ASEAN UNIVERSITY NETWORK QUALITY ASSURANCE

GUIDE TO AUN-QA ASSESSMENT
AT PROGRAMME LEVEL
VERSION 4.0

AUN-QA VERSION 4.0

OVERVIEW

รองศาสตราจารย์ ดร.ศิริพร ดาบเพชร

ผู้ช่วยศาสตราจารย์ ดร.ชูเดช โลศิริ

คณะสังคมศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ

FEATURES OF AUN-QA MODEL

- Principle-Based QA model,

- Designed based on Outcome-Based Education (OBE),

- P-D-C-A approach to quality,

- Designed for Continuous Improvement,

- Focusing on Stakeholders' Needs.

AUN-QA PROGRAMME FRAMEWORK
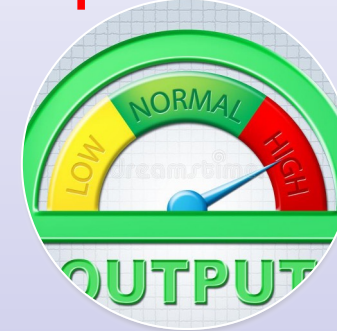
Design Criteria

1. Expected Learning Outcomes
2. Programme Structure & Content
3. Teaching & Learning Approach
4. Student Assessment

Resource Criteria

5. Academic Staff
6. Student Support Services
7. Facilities & Infrastructure

Output Criterion

8. Output and Outcomes

Alignment

AUN-QA Criteria (Version 4)	Requirements
1. Expected Learning Outcomes	5
2. Programme Structure and Content	7
3. Teaching and Learning Approach	6
4. Student Assessment	7
5. Academic Staff	8
6. Student Support Services	6
7. Facilities and Infrastructure	9
8. Output and Outcomes	5
Total	53

AUN-QA PROGRAMME FRAMEWORK

AUN-QA PROGRAMME FRAMEWORK

Version 4.0	Version 3.0
1. Expected Learning Outcomes	1. Expected Learning Outcomes
2. Programme Structure and Content	2. Programme Specification 3. Programme Structure and Content
3. Teaching and Learning Approach	4. Teaching and Learning Approach
4. Student Assessment	5. Student Assessment
5. Academic Staff	6. Academic Staff Quality
6. Student Support Services	7. Support Staff Quality 8. Student Quality and Support
7. Facilities and Infrastructure	7. Support Staff Quality 9. Facilities and Infrastructure
8. Output and Outcomes	11. Output
Embedded in criteria 2, 3, 4, 6, 7 & 8	10. Quality Enhancement
53 Requirements	62 Requirements

| V3.0	V4.0
1.0 Expected Learning Outcomes	1.0 Expected Learning Outcomes
2.0 Programme Specification 3.0 Programme Structure and Content	2.0 Programme Structure and Content
4.0 Teaching and Learning Approach	3.0 Teaching and Learning Approach
5.0 Student Assessment	4.0 Student Assessment
6.0 Academic Staff Quality	5.0 Academic Staff
7.0 Support Staff Quality 8.0 Student Quality and Support	6.0 Student Support Services
9.0 Facilities and Infrastructure	7.0 Facilities and Infrastructure
10.0 Quality Enhancement	Integrated into the other criteria
11.0 Output	8.0 Output and Outcomes

Criteria	Version 4.0 (Requirements)	Version 3.0 (Checklist)	Version 3.0 (Requirements)
Comparison of AUN-QA Programme Framework Version 4 vis-a-vis Version 3 (Cheat sheet) ©Dr. Nguyen Thi My Ngoc and Mr. Johnson Ong Chee Bin			
1. Expected Learning Outcomes	1.1	1.1	1.1
	1.2	1.1	1.2
	1.3	1.2	1.3
	1.4	1.3	1.4
	1.5	11.1	11.1
2. Programme Structure and Content	2.1	2.1; 2.2; 2.3	2.1; 2.2
	2.2	3.1	3.1
	2.3	10.1	10.1
	2.4	3.2	3.2
	2.5	3.3	3.3
	2.6	3.3	3.5
	2.7	3.3; 10.2	3.6; 10.2
3. Teaching and Learning Approach	3.1	4.1	4.1
	3.2	4.2	4.2; 4.3; 4.4; 4.5
	3.3	4.2	4.2; 4.3; 4.4; 4.5
	3.4	4.3	4.6
	3.5	4.3	4.6
	3.6	10.3	10.3
4. Student Assessment	4.1	5.1	5.1; 5.2
	4.2	5.5	5.8
	4.3	5.2	5.5
	4.4	5.2; 5.3	5.4; 5.6; 5.7
	4.5	5.1	5.2
	4.6	5.4	5.3
	4.7	10.3	10.3
5. Academic Staff	5.1	6.1	6.1
	5.2	6.2	6.2
	5.3	6.4	6.3
	5.4	6.3	6.6
	5.5	6.3	6.4
	5.6	6.3	6.5; 6.7
	5.7	6.5	6.8
	5.8	6.6	6.9
6. Student Support Services	6.1	8.1	8.1
	6.2	7.1	7.1
	6.3	8.3	8.3
	6.4	8.4	8.4
	6.5	7.3	7.3
	6.6	10.5	10.5
7. Facilities and Infrastructure	7.1	9.1	9.1
	7.2	9.3	9.1
	7.3	9.2	9.4
	7.4	9.4	9.5
	7.5	9.4	9.6
	7.6	9.5	9.7
	7.7	8.5	8.5
	7.8	7.3	7.3
	7.9	10.5	10.5
8. Output and Outcomes	8.1	11.1; 11.2	11.1
	8.2	11.3	11.1
	8.3	6.7; 10.4; 11.4	6.10; 10.4; 11.1
	8.4	11.1	11.1
	8.5	11.5	11.3
Total	**53**	**50**	**62**

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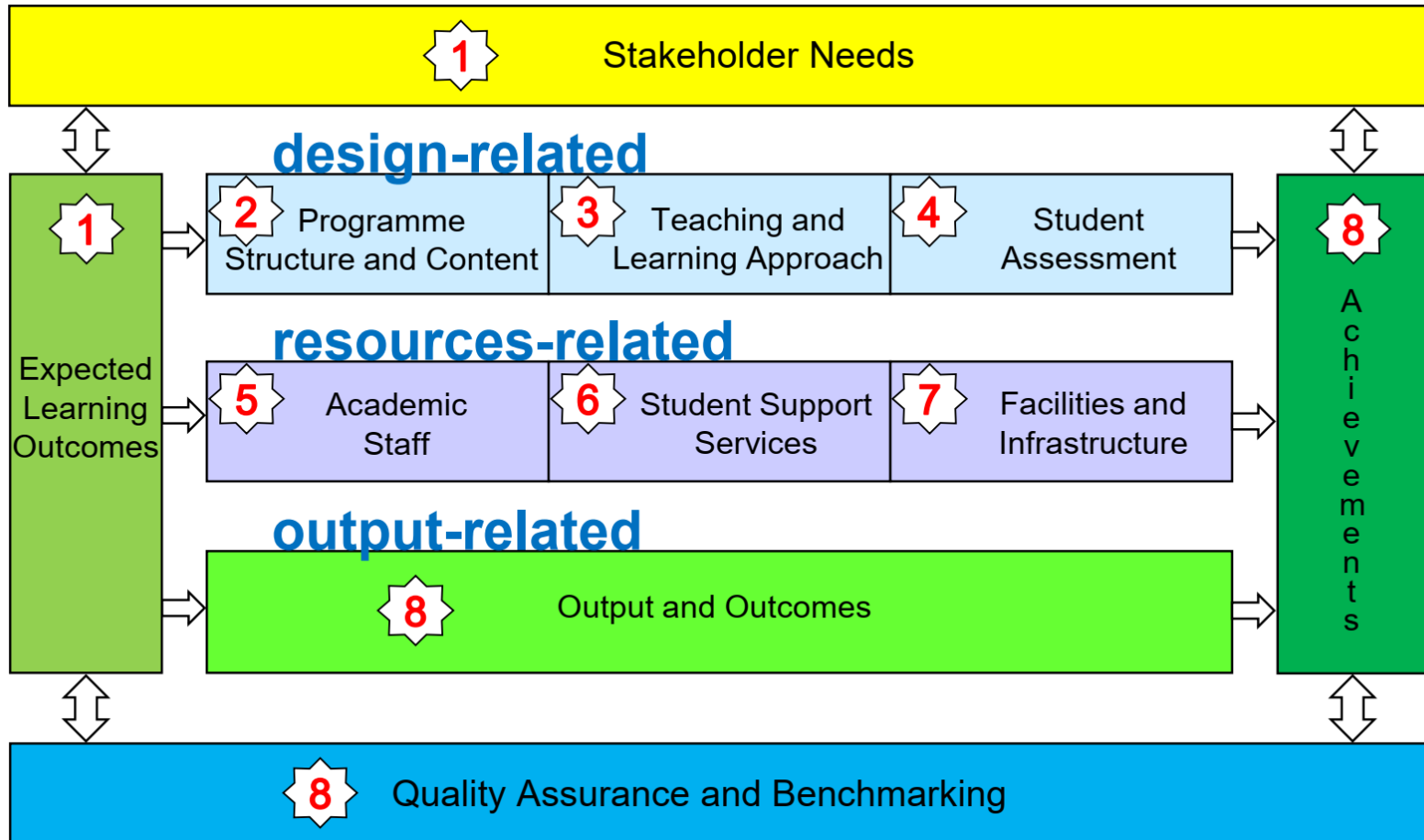
STRUCTURE OF AUN-QA MODEL

AUN-QA Criterion

1

EXPECTED LEARNING OUTCOME

AUN-QA CRITERION 1 – EXPECTED LEARNING OUTCOMES

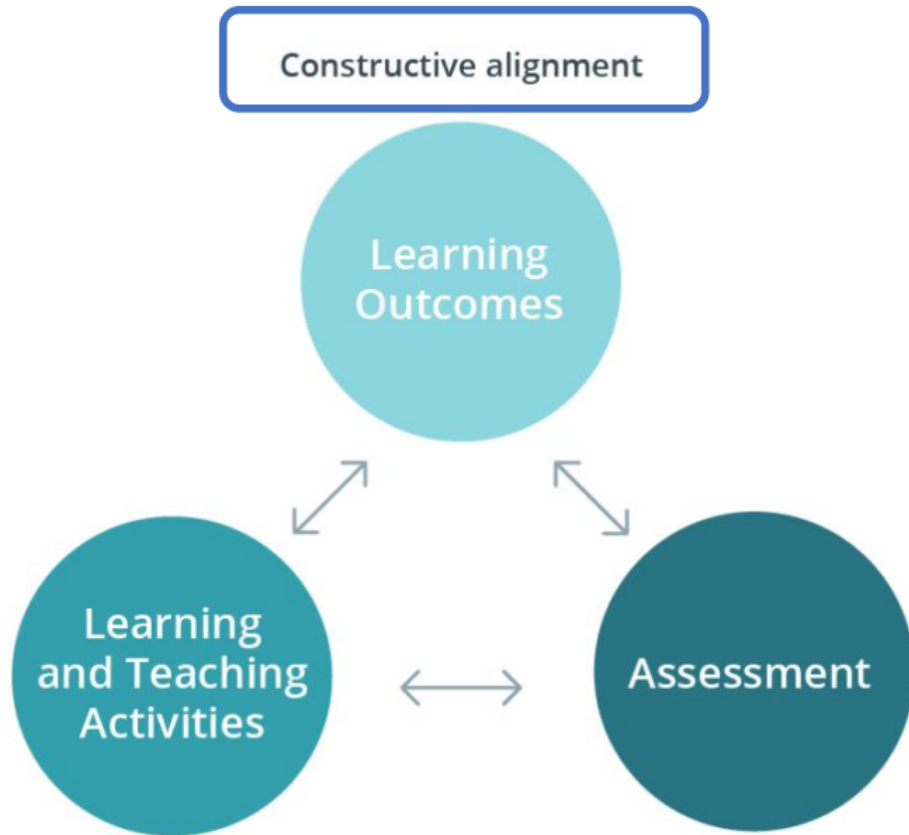| 1.1	The programme to show that the <u>expected learning outcomes [a]</u> are appropriately formulated in accordance with an established learning taxonomy, are aligned to the vision and mission of the university, and are known to all stakeholders.
1.2	The programme to show that the expected learning outcomes for all courses are appropriately formulated and are aligned to the expected learning outcomes of the programme.
1.3	The programme to show that the <u>expected learning outcomes [a]</u> 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).

AUN-QA CRITERION 1 – EXPECTED LEARNING OUTCOMES

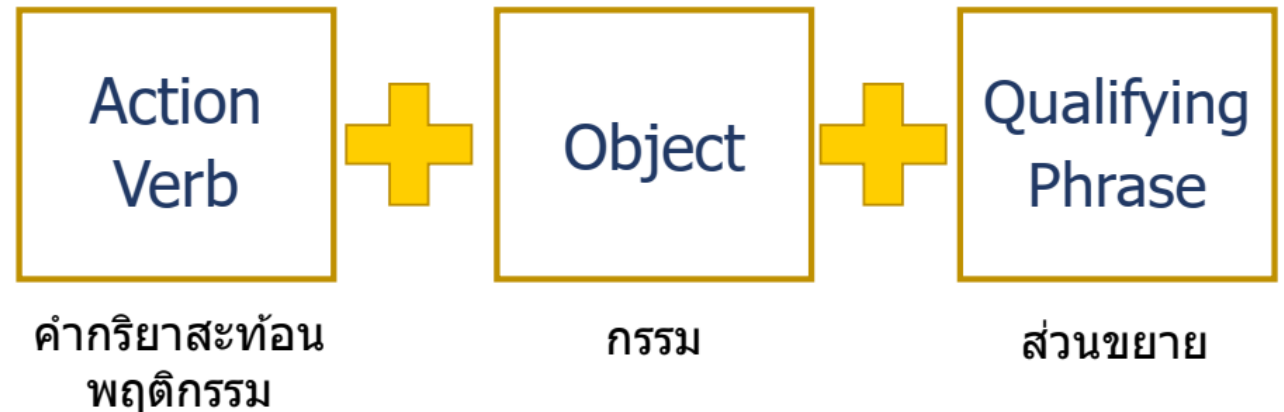| 1.4	The programme to show that the requirements of the stakeholders, especially the external stakeholders, are gathered, and that these are reflected in the expected learning outcomes.
1.5	The programme to show that the expected learning outcomes are achieved by the students by the time they graduate [b].

EXPECTED LEARNING OUTCOMES

- The expected learning outcomes, which are formulated from the needs of the stakeholders, form the starting point of the programme design.

- Learning outcomes are concerned with the achievements of the learner rather than the intentions of the teacher, which are often written as aims, goals or objectives of the programme.

- Learning outcomes should be written in a way where learning is translated into observable and measurable results which can be demonstrated and assessed.
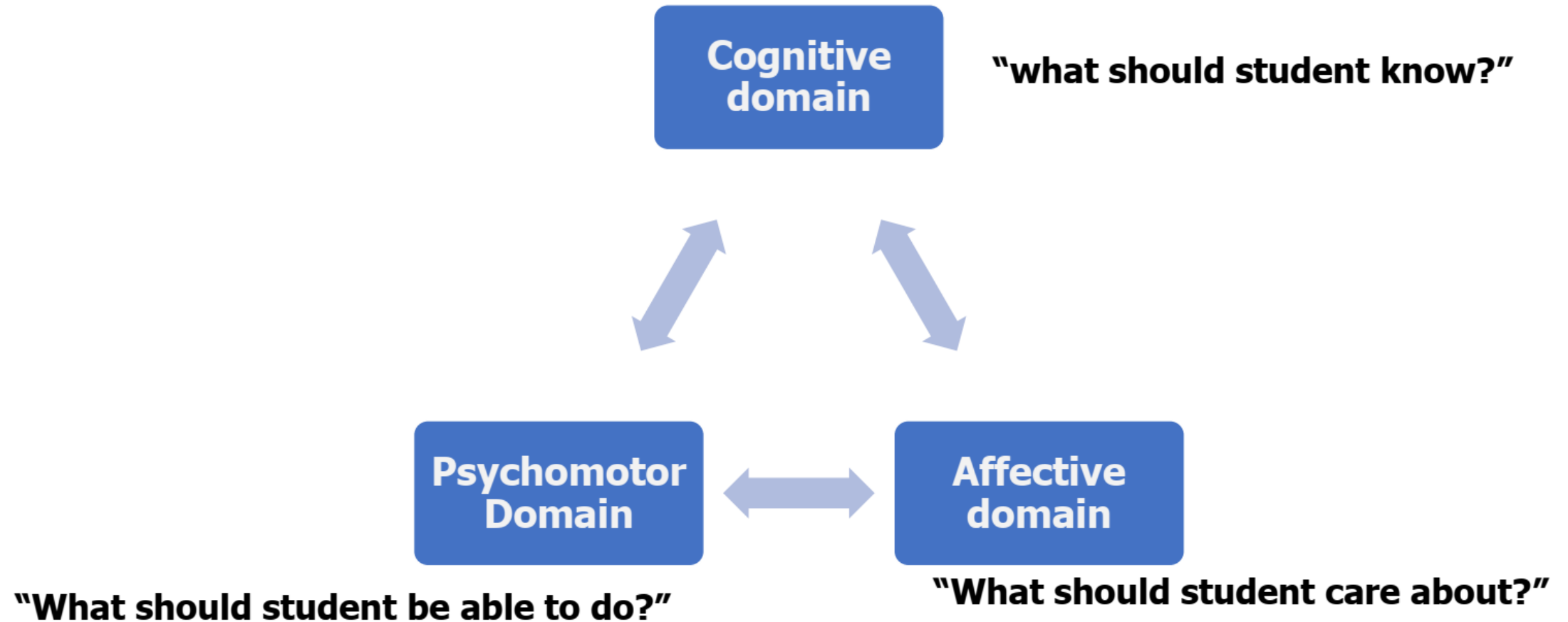
EXPECTED LEARNING OUTCOMES

Constructive alignment

Learning Outcomes

Learning and Teaching Activities

Assessment

Generic Format of ELOs

Action Verb + Object + Qualifying Phrase

คำกริยาสะท้อนพฤติกรรม   กรรม   ส่วนขยาย

WRITING SMART LEARNING OUTCOMES

Specific	Is there a description of a precise behavior and the situation it will be performed in? Is it concrete, detailed, focused and defined?
Measurable	Can the performance of the objective be observed and measured?
Achievable	With a reasonable amount of effort and application can the objective be achieved? Are you attempting too much?
Relevant	Is the objective important or worthwhile to the learner or stakeholder? Is it possible to achieve this objective?
Time-bound	Is there a time limit, rate number, percentage or frequency clearly stated? When will this objective be accomplished?

WRITING SMART LEARNING OUTCOMES

LEVELS OF LEARNING OUTCOME

Specific outcomes

- The outcomes that related to the subject discipline and the knowledge, skills and/or competences particular to it
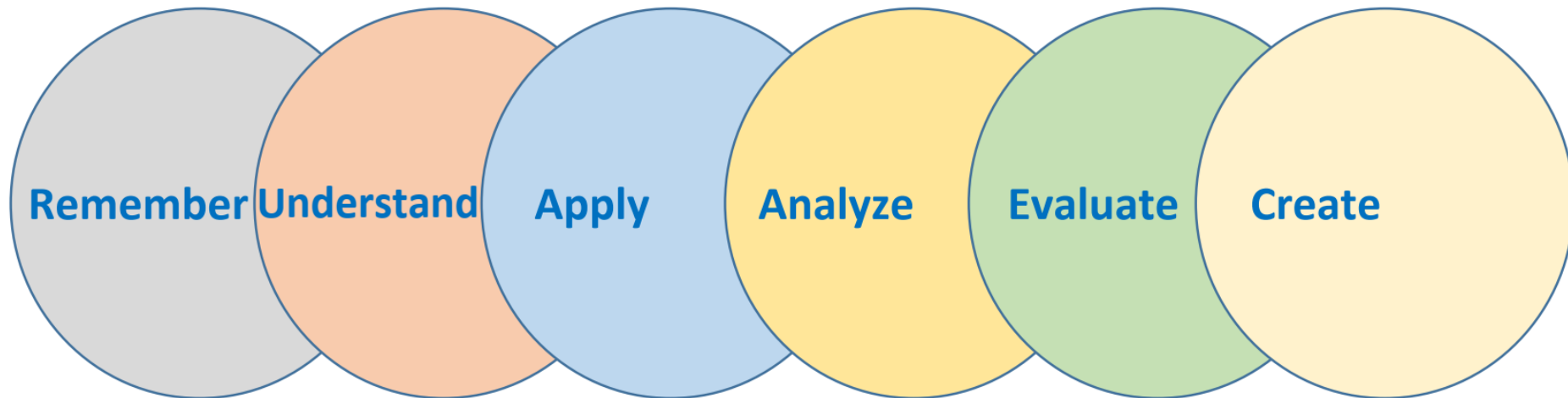
Generic Outcomes (Transferable Skills)

- The outcomes that related to any and all disciplines e.g. written. oral, problem-solving, information technology, and team working skills, etc.

LEVELS OF LEARNING OUTCOME

- **Generic** knowledge, skills, and abilities (required by all students)

- **Specific** knowledge, skills, and abilities of a particular study program

- **Life-long** learning skills (e.g., independent learning, critical thinking)
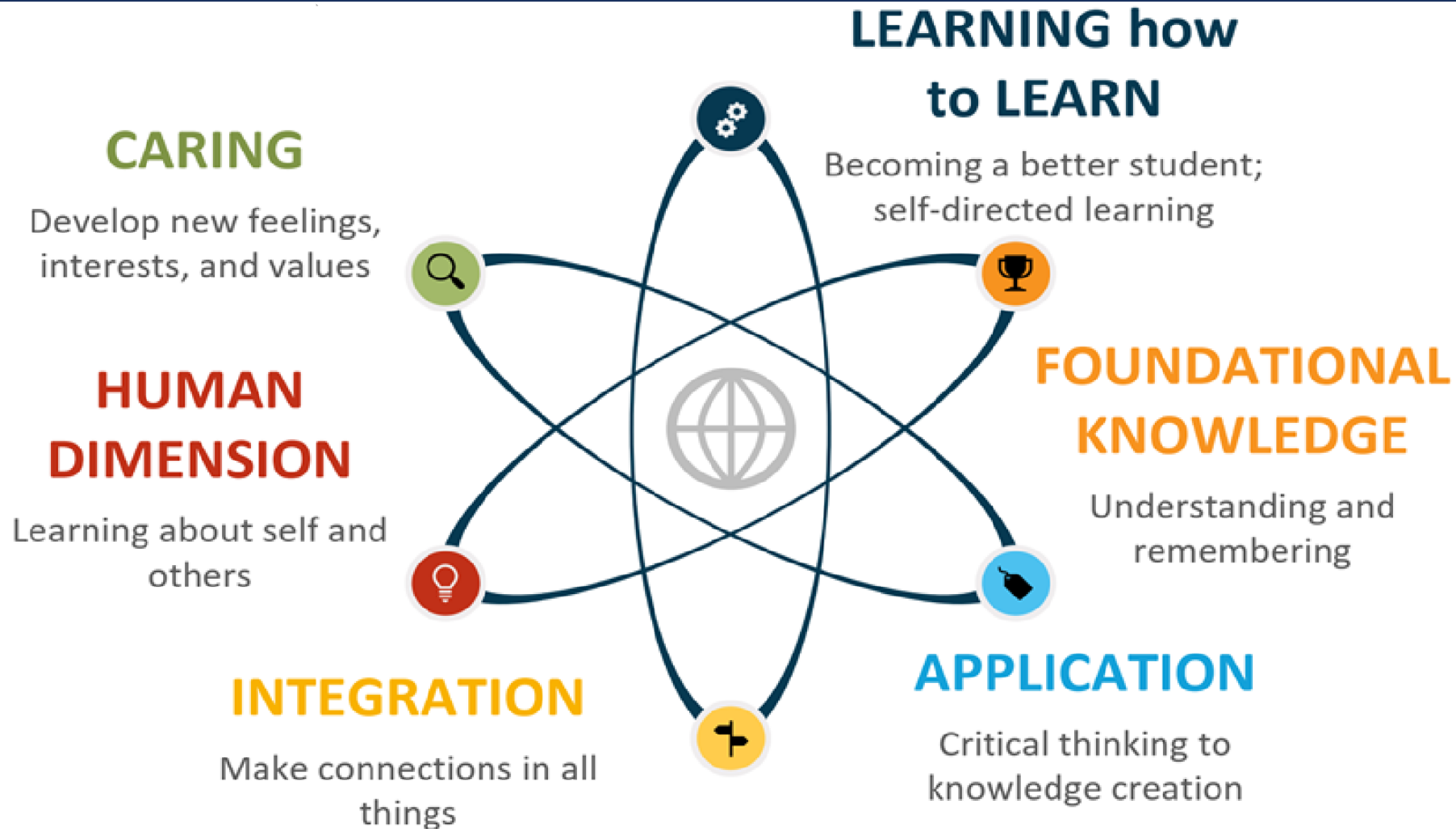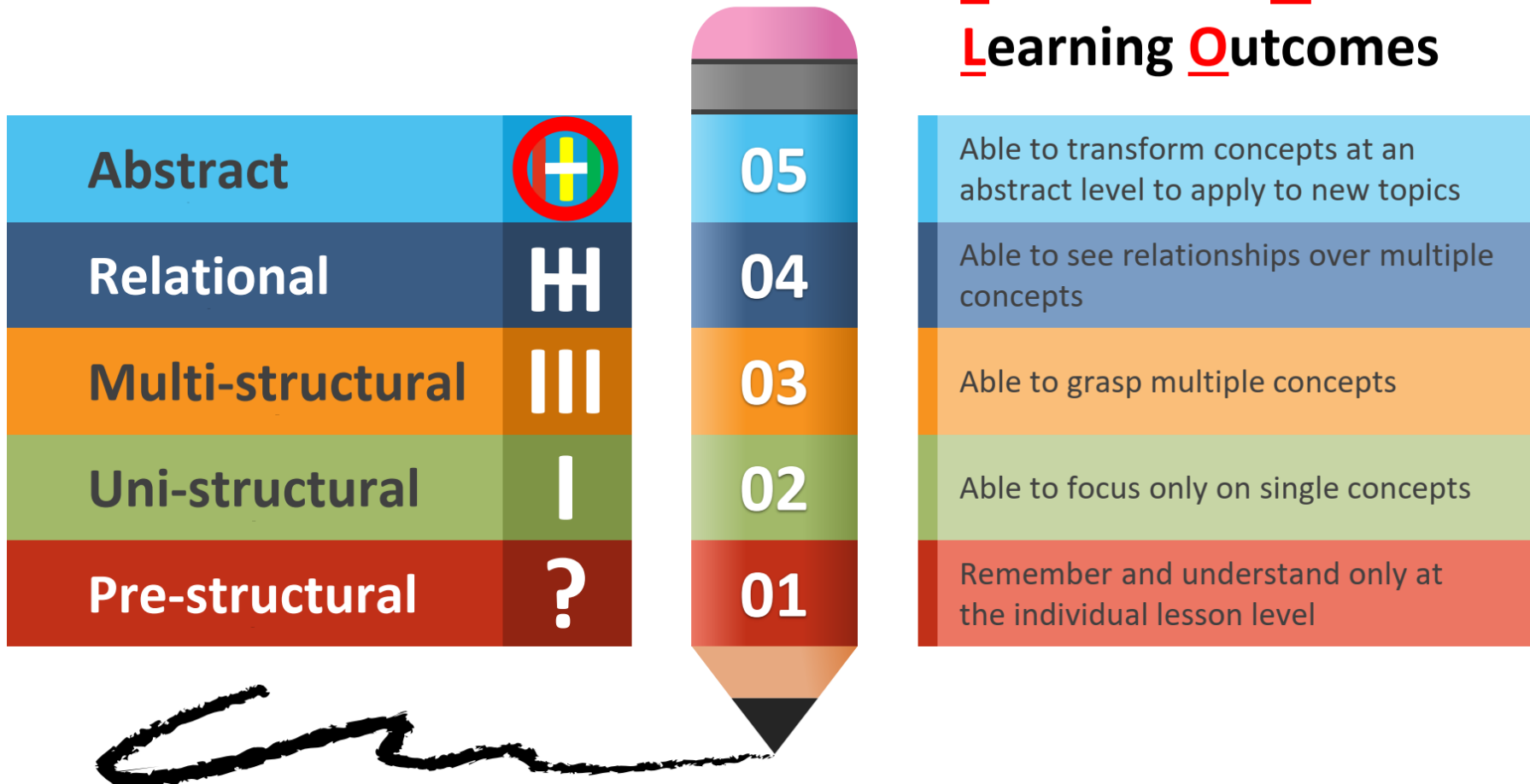
FINK'S TAXONOMY OF SIGNIFICANT LEARNING

LEARNING how to LEARN
Becoming a better student; self-directed learning

CARING
Develop new feelings, interests, and values

HUMAN DIMENSION
Learning about self and others

FOUNDATIONAL KNOWLEDGE
Understanding and remembering

INTEGRATION
Make connections in all things

APPLICATION
Critical thinking to knowledge creation

THE SOLO TAXONOMY

Structure of **O**bserved **L**earning **O**utcomes

| Level		Step	Description
Abstract	⊕	05	Able to transform concepts at an abstract level to apply to new topics
Relational	⊢⊢	04	Able to see relationships over multiple concepts
Multi-structural	‖‖	03	Able to grasp multiple concepts
Uni-structural	⎮	02	Able to focus only on single concepts
Pre-structural	?	01	Remember and understand only at the individual lesson level

AUN-QA CRITERION 1 – ADDENDUM

- **a** : Formulation of the "<u>expected learning outcomes</u>" shall consider the national, regional and global [points of reference](#) of a postgraduate programme. As such, elements related to original research, novelty, emerging theories and practice in solving real-world problems, etc., in the graduate profile should be assessed and benchmarked.

- **b** : The phrase "<u>achieved by the students by the time they graduate</u>" may include student's contribution after graduation in applying their doctorate-level and other employability skills, that may be triangulated with the referred qualification descriptors and/or the requirements of stakeholders for the degree.

AUN-QA Criterion **2**
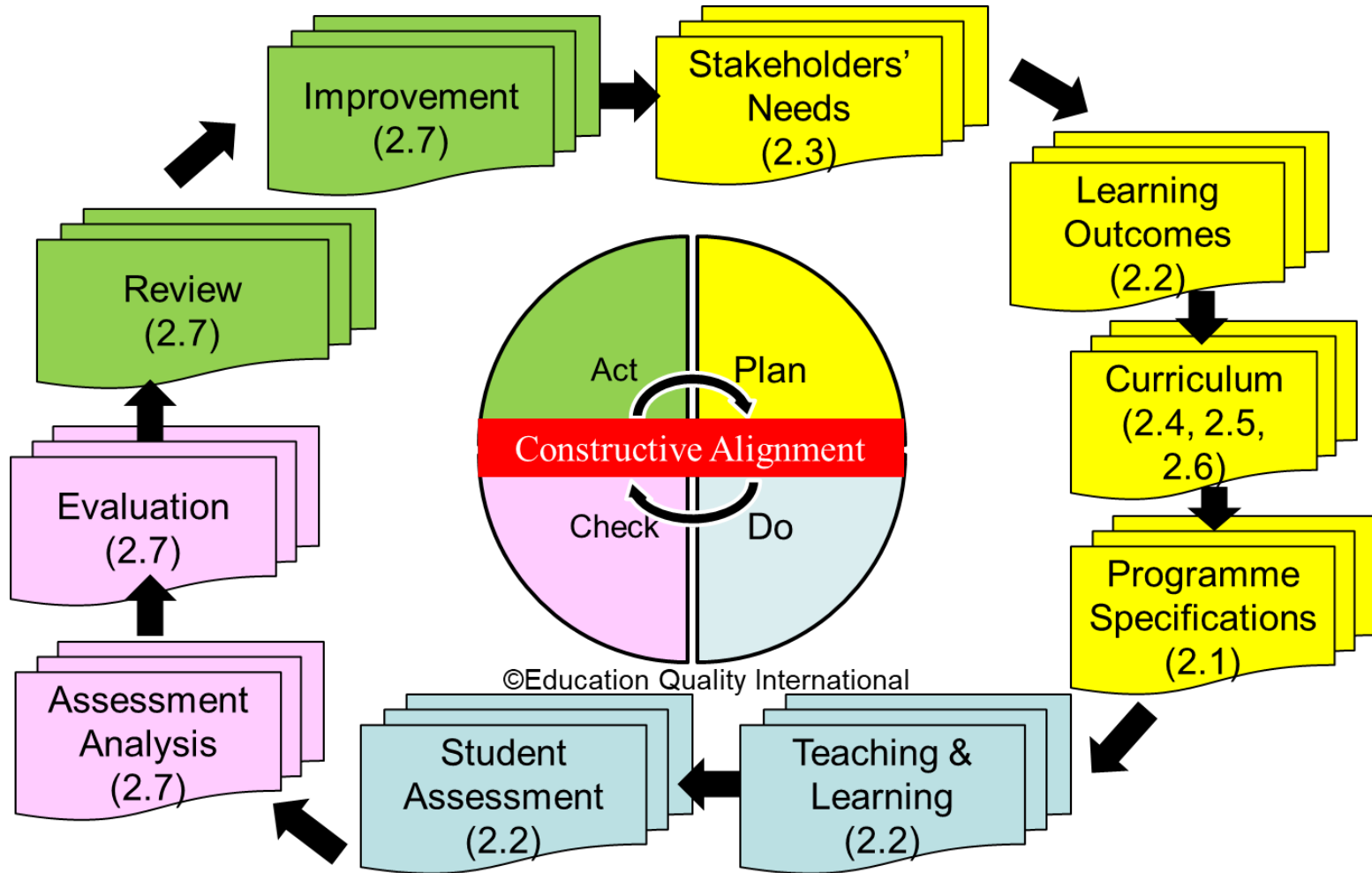
PROGRAMME STRUCTURE AND CONTENT

AUN-QA CRITERION 2 – PROGRAMME STRUCTURE AND CONTENT

AUN-QA CRITERION 2 – PROGRAMME STRUCTURE AND CONTENT

2.1	The specifications of the programme and <u>all</u> its <u>courses</u>[c] are shown to be comprehensive, up-to-date, and made available and communicated to all stakeholders.
2.2	The design of the curriculum is shown to be <u>constructively aligned</u>[d] with achieving the expected learning outcomes.
2.3	The design of the curriculum is shown to include <u>feedback from stakeholders</u>, especially external stakeholders.
2.4	The contribution made by <u>each course</u>[c] in achieving the expected learning outcomes is shown to be clear.

AUN-QA CRITERION 2 – PROGRAMME STRUCTURE AND CONTENT

2.5	The curriculum to show that all its <u>courses</u>c are logically structured, properly sequenced (progression from basic to intermediate to specialised courses), and are integrated.
2.6	The curriculum to have option(s) for students to pursue major and/or minor specialisations.
2.7	The programme to show that its curriculum is reviewed periodically following an established procedure and that it remains up-to-date and relevant to industry.

AUN-QA CRITERION 2 – ADDENDUM

- **c** : In the context of planning and delivering the programme research component that is aligned to the expected learning outcomes, the term "course" or "courses" should be referred to <u>programme activities</u> or/and <u>assessment tasks</u> related to monitoring progression and reviewing academic performance of a postgraduate student.

- **d** : consequently, the term "constructive alignment" for the programme research component could be shown or demonstrated by <u>mapping</u> between the expected learning outcomes of the programme with activities or/and assessment tasks related to progress and performance reviews of a doctorate candidate/student.
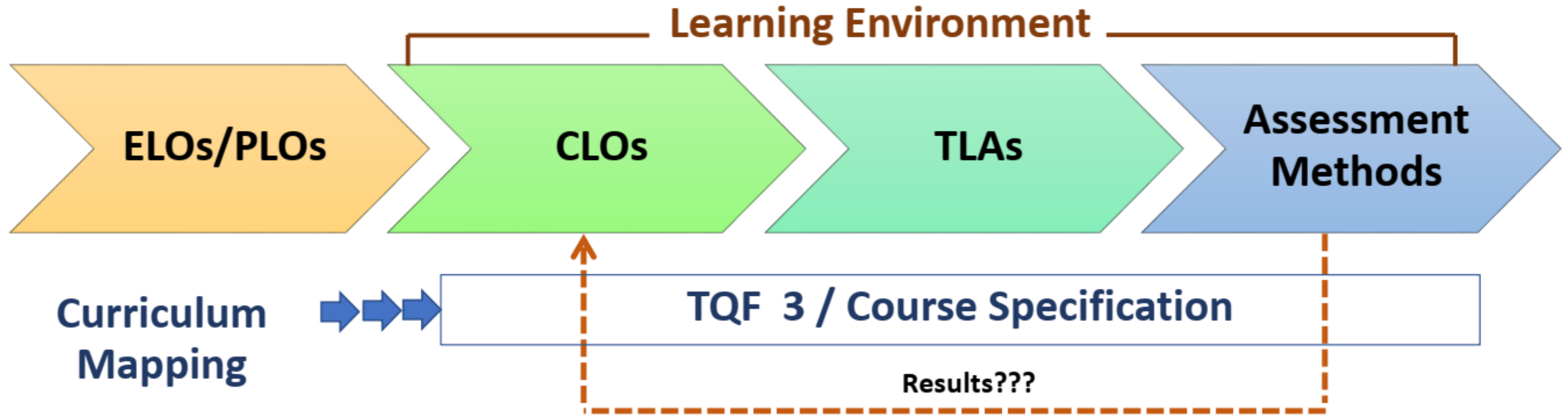
PROGRAMME SPECIFICATIONS

- Awarding body/institution
- Teaching institution (if different)
- Details of accreditation by professional or statutory bodies
- Name of the final award
- Programme title
- Expected learning outcomes of the programme
- Admission criteria or requirements
- Relevant benchmark reports, external and internal reference points, that may be used to provide information on programme learning outcomes
- Programme structure and requirements including levels, courses, credits, etc
- The date of writing the programme specifications.

COURSES SPECIFICATIONS

- Course title
- Course requirements such as pre-requisites, credits, etc
- Expected learning outcomes of the course in terms of knowledge, skills, and attitude
- Teaching, learning, and assessment methods that enable the expected learning outcomes to be achieved
- Course description, outline, or syllabus
- Details of student assessment
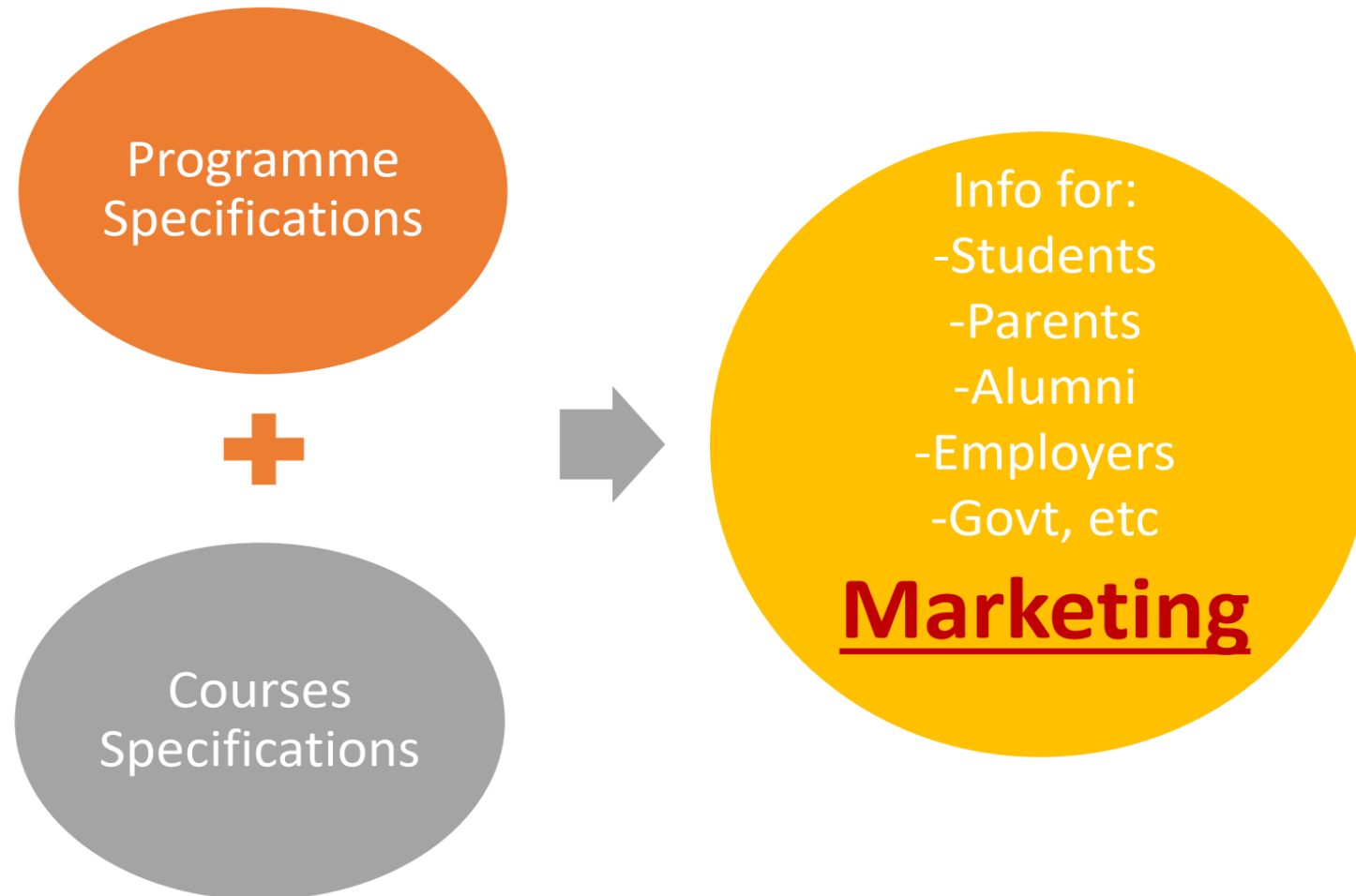- Date on which the course specification was written or revised.

Constructive Alignment (CA)

Is something learner have to create for themselves. *Cr. John Biggs*

Quality learning occurs when learners are ready, active in the learning process, have reason for learning and can relate previous knowledge to new.
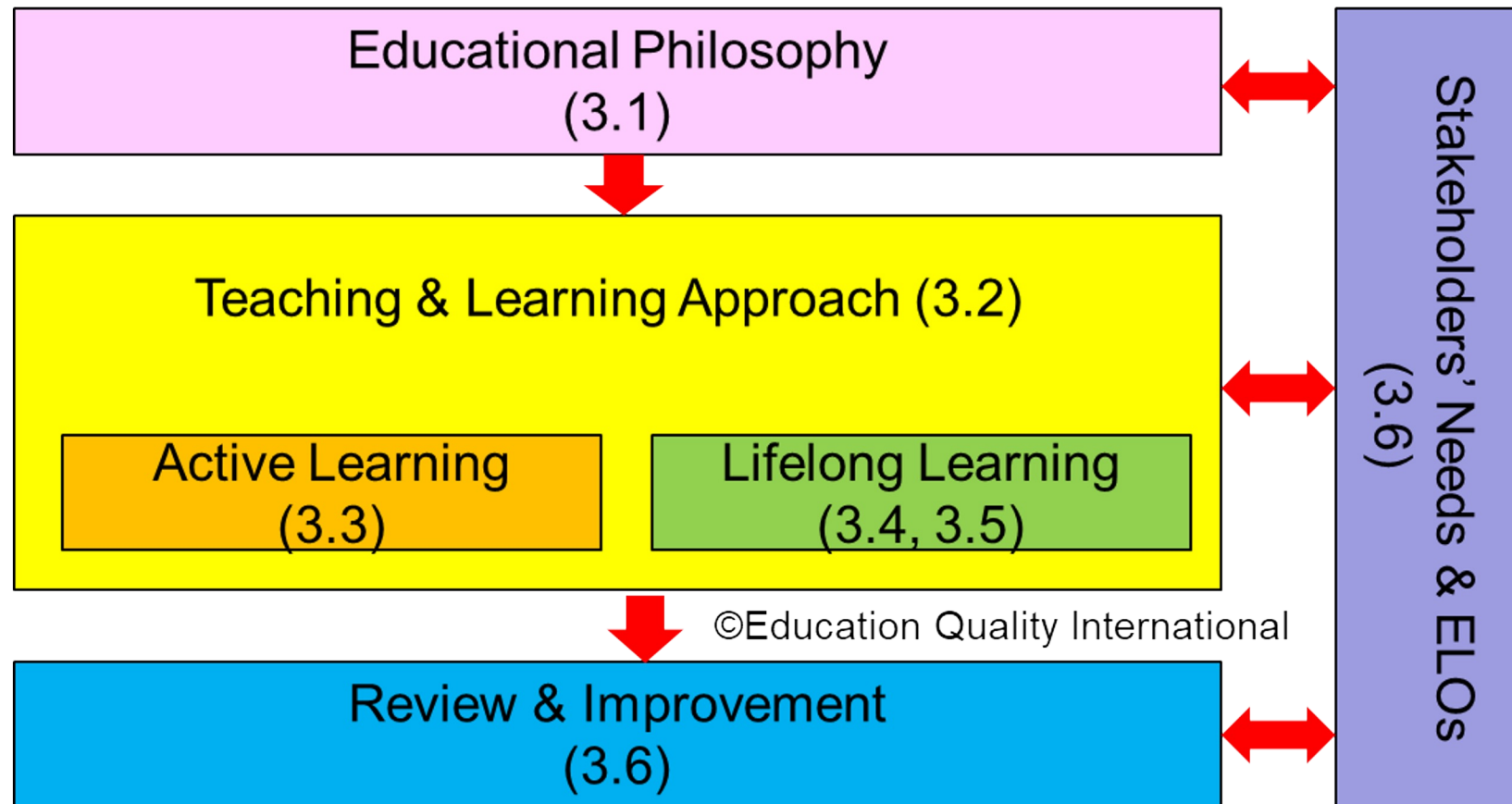
AUN-QA Criterion **3**

TEACHING AND LEARNING APPROACH

AUN-QA CRITERION 3 – TEACHING AND LEARNING APPROACH

AUN-QA CRITERION 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 [e].
3.2	The teaching and learning activities [e] are shown to allow students to participate responsibly in the learning process.
3.3	The teaching and learning activities [e] are shown to involve active learning by the students.

AUN-QA CRITERION 3 – TEACHING AND LEARNING APPROACH

3.4	The <u>teaching and learning activities</u>^e 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 new ideas and practices).
3.5	The <u>teaching and learning activities</u>^e are shown to inculcate in students, new ideas, creative thought, innovation, and an entrepreneurial mindset.
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.

AUN-QA CRITERION 3 – ADDENDUM

- e: The term "teaching and learning activities" for the programme research component may include discussion and consultation with the supervisors as well as programme activities and assessment tasks that are related to progress monitoring and performance reviews of a postgraduate student.

WHAT IS AN EDUCATIONAL PHILOSOPHY?

- An educational philosophy is a set of beliefs about what students should be taught, how they should be taught (methods), how they should be assessed, what is the purpose of the teaching, and what is the role of the teacher

TEACHING AND LEARNING METHODS

Blended Learning

Demonstration

Micro Learning

Lecture

Web-based Training

Reflection

Debate

Gamification

Mobile-based Learning

Role Play

Home work

Flipped Learning

Experiential Learning

Simulation

Collaborative Learning

Case Study

Using AI

Adaptive Learning

Social Learning

Brain Storming

Problem Solving

LIFE-LONG LEARNING

Learning throughout one's whole life with aim to improve knowledge, skills, and competence in work or play.

- Cultural awareness

- Communicate in mother tongue

- Competence in science and technology
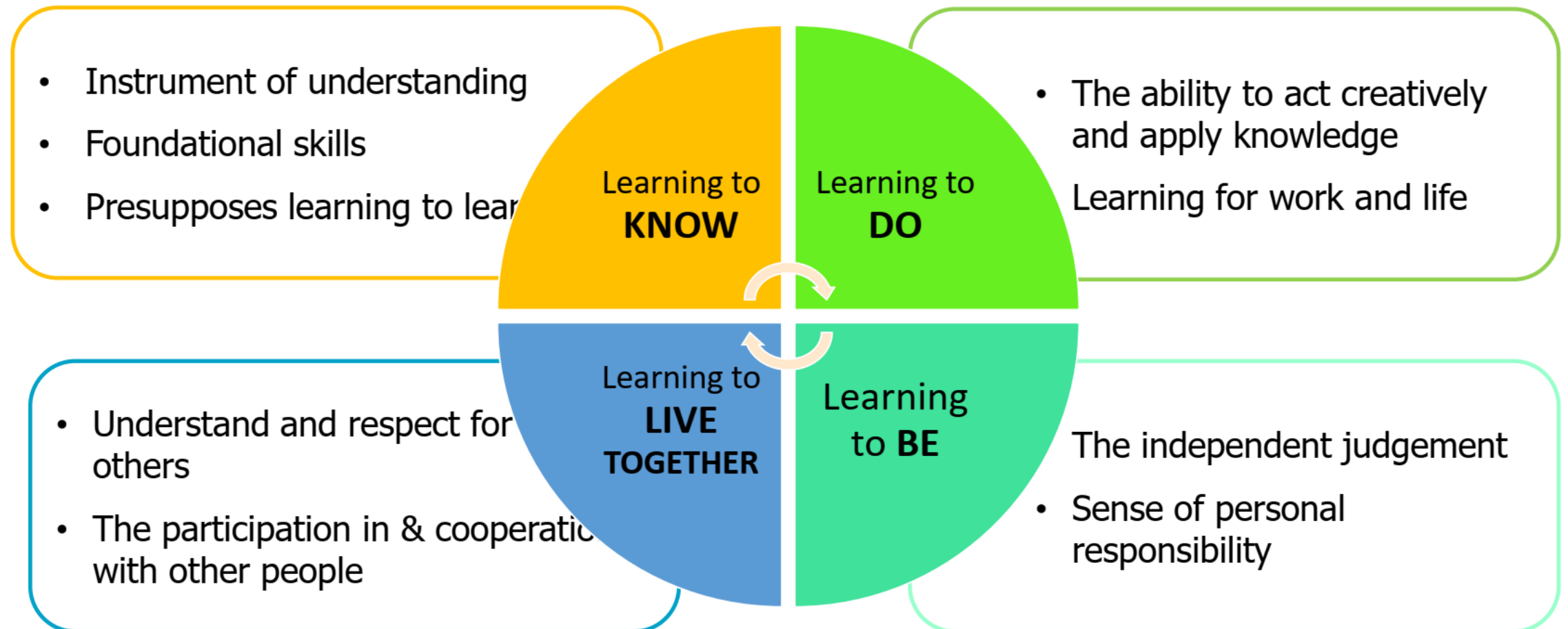
- Digital competence

- Initiative and entrepreneurship

- Communicate in foreign language(s)

- Learn to learn

- Social and civil competences

FOUR PILLARS OF LEARNING

- Instrument of understanding
- Foundational skills
- Presupposes learning to lea[rn]

- The ability to act creatively and apply knowledge
- Learning for work and life

Learning to KNOW

Learning to DO

Learning to LIVE TOGETHER

Learning to BE

- Understand and respect for others
- The participation in & cooperati[on] with other people

- The independent judgement
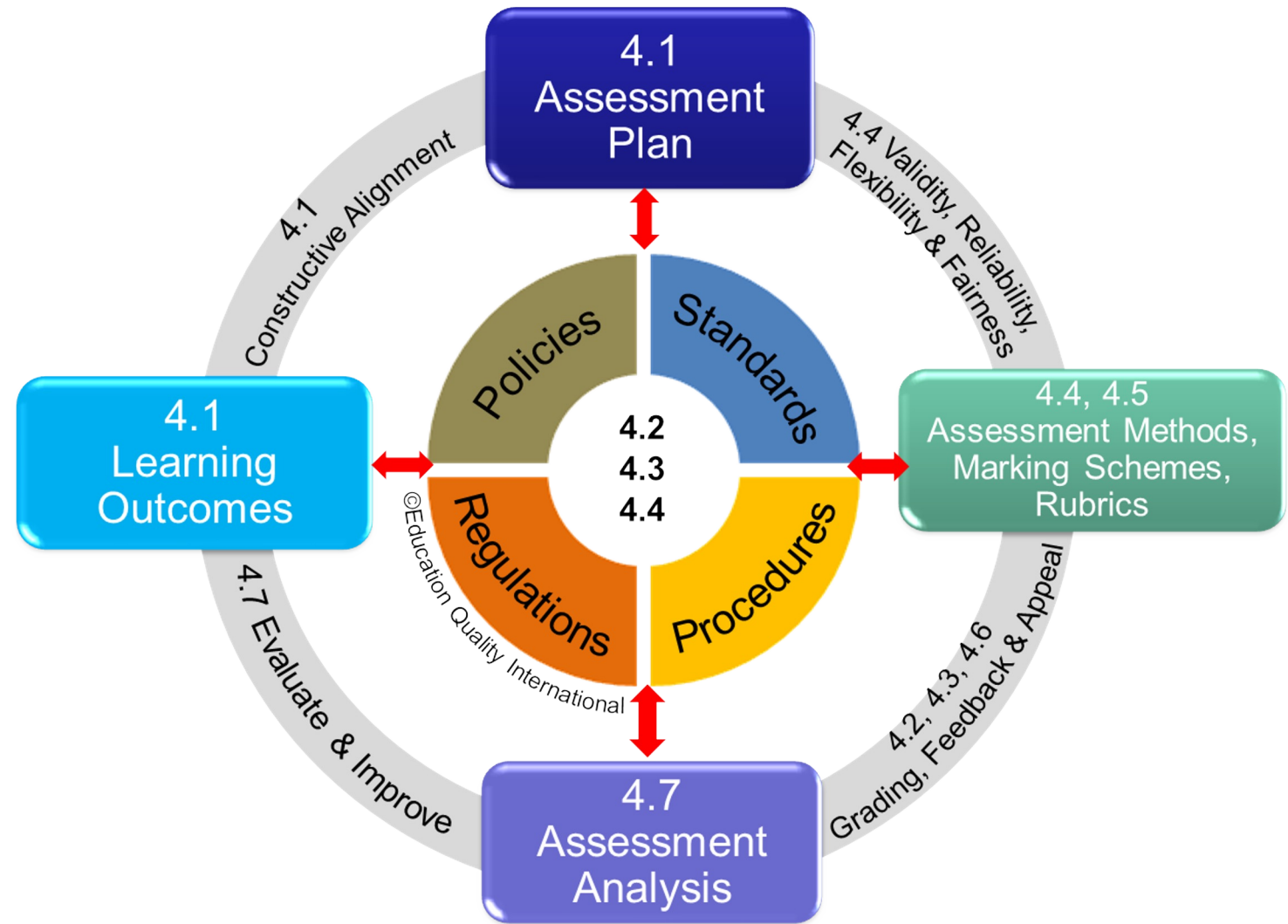- Sense of personal responsibility

Source: Adapted from UNESCO (1996)

AUN-QA Criterion **4**

STUDENT ASSESSMENT

AUN-QA CRITERION 4 – STUDENT ASSESSMENT

AUN-QA CRITERION 4 – STUDENT ASSESSMENT

4.1	A variety of assessment methods [f] are shown to be used and are shown to be constructively aligned to achieving the expected learning outcomes and the teaching and learning objectives.
4.2	The assessment and assessment-appeal policies are shown to be explicit, communicated to students, and applied consistently.
4.3	The assessment standards and procedures for student progression and degree completion, are shown to be explicit, communicated to students, and applied consistently.
4.4	The assessments methods [f] are shown to include rubrics, marking schemes, timelines, and regulations, and these are shown to ensure validity, reliability, and fairness in assessment.

AUN-QA CRITERION 4 – STUDENT ASSESSMENT

| 4.5	The assessment methods[f] are shown to measure the achievement of the expected learning outcomes of the programme and its courses.
4.6	Feedback of student assessment is shown to be provided in a timely manner.
4.7	The student assessment and its processes are shown to be continuously reviewed and improved to ensure their relevance to the needs of industry and alignment to the expected learning outcomes.

AUN-QA CRITERION 4 – ADDENDUM

- f: The term "assessment methods" for the programme research component may include semester-based and/or annual progress monitoring and reviews of student's academic performance, as well as the final assessment of the thesis or dissertation leading to award of the postgraduate degree. The final assessment of the thesis or dissertation, may also be referred to as viva-voce or thesis/dissertation defence.
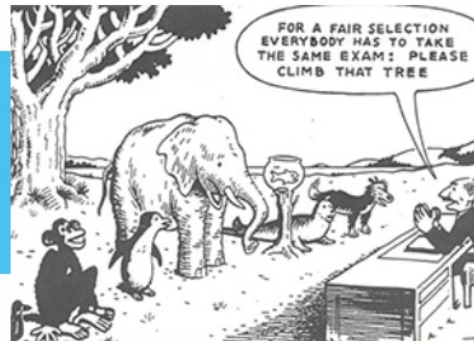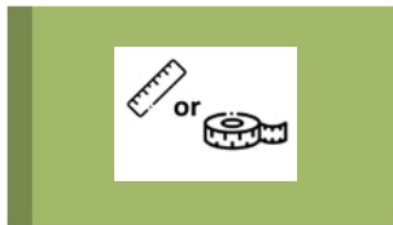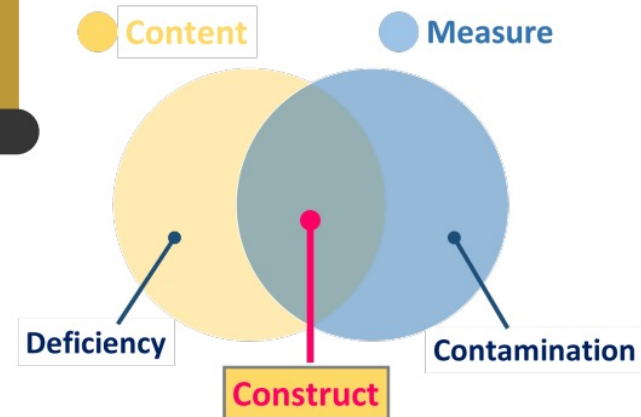
ASSESSMENT METHODS ALIGNMENT

ASSESSMENT PRINCIPLES
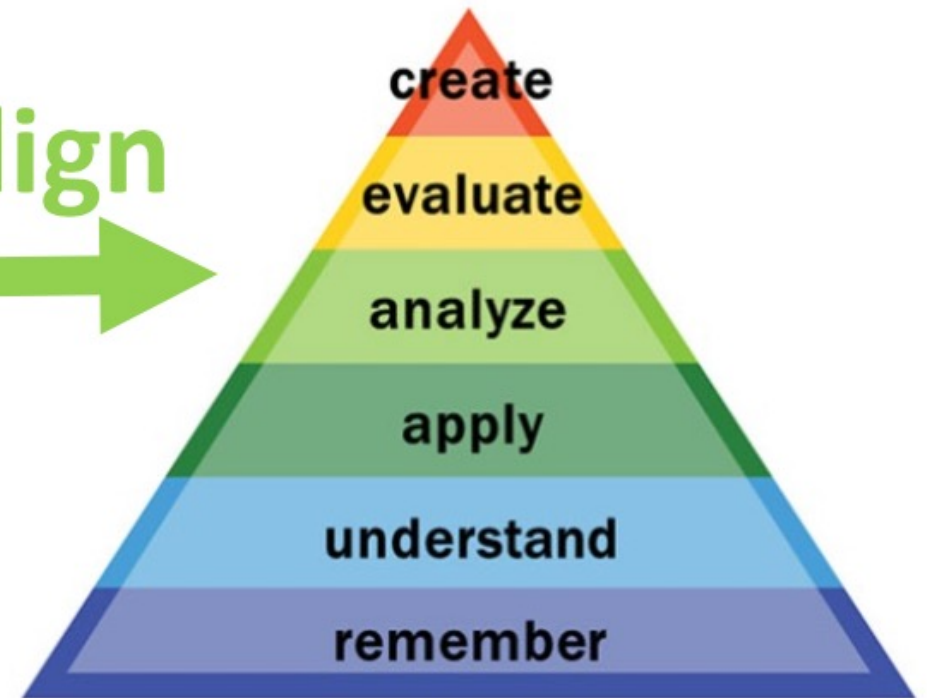
COMPONENTS OF AN ASSESSMENT RUBRIC

Criteria	Skill Domains	Fail	Pass	Credit	Distinction	Higher Distinction
Introduction	5	0 – 49% (0 < 2.5)	50 – 59% (2.5 - <3)	60 – 69% (3 – <3.5)	70 – 79% (3.5 - <4)	80 – 100% (4 – 5)
	Knowledge and Understanding of Research Topic	Neither implicit nor explicit reference m... t... be...	The topic that is... be...	The topic is introduced,	The topic is well introduced, and the direction of the report is clear.	The topic is well introduced, and the direction of the report is very clear.
Findings	10	0 – 49% (<5)	50 – 59% (5 – <6)	60 – 69% (6 - <7)	70 – 79% (7 - <8)	80 – 100% (8 – 10)
	Thinking and Inquiry Skills	Insufficient and/or inappropriate research sources Ineffective organisation Material is interpreted with limited accuracy	Research sources are sufficient and appropriate Organisation of material is somehow effective Material is i...	Research sources are sufficient and appropriate Organisation of material is effective Material is interpreted	Research sources are abundant and appropriate Organisation of material is highly effective Material is interpreted with high accuracy	Research sources are abundant and completely appropriate Organisation of material is highly effective Material is interpreted with very high accuracy

Performance Levels

Criteria

Descriptors

ALIGNING ELOS TO T&L AND ASSESS

AUN-QA Criterion **5**

AUN-QA CRITERION 5 – ACADEMIC STAFF

5.1 Education, Research & Service

5.3 Staff Competences, Experiences & Qualifications

5.1 Academic Staff Planning

5.1 Staff Appointments & Roles

5.7 Training & Development

5.2, 5.4 Workload Duties

5.8 Performance Review

5.5, 5.8 Rewards, Recognition, Promotion

5.6 Staff Rights, Privileges, Benefits, Accountability, Professional Ethics & Academic Freedom

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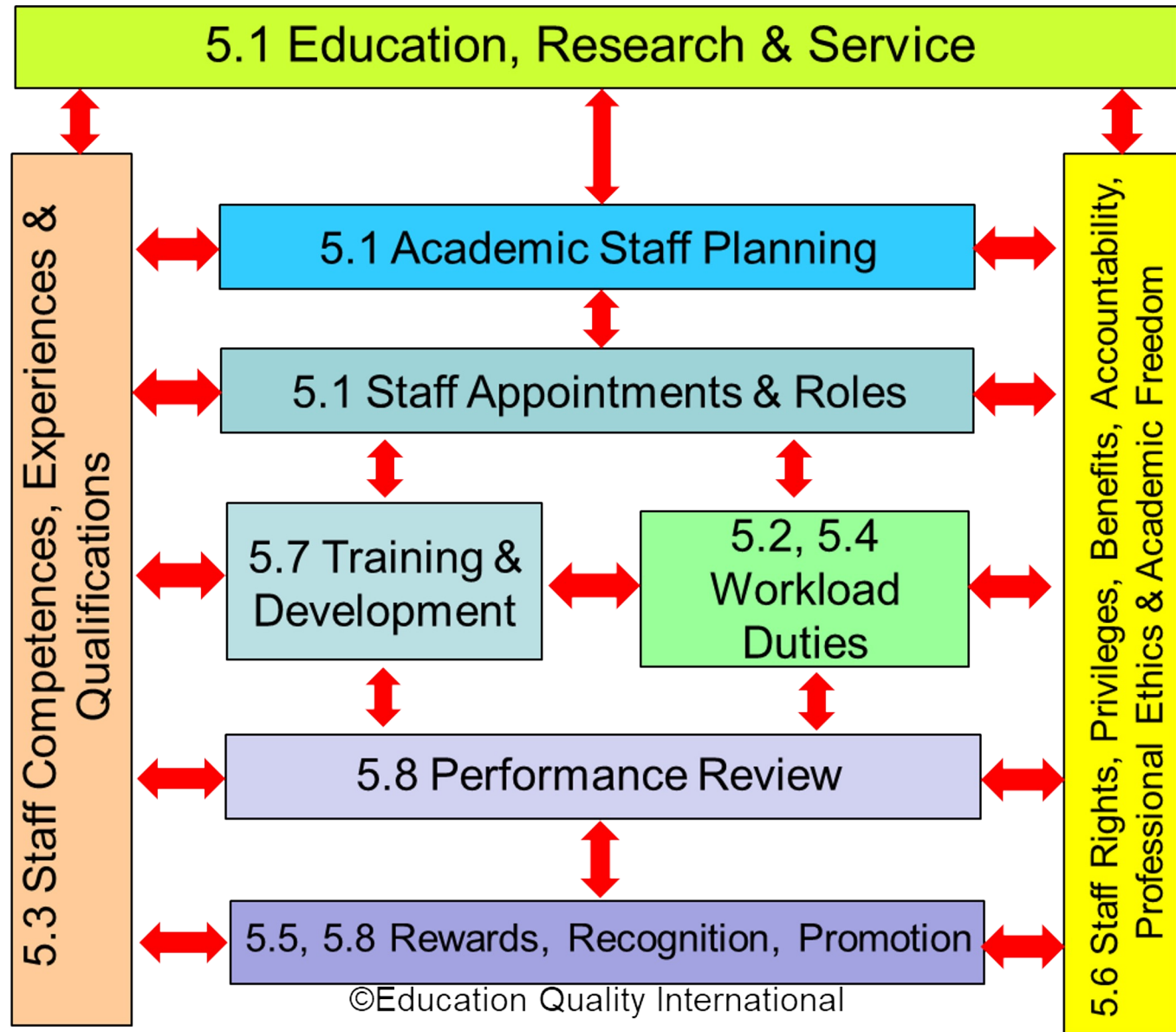
AUN-QA CRITERION 5 – ACADEMIC STAFF

5.1	The programme to show that academic staff planning (including succession, promotion, re-deployment, 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.
5.2	The programme to show that staff workload is measured and monitored to improve the quality of education, re search, and service.
5.3	The programme to show that the competences ^{g} of the academic staff are determined, evaluated, and communicated.

AUN-QA CRITERION 5 – ACADEMIC STAFF

5.4	The programme to show that the duties allocated to the academic staff are appropriate to qualifications, experience, and aptitude.
5.5	The programme to show that promotion of the academic staff is based on a merit system which accounts for teaching, research, and service.
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.

AUN-QA CRITERION 5 – ACADEMIC STAFF

5.7	The programme to show that the training and developmental needs[h] of the academic staff are systematically identified, and that appropriate training and development activities are implemented to fulfil the identified needs.
5.8	The programme to show that performance management including reward and recognition is implemented to assess academic staff teaching and research quality.

AUN-QA CRITERION 5 – ADDENDUM

- g: The term "competences" of academic staff appointed to be a supervisor for a master's or doctorate candidate or student should include competence to provide an effective supervision for a master's or doctorate level project. This may include skills in providing guidance for the students to carry out their research works based on their study plan and monitor the student's progression as according to the plan in order to ensure that they can finish their project as planned.

- h: As such, the phrase "training and developmental needs" of the academic staff may include training on how to be an effective supervisor for a master's or doctorate candidate or student.

WORKLOAD & VARIOUS FTE CALC (1)

How to calculate FTEs?

- Academic Staff
  - For example, if 1.0 FTE is equal to 40 hrs per week (fulltime employment), then the FTE of an academic staff member with a teaching load of 8 hrs per week will be 0.2 (i.e., 8/40)

- Student
  - For example, if 1.0 FTE student has to attend 20 hrs of lessons a week, then the FTE of a part-time student with 10 hrs of lesson a week will be 0.5 (i.e., 10/20)

VARIOUS LEVELS OF ACAD STAFFING

Category	M	F	Total		Percentage of PhD
			Headcount	FTE	
Professors					
Associate/ Assistant Professors					
Full-time Lecturers					
Part-time Lecturers					
Visiting Professors/ Lecturers					
Total					

STAFF TO STUDENT RATIO

Academic Year	Total FTE of Academic Staff	Total FTE of students	Staff-to-student ratio

AUN-QA Criterion **6**

STUDENT SUPPORT SERVICES

AUN-QA CRITERION 6 – STUDENT SUPPORT SERVICES

Admission (6.1) → Student Progress and Activities (6.3, 6.4) → Graduation (6.4)

Academic and Non-Academic Support Services (6.2, 6.5, 6.6)

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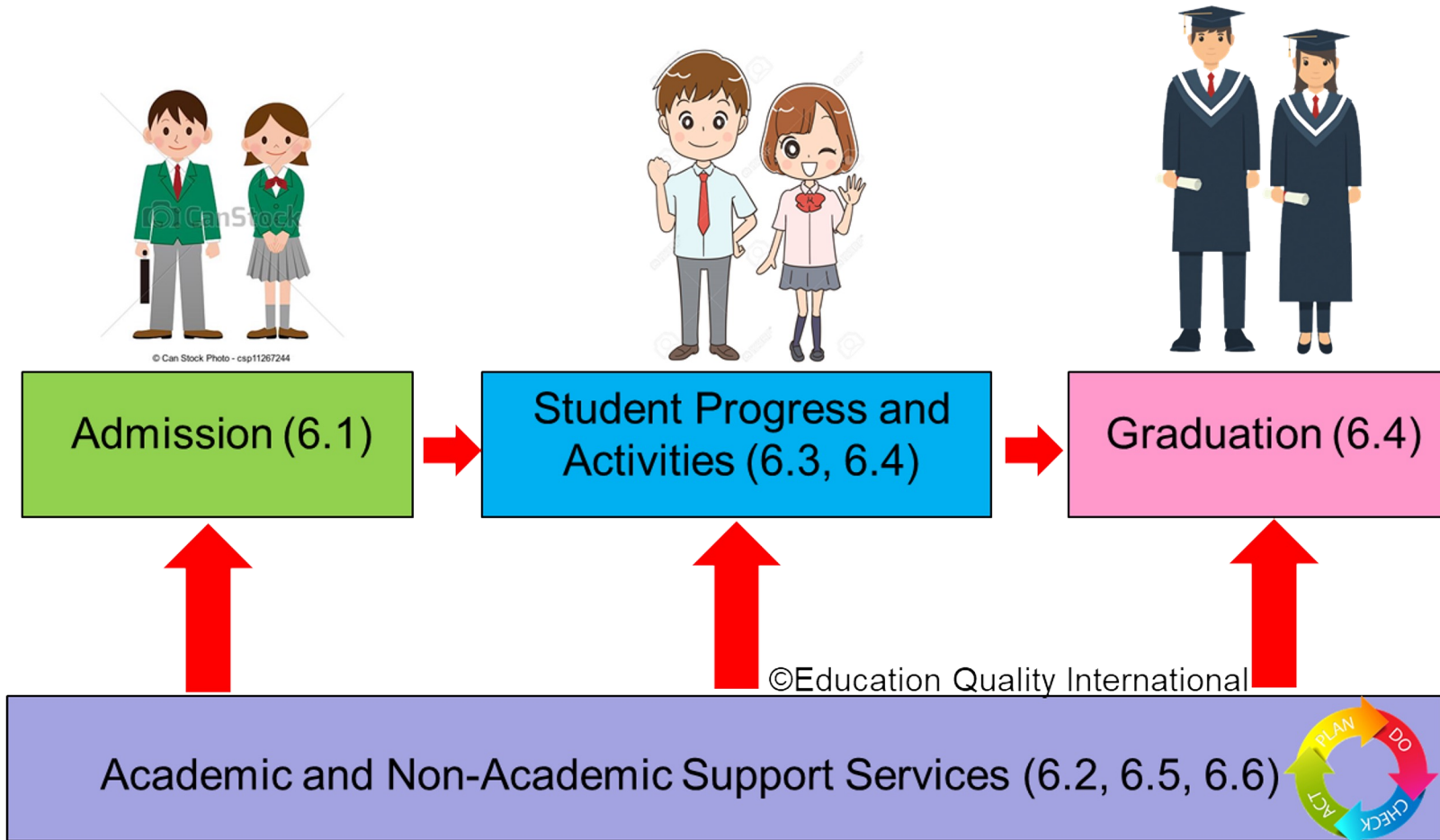
AUN-QA CRITERION 6 – STUDENT SUPPORT SERVICES

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.
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 service.
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.

AUN-QA CRITERION 6 – STUDENT SUPPORT SERVICES

6.4	Co-curricular activities, student competition, and other student support services are shown to be available to improve learning experience and employability.
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 relevance to stakeholders needs. Roles and relationships are shown to be well-defined to ensure smooth delivery of the services.
6.6	Student support services are shown to be subjected to evaluation, benchmarking, and enhancement.

STUDENT INTAKE AND CONTINUATION INFO

Intake of First-Year Students (last 5 academic years)

Academic Year	Applicants		
	# Applied	# Offered	# Admitted/Enrolled

Total Number of Students (last 5 academic years)

Academic Year	Students					
	1st Yr	2nd Yr	3rd Yr	4th Yr	>4 Yrs	Total

Who applies to the program?

What is the application process?

Where they get the information from?

Outreach events/ Career fair

Alumni contact/ Personal contact

-Normal selection

-Discretionary selection (sportsman, disadvantaged)

-Interview selection

-High school (gifted) program

1 Those who apply

2 Those offered admission

3 Those who accept

4 Those who actually enter

5 1st yr, 2nd yr attrition

Those who complete the program

STUDENT INTAKE AND CONTINUATION

SUPPORT STAFF PLANNING FOR SUFFICIENCY

Support Staff	Highest Educational Attainment				Total
	High School	Bachelor	Master	Doctoral	
Library Personnel					
Lab Personnel					
IT Personnel					
Admin Personnel					
Student Services Personnel (list the services)					
Total					

AUN-QA Criterion 7

FACILITIES AND INFRASTRUCTURE

Output & Outcomes

Education, Research & Service

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Quality Evaluation (7.9)

Physical Resources, Laboratories & Equipment (7.1, 7.2)

Digital Library, IT, Computers & Network (7.3, 7.4, 7.5)

Environmental, Health, Safety & Special Needs (7.6)

Maintenance & Upgrading (7.9)

Physical Space (7.7)

Virtual Space (7.7)

Psychological Space (7.7)

Social Space (7.7)

Support Staff (7.8)
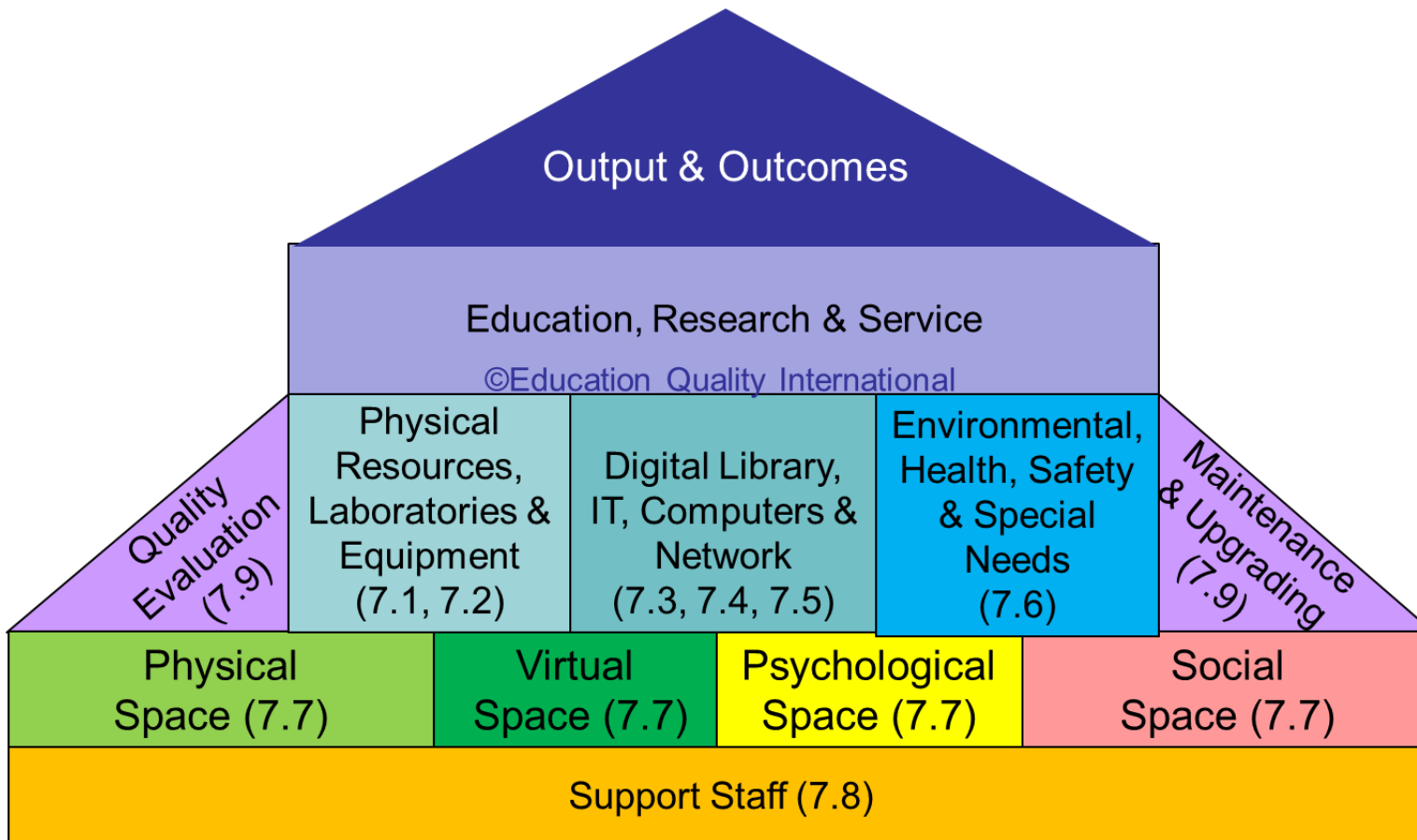
AUN-QA CRITERION 7 – FACILITIES AND INFRASTRUCTURE

AUN-QA CRITERION 7 – FACILITIES AND INFRASTRUCTURE

| 7.1	The physical resources to deliver the curriculum, including equipment, material, and information technology, are shown to be sufficient.
7.2	The laboratories and equipment are shown to be up-to-date, readily available, and effectively deployed.
7.3	A digital library is shown to be set-up, in keeping with progress in information and communication technology.
7.4	The information technology systems are shown to be set up to meet the needs of staff and students.

AUN-QA CRITERION 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.
7.6	The environmental, health, and safety standards and access for people with special needs are shown to be defined and implemented.
7.7	The university is shown to provide a physical, social, and psychological environment that is conducive for education, research, and personal wellbeing.

AUN-QA CRITERION 7 – FACILITIES AND INFRASTRUCTURE

|	
7.8	The competences of the support staff rendering services related to facilities are shown to be identified and evaluated to ensure that their skills remain relevant to stakeholder needs.
7.9	The quality of the facilities (library, laboratory, IT, and student services) are shown to be subjected to evaluation and enhancement.
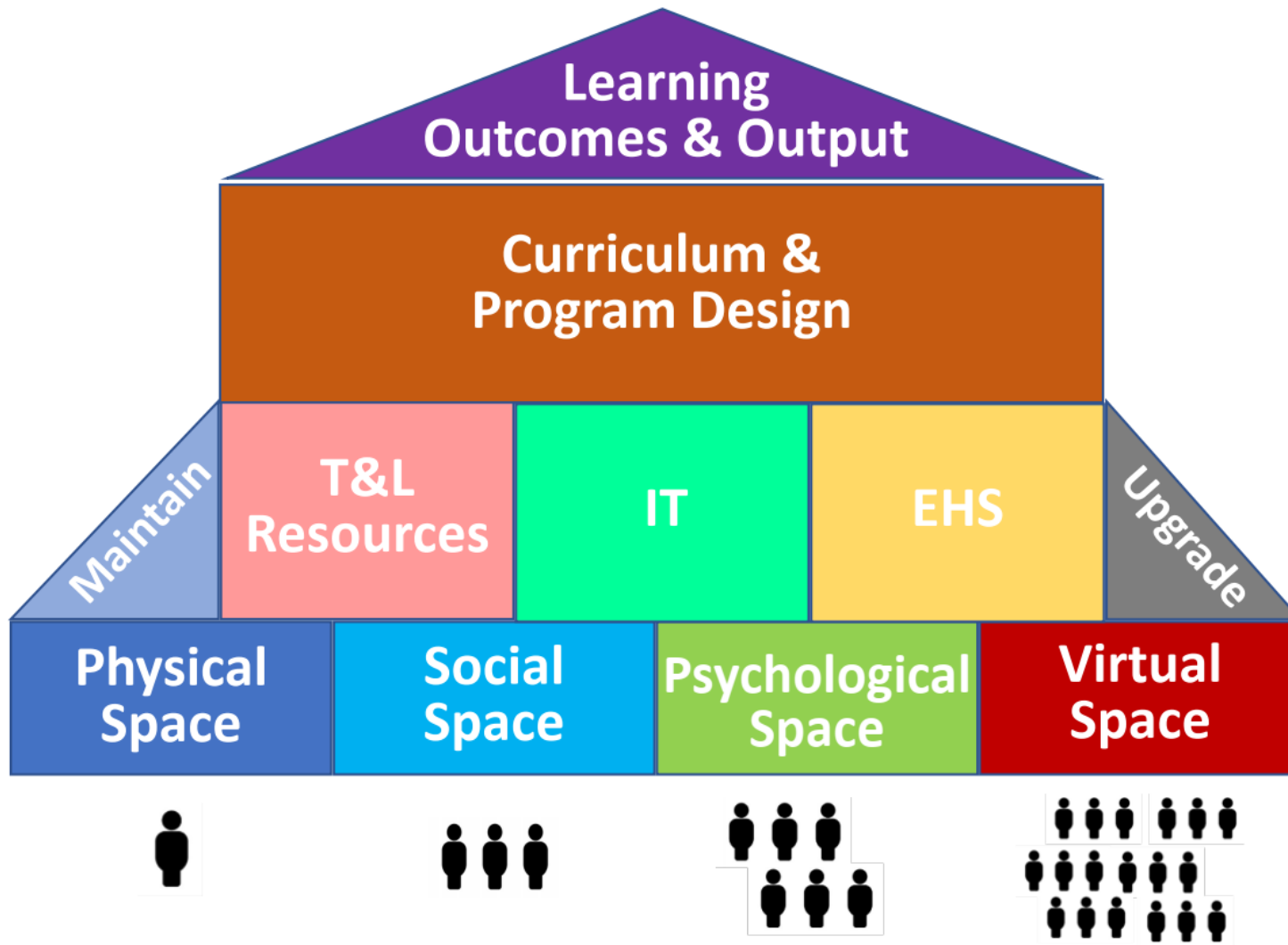
Adapted from Johnson Ong, Education Quality

FACILITIES AND INFRASTRUCTURE

WHAT STANDS OUT

Social & Personal Space
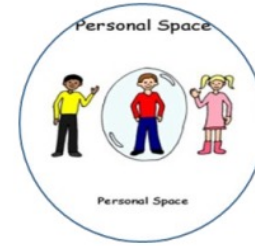
IT Needs (for Educ and Social)

Space for Faculty Members
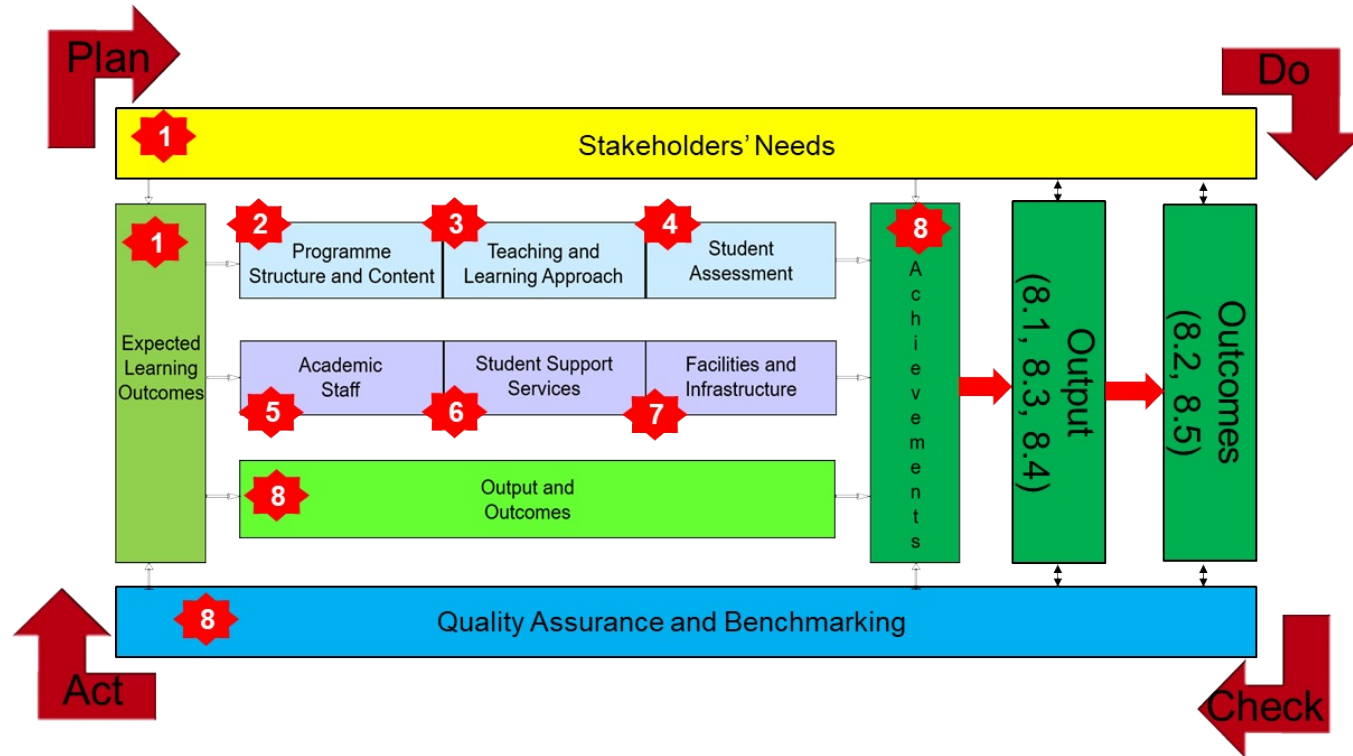
Facilities for Special Needs

Library

Computing labs

AUN-QA CRITERION 8 – OUTPUT AND OUTCOMES

AUN-QA CRITERION 8 – OUTPUT AND OUTCOMES

8.1	The pass rate, dropout rate, and average time to graduate [i] are shown to be established, monitored, and benchmarked for improvement.
8.2	Employability [j] as well as self-employment, entrepreneurship, and advancement to further studies, are shown to be established, monitored, and benchmarked for improvement.
8.3	Research and creative work output and activities carried out by the academic staff and students, are shown to be established, monitored, and benchmarked for improvement.

AUN-QA CRITERION 8 – OUTPUT AND OUTCOMES

8.4	Data are provided to show directly the achievement of the programme outcomes, which are established and monitored.
8.5	Satisfaction level of the various stakeholders are shown to be established, monitored, and benchmarked for improvement.

AUN-QA CRITERION 8 – ADDENDUM

- i: The component "average time to graduate" may be or may not be considered based on contexts of the discipline and the country. While average time to graduate could indicate programme efficiency and may still be monitored, if average time to graduate for a postgraduate programme is not considered important in the country's higher education eco-system of the assessed institution, this component may be omitted in the evaluation process for this requirement. However, the consideration of this component is subject to the judgement by the lead assessor, upon consultation with the chief assessor

AUN-QA CRITERION 8 – ADDENDUM

- j: The component "employability" for master's or doctorate graduates may be or may not be considered in the assessment process based on the country's contexts. Even though it may be monitored periodically as one of the programme metrics, there may be circumstances that the graduate employability of the programme may not be a norm in the country of the assessed institution or viable indicator for measurement of the programme achievement. In this case, this component or the whole statement in the Requirement 8.2 may be omitted in the evaluation process. Alternatively, other "appropriate measures" may be used to monitor the success of the postgraduate programme. As such, similar to the Requirement 8.1, the mconsideration of this component or the whole Requirement 8.2 is subject to thejudgement by the lead assessor, upon consultation with the chief assessor.

AUN-QA CRITERION 8 – ADDENDUM

- k: The term "research and creative work output" may include any kind of output or deliverables produced by the academic staff and students in conjunction with the research and creative work activities carried out and performed by the academic staff and students involved in the programme. The outputs or deliverables may be in form of publication materials such as journal articles, articles or chapters in books, technical reports, monographs, artefacts, etc.

PASS RATE, DROPOUT RATE, TIME TO COMPLETION

Academic Year	Cohort Size	% Completed First Degree in			% Dropout During			
		3 Years	4 Years	>4 Years	1st Year	2nd Year	3rd Year	4th Years & Beyond

Table 2.6. Pass Rates and Dropout Rate (last five cohorts)

RESEARCH ACTIVITIES

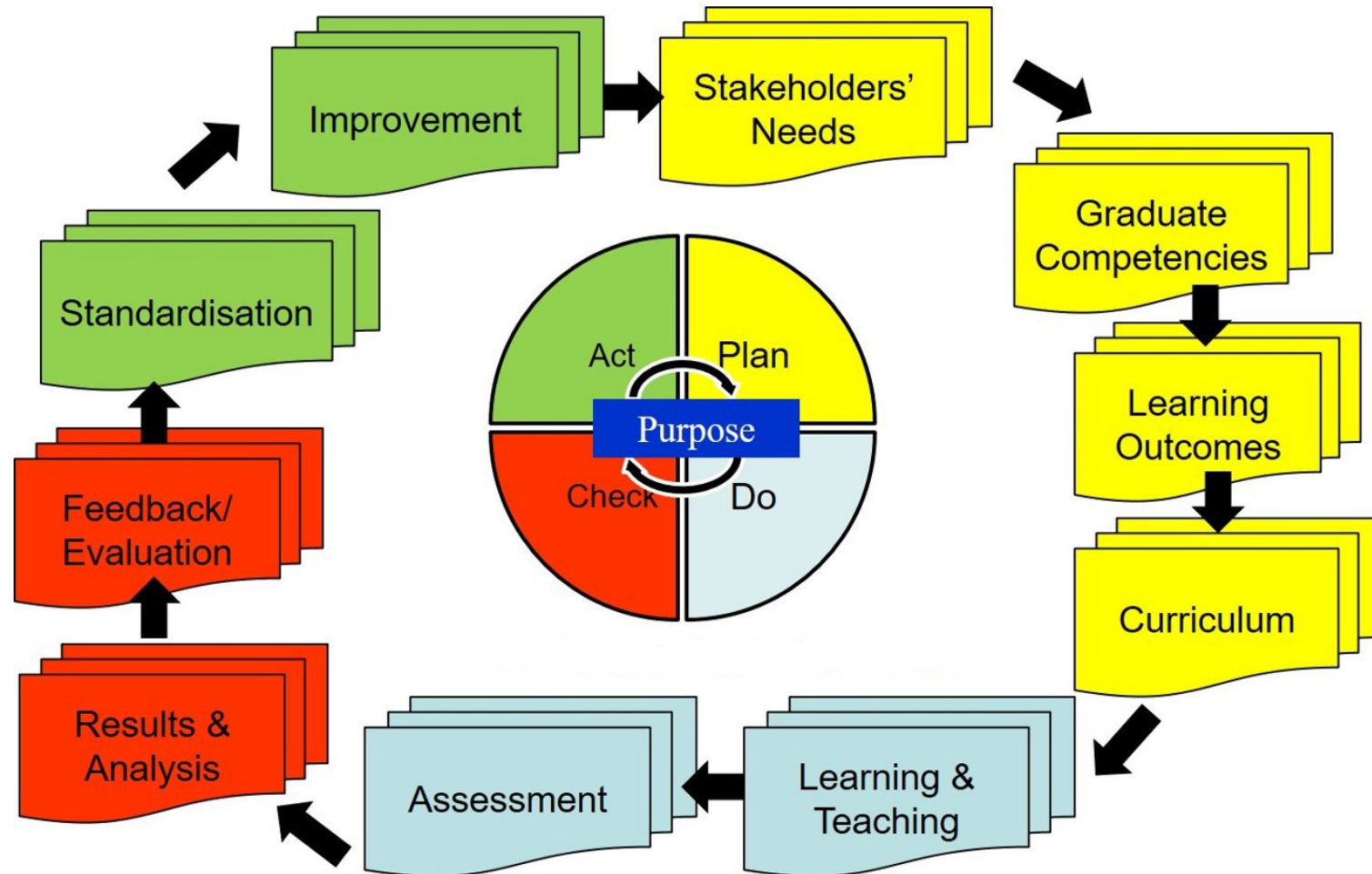| Academic Year	Types of Publication				Total	No. of Publications per Academic Staff
	In-house/ Institutional	National	Regional	International		

Table 2.7. Types and Number of Research Publication

STAKEHOLDER SATISFACTION SURVEY

Items	SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19
I feel safe and secure all the time I am in school.	5.38	5.58	5.28	5.55
The security staff are consistent in the execution of their duties.	5.05	5.60	5.20	5.66
The campus is well monitored to prevent possible harm to students.	5.33	5.68	4.92	5.79
Emergency exits and signages are visible in the campus.	5.41	5.80	5.48	5.86
Emergency drills (i.e. fire and earthquake drills) are regularly conducted.	5.68	5.88	4.98	5.75
The security staff are quick to respond during emergencies.	5.26	5.63	4.95	5.66
The University provides special facilities to assist differently abled students in roaming around the campus.	5.32	5.43	4.82	5.63

Note: 1(lowest) -Not satisfied at all   7(Highest)-very satisfied

ACHIEVEMENT OF PROGRAM OUTCOMES

FEEDBACK CHANNELS

- Surveys:
  - Questionnaire (paper and pencil)
  - Mail survey
  - Electronic/internet survey
  - Face-to-face interview
  - Telephone survey

- Tracer studies

- Focus group discussion

- Dialogue

- Complaint/Suggestion system

From:

Students

Faculty Members

Alumni

Employers

BENCHMARKING

Work Processes:
- **Curriculum design**
- **Getting feedback**
- **Lecture design**
- **Admissions**
- **Student monitoring**

Performance:
- **Satisfaction survey**
- **Course evaluation**
- **Research output**
- **Service offerings**
- **Market share**

Functional:
- **Human resource**
- **Computer services**
- **Library services**
- **Health services**
- **Register, add/drop**

Best-in-Class:
- **Benchmark**
- **Best practices**
- **Facilities**
- **Sustainability**
- **...**

OBE	TQF	AUN-QA
ELOs (5-6 Domains)	มคอ. 1, 2	Anuwong, K. 2017
Programme Design: • PLOs • Structure & Content • Curriculum Mapping	มคอ. 2	AUN-QA Criteria 1,2
Course Design: • CLOs • Teaching / Learning Activities • Student Assessment	มคอ. 3, 4	AUN-QA Criteria 1,2,3,4
Course Assessment	มคอ. 5,6 การทวนสอบ	AUN-QA Criteria 2,3,4
Programme Assessment	มคอ. 7 การทวนสอบ	

AUN-QA VERSION 4.0

OVERVIEW

Q & A