessment methods in the Guidelines for instructors. - Rubrics, marking schemes, and timelines of the assessment in each course are shown in the course specification. - Assessment methods are reviewed every semester before the semester starts and at the end of the semester		4	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
		by the academic staff and students.			
4. Student Assessment	4.5. The assessment methods are shown to measure the achievement of the expected learning outcomes of the programme and its courses.	- The alignment of the assessment methods and the PLOs in each course is reviewed and approved by the programme committee before the semester starts.		4	
4. Student Assessment	4.6. Feedback of student assessment is shown to be provided in a timely manner.	- Timeline was established for the course instructors to provide feedback of student assessment. - Requirements about how to give feedback of student assessment are included in the Guidelines for instructors.		5	
4. Student Assessment	4.7. The student assessment and its processes are shown to be continuously reviewed and improved to ensure their	- Assessment methods and feedback are evaluated every semester by the students and the academic staff.		4	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
	relevance to the needs of industry and alignment to the expected learning outcomes.				

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
5. Academic Staff	5.1. The programme to show that academic staff planning (including succession, promotion, redeployment, termination, and retirement plans) is carried out to ensure that the quality and quantity of the academic staff fulfil the needs for education, research, and service.	- Staff planning is conducted based on the needs of the proramme. - IEP has adequate number of academic staff to fulfill the tasks in the programme.		4	4
5. Academic Staff	5.2. The programme to show that staff workload is measured and monitored to improve the quality of education, research, and	- The workload of the academic staff is monitored and evaluated annually.		4	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
	service.				
5. Academic Staff	5.3. The programme to show that the competences of the academic staff are determined, evaluated, and communicated.	- Academic staff's competences are determined and communicated in the staff job description and contract. - Academic staff's teaching performance in each course is evaluated by the students every semester.		4	
5. Academic Staff	5.4. The programme to show that the duties allocated to the academic staff are appropriate to qualifications, experience, and aptitude.	- Duties of the academic staff are allocated based on the academic titles. Also, different tasks are assigned to new and experienced staff. - Class assignment to each staff takes into consideration the area of specialization and research and work experiences of each staff.		4	
5. Academic Staff	5.5. The programme to show that promotion of the academic	- Academic promotion is based on the evaluation of the academic staff's		4	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
	staff is based on a merit system which accounts for teaching, research, and service.	teaching and research output.			
5. Academic Staff	5.6. The programme to show that the rights and privileges, benefits, roles and relationships, and accountability of the academic staff, taking into account professional ethics and their academic freedom, are well defined and understood.	- The academic staff's rights and privileges, benefits, and accountability are defined and communicated in the contract.		4	
5. Academic Staff	5.7. The programme to show that the training and developmental needs of the	- FEC provides an annual budget for the academic staff to attend professional development activities	- IEP should consider designing a long-term professional development plan for each academic staff based	4	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
	academic staff are systematically identified, and that appropriate training and development activities are implemented to fulfil the identified needs.	of their own interests. - IEP academic staff seems to have applied the concept of a professional learning community in enhancing the professional development of the academic staff.	on each individual needs as well as programme needs.		
5. Academic Staff	5.8. The programme to show that performance management including reward and recognition is implemented to assess academic staff teaching and research quality.	- Reward and recognition for the academic staff is assessed based on the teaching, academic services, and research.		4	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
6. Student Support Services	6.1. The student intake policy, admission criteria, and admission procedures to the programme are shown to be clearly defined, communicated, published, and up-to-date.	- Student intake policy and admission criteria are defined and communicated. - Admission criteria are reviewed and adjusted to address the issue with admission, i.e., with the low admission rate in 2019, IEP adjusted the admission criteria (lowered the GPA and took away the English GPA and math GPA).		4	4
6. Student Support Services	6.2. Both short-term and long-term planning of academic and non-academic support services are shown to be carried out to ensure sufficiency and quality of support services for teaching, research, and community	- Support staff planning is carried out by the university to ensure sufficiency and quality of support services. - Half of the EEC support staff has Master's degree.		4	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
	service.				
6. Student Support Services	6.3. An adequate system is shown to exist for student progress, academic performance, and workload monitoring. Student progress, academic performance, and workload are shown to be systematically recorded and monitored. Feedback to students and corrective actions are made where necessary.	- Students' progress, academic performance, and workload is monitored by three systems: the course instructors, the IEP programme committee, and the academic advisor. - Underperforming students are monitored and supported by the academic advisor. - Students' research progress is monitored by the research advisor and the IEP programme committee.		5	
6. Student Support Services	6.4. Co-curricular activities, student competition, and other student	- IEP organizes extra-curricular activities to enhance students' employability, e.g., enhancing		5	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
	support services are shown to be available to improve learning experience and employability.	English skills, enhancing computer skills, and preparing for the working environment, regularly. - Students are encouraged to participate in competitions or workshops. - IEP organizes every year a field trip. - Extra-curricula activities are evaluated by the students.			
6. Student Support Services	6.5. The competences of the support staff rendering student services are shown to be identified for recruitment and deployment. These competences are shown to be evaluated to ensure their continued	- The competences of support staff are identified in the Competency Handbook. - Support staff competences are evaluated using TOR.		4	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
	relevance to stakeholders needs. Roles and relationships are shown to be welldefined to ensure smooth delivery of the services.				
6. Student Support Services	6.6. Student support services are shown to be subjected to evaluation, benchmarking, and enhancement.	- Student support services are evaluated by the division in which the support staff is under.	- Benchmarking the results of the support staff evaluation should be considered.	4	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
7. Facilities and Infrastructure	7.1. The physical resources to deliver the curriculum, including equipment, material, and information technology, are shown to be sufficient.	- FEC provides sufficient physical resources for IEP to deliver the curriculum, i.e., number of classrooms, equipment in the classrooms.	- FEC should consider setting up the classrooms to support the flexible modes of teaching and learning activities. Viewing the classroom environment from the program introduction video https://www.youtube.com/watch?v=pMpVrfGlCHw&t=370s, the classroom is set up in a conventional style, with all students' desks facing the front. Desks that are easy to move around will support discussions and collaborative tasks more effectively. - During the pandemic, students and staff work online/remotely mainly. MJU and FEC should survey the needs for devices and equipment of students and staff and explore ways to provide them the necessary	3	4

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
			devices to ensure the effectiveness of the remote learning and teaching.		
7. Facilities and Infrastructure	7.2. The laboratories and equipment are shown to be up-to-date, readily available, and effectively deployed.	- FEC has one computer lab with economic software programmes.	- Since students prefer using their own laptops, FEC should consider providing free economic software programmes for students to install/use on their laptops.	3	
7. Facilities and Infrastructure	7.3. A digital library is shown to be set-up, in keeping with progress in information and communication technology.	- MJU has a digital library with both hard copies and e-materials. - An interlibrary loan service between 78 universities in Thailand is available.	- As shown in SAR that social science students have requested for more English materials, this issue should be taken seriously for IEP considering the nature of the programme, i.e., area of discipline 'international economics' and the use of English as medium of instruction.	4	
7. Facilities and Infrastructure	7.4. The information technology systems are shown to be set up to meet the	- MJU provides two learning management platforms to be used for the teaching and learning activities. - MJU employs several e-platforms		4	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
	needs of staff and students.	to manage tasks related to the students and staff, e.g., course registration, student record, staff record, administrative tasks, etc.			
7. Facilities and Infrastructure	7.5. The university is shown to provide a highly accessible computer and network infrastructure that enables the campus community to fully exploit information technology for teaching, research, service, and administration.	- MJU provides Internet access around the campus and expanded the Wi-Fi spots by signing agreements with two Internet providers.	- During the remote teaching, MJU should survey the needs of students and staff in regard to their access to the Internet at home and explore ways to provide sufficient support.	4	
7. Facilities and Infrastructure	7.6. The environmental, health, and safety standards and access for	- MJU has implemented the standards and measures for a green university and has made progress in the UI Green Metric World		4	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
	people with special needs are shown to be defined and implemented.	University Rankings in 2020. - Access for people with special needs is available. - MJU implemented COVID-19 prevention measures for students living at the dorms and set up a field hospital for the students and staff.			
7. Facilities and Infrastructure	7.7. The university is shown to provide a physical, social, and psychological environment that is conducive for education, research, and personal well-being.	- MJU physical environment is conducive for education, research, and personal well-being. - IEP created an online channel of communication using social media to promote interaction and enhance relationship with the students.	- Since MJU requires all freshmen to stay in the university dormitories, ensuring students' safety physically, psychologically, and emotionally of the students must be the priority of MJU.	4	
7. Facilities and Infrastructure	7.8. The competences of the support staff rendering services related to facilities are shown to be	- The competences of the support staff rendering services related to facilities are described in the Competency Handbook and		4	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
	identified and evaluated to ensure that their skills remain relevant to stakeholder needs.	evaluated annually.			
7. Facilities and Infrastructure	7.9. The quality of the facilities (library, laboratory, IT, and student services) are shown to be subjected to evaluation and enhancement.	- The quality of the facilities are evaluated by the students and staff. The results are used in the improvement plan for each facility.		4	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
8. Output and Outcomes	8.1. The pass rate, dropout rate, and average time to graduate are shown to be established, monitored, and benchmarked for improvement.	- The pass rate, dropout rate, and average time to graduate are monitored and benchmarked with other programmes at MJU. - IEP examined causes of dropouts and addressed the issues with several strategies, i.e., revised the curriculum, designed the admission advertisement.	- Benchmarking with similar programmes in other universities should be considered.	4	4
8. Output and Outcomes	8.2. Employability as well as self-employment, entrepreneurship, and advancement to further studies, are shown to be established, monitored, and benchmarked for improvement.	- Employability is monitored and benchmarked with other programmes at MJU. - IEP used the data to plan activities to enhance students' employability.	- Benchmarking with similar programmes in other universities should be considered.	4	
8. Output and Outcomes	8.3. Research and creative work output and activities carried	- Research output is monitored and benchmarked with that of the	- FEC/IEP should explore strategies to increase the publications in	4	

Criteria		Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
	out by the academic staff and students, are shown to be established, monitored, and benchmarked for improvement.	academic staff in a similar programme in another university. - IEP used the data to plan a strategy to increase the academic staff's research activities and publications.	international journals.		
8. Output and Outcomes	8.4. Data are provided to show directly the achievement of the programme outcomes, which are established and monitored.	- IEP employs two strategies to measure the students' achievement of the PLOs, i.e., the evaluation of the Capstone project and student's self-assessment. - The assessment methods were reviewed and improved.		5	
8. Output and Outcomes	8.5. Satisfaction level of the various stakeholders are shown to be established, monitored, and benchmarked for improvement.	- IEP employs various methods to assess the stakeholders' satisfaction of the programme, i.e., questionnaires and interviews. - The methods were reviewed and improved.		5	

Criteria	Strengths	Areas for Improvement	Score (1 – 7)	Overall Score
Overall Verdict			4 Adequate as expected	