

**AUN-QA**

**SELF-ASSESSMENT REPORT**

**PROGRAM NAME**

**FACULTY NAME,**

**SRINAKHARINWIROT UNIVERSITY**

**Month Date , 2019**

**แบบรับรองความถูกต้องสมบูรณ์ของข้อมูล**

ขอรับรองว่าข้อมูลที่นำเสนอในรายงานการประเมินตนเอง ฉบับนี้ ได้มีการดำเนินการจริง และขอรับรองว่าอาจารย์ประจำหลักสูตร (เกณฑ์มาตรฐานหลักสูตร 2548) /อาจารย์ผู้รับผิดชอบหลักสูตร (เกณฑ์มาตรฐานหลักสูตร 2558) ได้ประจำหลักสูตร............................................................................................... เพียงหลักสูตรเดียว โดยไม่ได้ประจำหลักสูตรอื่นอีก (กรณีหลักสูตร.....................................................................เป็นหลักสูตรพหุวิทยาการ (Multidisciplinary) อาจารย์ประจำหลักสูตร (เกณฑ์มาตรฐานหลักสูตร 2548) /อาจารย์ผู้รับผิดชอบหลักสูตร (เกณฑ์มาตรฐานหลักสูตร 2558) ได้ประจำหลักสูตร...................................... อีก 1 หลักสูตร และอาจารย์ผู้รับผิดชอบซ้ำไม่เกิน 2 คน)

(.................................................................)

ประธานหลักสูตร

( .................................................................) (...............................................................)

หัวหน้าภาควิชา (ถ้ามี) คณบดี

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|  |  |
| --- | --- |
| **หมวดวิชา** | **หน่วยกิต** |
| - หมวดวิชาศึกษาทั่วไป | 30 หน่วยกิต |
| - หมวดวิชาเฉพาะด้าน  หมวดวิชาแกน  หมวดวิชาเฉพาะด้าน  หมวดวิชาเลือก | หน่วยกิต  .....  ..... ..... |
| - หมวดวิชาเลือกเสรี | 6 หน่วยกิต |
| รวมไม่น้อยกว่า | หน่วยกิต |

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# Part II - AUN-QA CRITERIA AT PROGRAM LEVEL

## **AUN-QA Criterion 1: Expected Learning Outcomes**

### 1.1 The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university **[**1,2**]**

### 1.2 The expected learning outcomes cover both subject specific and generic (i.e. transferable) learning outcomes **[**3**]**

### 1.3 The expected learning outcomes clearly reflect the requirements of the stakeholders **[**4**]**

**AUN-QA Criterion 2: Program Specification**

2.1 The information in the program specification is comprehensive and up-to-date **[**1, 2**]**

### 2.2 The information in the course specification is comprehensive and up-to-date **[**1, 2**]**

2.3 The program and course specifications are communicated and made available to the stakeholders **[**1, 2**]**

## **AUN-QA Criterion 3: Program Structure and Content**

3.1 The curriculum is designed based on constructive alignment with the expected learning outcomes **[**1**]**

3.2 The contribution made by each course to achieve the expected learning outcomes is clear **[**2]

### 

### 3.3 The curriculum is logically structured, sequenced, integrated and up-to-date **[**3, 4, 5, 6**]**

## **AUN-QA Criterion 4 : Teaching and Learning Approach**

### 4.1 The educational philosophy is well articulated and communicated to all stakeholders **[**1**]**

4.2 Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes **[**2, 3, 4, 5**]**

### 4.3 Teaching and learning activities enhance life-long learning **[**6**]**

## **AUN-QA Criterion 5 : Student Assessment**

### 5.1 The student assessment is constructively aligned to the achievement of the expected learning outcomes **[**1, 2**]**

5.2 The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students **[**4, 5**]**

### 5.3 Methods including assessment rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment **[**6, 7**]**

### 5.4 Feedback of student assessment is timely and helps to improve learning **[**3**]**

### 5.5 Students have ready access to appeal procedure **[**8**]**

## 

## **AUN-QA Criterion 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 **[**1**]**

### 6.2 Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research and service **[**2**]**

### 6.3 Recruitment and selection criteria including ethics and academic freedom for appointment, deployment and promotion are determined and communicated **[**4,5,6,7**]**

### 6.4 Competences of academic staff are identified and evaluated **[**3**]**

### 6.5 Training and developmental needs of academic staff are identified and activities are implemented to fulfill them **[**8**]**

### 6.6 Performance management including rewards and recognition is implemented to motivate and support education, research and service **[**9**]**

6.7 The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement **[**10**]**

## **AUN-QA Criterion 7 : Support Staff Quality**

### 7.1 Support staff planning (considering succession, promotion, re-deployment, termination, and retirement) is carried out to fulfill the needs for education, research and service **[**1**]**

### 7.2 Recruitment and selection criteria including ethics and academic freedom for appointment, deployment and promotion are determined and communicated **[**2**]**

### 7.3 Competences of support staff are identified and evaluated **[**3**]**

### 7.4 Training and developmental needs of support staff are identified and activities are implemented to fulfill them **[**4**]**

### 7.5 Performance management including rewards and recognition is implemented to motivate and support education, research and service **[**5**]**

## **AUN-QA Criterion 8 : Student Quality and Support**

### 8.1 The student intake policy and admission criteria are defined, communicated, published and up-to-date **[**1**]**

### 8.2 The methods and criteria for the selection of students are determined and evaluated **[**2**]**

### 8.3 There is an adequate monitoring system for student progress, academic performance, and workload **[**3**]**

### 8.4 Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and employability **[**4**]**

### 8.5 The physical, social, and psychological environment is conducive for education and research as well as personal well-being **[**5**]**

**AUN-QA Criterion 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 **[**1**]**

### 9.2 The library and its resources are adequate and updated to support education and research **[**3,4**]**

### 9.3 The laboratories and equipment are adequate and updated to support education and research **[**1,2**]**

### 9.4 The IT facilities including e-learning infrastructure are adequate and updated to support education and research **[**1,5,6**]**

### 9.5 The standards for environment, health and safety; and access for people with special needs are defined and implemented **[**7**]**

**AUN-QA Criterion 10 : Quality enhancement**

### 10.1 Stakeholders’ needs and feedback serve as input to curriculum design and development [1]

10.2 The curriculum design and development process is established and subjected to evaluation and enhancement **[**2**]**

### 10.3 The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment **[**3**]**

### 10.4 Research output is used to enhance teaching and learning **[**4**]**

### 10.5 Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subjected to evaluation and enhancement **[**5**]**

### 10.6 The stakeholder’s feedback mechanisms are systematic and subjected to evaluation and enhancement **[**6**]**

## **AUN-QA Criterion 11 : Output**

### 11.1 pass rates and dropout rates are established, monitored and benchmarked for improvement **[**1**]**

### 11.2 The average time to graduated is established, monitored and benchmarked for improvement **[**1**]**

### 11.3 Employability of graduates is established, monitored and benchmarked for improvement **[**1**]**

### 11.4 The types and quantity of research activities by students are established, monitored and benchmarked for improvement **[**2**]**

### 11.5 The satisfaction levels of stakeholders are established, monitored and benchmarked for improvement **[**3**]**

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**Part III - Strengths and weakness analyses**

* **Strength and weakness analysis and area of improvement**

| **AUN-QA Criterion** | **Strength** | **Weakness** | **Area of improvement** | **ระยะเวลาที่ต้องแล้วเสร็จ** |
| --- | --- | --- | --- | --- |
| 1 : Expected Learning Outcomes |  |  |  |  |
| 2 : Program Specification |  |  |  |  |
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**APPENDICES**