Internal Education Quality Assessment Report on Program Level according to AUN-QA quality criteria

Master of Arts Program
Tourism Management (International Program)
New Program in 2019 of
International College

Maejo University

Academic Year 2023 (3 July 2023 to 17 June 2024)

Introduction

This is a Self-Assessment Report on the Master of Arts Program in Tourism Management (International Program) of International College, Maejo University for the academic year 2023 (between July 3, 2023, and June 17, 2024). It was prepared with the objective of presenting the results of self-assessment in the implementation of quality assurance activities of the Master of Arts Program in Tourism Management (International Program) of International College according to the assessment criteria of OHEC (Office of the Higher Education Commission)

According to Component 1: Governance Standards and quality criteria of ASEAN University Network-Quality Assurance and presented to the Internal Education Quality Assessment Committee appointed by Maejo University. It will also be presented to the Higher Education Standards Committee Office of the Permanent Secretary, Ministry of Higher Education, Science, Research and Innovation, which is an agency under which Maejo University is affiliated. It is also to publicize the performance of quality assurance to the public.

The essence of this Self-Assessment Report is divided into 4 parts: Part 1, Program Profile, Part 2, Performance indicators, Part 3, Summary of Self-Assessment, and Part 4, Appendix.

The Master of Arts Program in Tourism Management (International Program) of International College is expecting this self-assessment report for the academic year 2023 will be an important document demonstrating the quality standards in educational management. which will lead to creating trustworthiness and confidence in the standards and quality of the graduates from Maejo University as well as being useful to those who are interested.

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(Ajarn Dr. Winitra Leelapattana)
Chair of the Master of Arts Program in
Tourism Management (International Program) of International College

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Part I
Introduction

1.1 Executive Summary

This Internal Education Quality Assessment Report of the Master of Arts Program in Tourism Management (International Program) of International College, Maejo University is for the new program in the academic year 2019. It was prepared to report the results of the self-assessment according to the assessment criteria of OHEC in Component 1: Standard Governance and Quality Criteria of ASEAN University Network-Quality Assurance at Program Level, Version 4.0. In the academic year 2023, there were 2 students in the program. There were 3 lecturers in charge of the program. All had 3 doctoral degrees and 1 of them holds an academic position as an associate professor. The budget for running the program was in conjunction with that of the International Colleges. Based on the 8 criteria for the self-assessment, on average the result was 3 and the results for each criterion are as follows:

Self-Assessment Table for the Program

Indicators/Criteria		Self-Assessment (Wait for Improvement)
Indicator 1.1	Supervision of program standards according to program standards set by OHEC	Passed
Criterion 1	Expected Learning Outcome	4
Criterion 2	Program Structure and Content	4
Criterion 3	Teaching and Learning Approach	4
Criterion 4	Student Assessment	4
Criterion 5	Academic Staff	4
Criterion 6	Student Support Services	4
Criterion 7	Facilities and Infrastructure	4
Criterion 8	Output and Outcomes	4

1.2 How to Prepare This Self-Assessment Report

This Self-Assessment Report (SAR) is a report on the performance of the Master of Arts Program in Tourism Management (International Program), a New Program 2019, Academic Year 2023 under Component 1, Governance Standards Under the Notification of the Ministry of Education's regulations for the assessment of educational quality for a program level for the academic year 2017. It also covers its performance according to the quality assessment criteria of ASEAN University Network-Quality Assurance (AUN-QA) with 8 indicators for self-assessment. The indicators consist of raw data, analyses of weaknesses, strengths, and points that should be developed, improvement guidelines, and good practice to receive an internal quality assessment by a qualified committee appointed by Maejo University. These will be indicators of the quality of program administration which will guarantee its trustworthiness to its stakeholders

1.3 Basic Information

1.3.1 University Overview

Maejo University is a higher education institution that has its roots in agriculture. Established from the Northern Agricultural Primary School Teachers' Training School in 1934, it has been developed into the present university for 90 years. The university has accumulated experience, and knowledge and created a large number of graduates to serve the country. The university adheres to the philosophy, vision, missions, and core values of development as follows:

University Philosophy

"It is determined to educate graduates to be rich in wisdom, patience, work hard, morality and ethics for the prosperity of Thai society with agriculture as the foundation."

University Vision

"To be a leading university with international agricultural excellence"

University Missions

1. To produce graduates with academic and professional knowledge, especially entrepreneurs who are up-to-date with changing trends, emphasizing agriculture, applied sciences, foreign languages, information technology, and disciplines in line with economic development directions, local communities, and society of the country.
2. To expand opportunities for the underprivileged to study in higher education and to promote lifelong learning for people at all levels.

3. To create and develop innovations and a body of knowledge in various disciplines, especially agriculture and applied sciences for learning and transferring technology to society.
4. To expand academic services and cooperation at national and international levels.
5. To develop the university to have academic excellence in agriculture for self and society.
6. To preserve the national arts and culture and conserve natural resources.
7. To create and develop a management system to be efficient, effective, and transparent in the management of strategic issues of Maejo University.

University Educational Philosophy

To provide education to enhance wisdom in the form of learning from practice that is integrated with work based on the immortal teachings, “Hard work never kills anyone.” This aims to provide learners with lifelong learning skills, to develop their old skills and build new ones, acquire a way of thinking about being an entrepreneur, to use digital technology and communication skills. Besides, they are expected to be aware of society, culture, and environment and to uphold the relationship between the university and the community based on the standpoint of Maejo University, as a "University of Life."

Core Values of the University

M (Mindfulness): performing things with the mind,
A (Aspiration): thinking with determination,
E (Excellence): dreaming of excellence,
J (Justice): upholding justice, and
O (Origin): bringing honor back to our origin

1.3.2 Faculty Overview

International College of Maejo University (MJU-IC) is an organization at the faculty level which was approved to be established according to Maejo University Council Announcement No. 2/2551 on 25 November 2017 and was published in the Government Gazette Volume 136, Special Section 157 Ngor, on June 20, 2019, to be an institute for driving and upgrading the development of Maejo University to be an international university. It is consisting of 4 sections as follows:

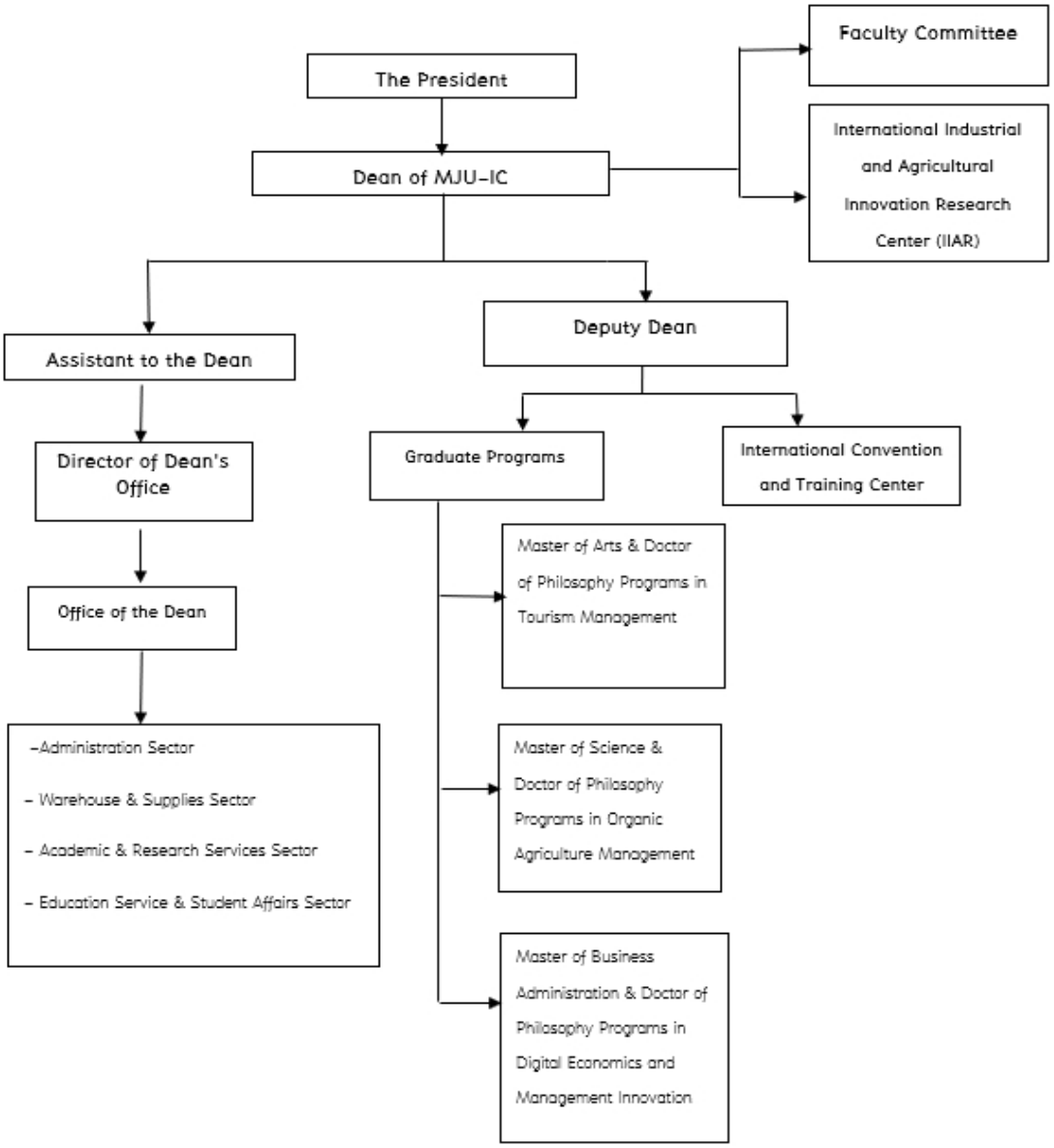
1. Dean's Office
2. Graduate Programs
3. International Convention and Training Center
4. International Industrial and Agricultural Innovation Research Center

Within the Graduate Programs, International College offers 6 international programs as follows:

1) Master of Arts Program in Tourism Management
2) Master of Science Program in Organic Agriculture Management
3) Master of Business Administration in Digital Economics and Management Innovation
4) Doctor of Philosophy Program in Tourism Management
5) Doctor of Philosophy Program in Organic Agriculture Management
6) Doctor of Philosophy Program in Digital Economics and Management Innovation

At present, there are 102 students in all programs, and 22 staff members, including 12 academicians and 10 supporting staff. The management structure of International College is as follows:

Internal Administrative Structure within the Organization (October 2019 - Present)



To make the organization develop explicitly to the international level, International College determines its philosophy, vision, missions, core values, and identity of its students for everyone in the organization to perform as the followings:

Philosophy of MJU-IC

"It is committed to educating graduates by integrating agricultural and management knowledge at the international level."

Vision of MJU-IC

"To be a leading college with excellence in integrating agricultural and management knowledge at the international level."

Missions of MJU-IC

1. Educate graduates to have knowledge and abilities at the international level in agriculture and management.
2. Produce research findings in agriculture, services, and related areas with cooperation networks both domestically and internationally.
3. Provide academic services in foreign languages, international accommodation, and international training courses in collaboration with educational institutions and other organizations, both public and private.
4. Create and develop cooperation networks both domestically and internationally.
5. Respond to the national development policy and the 100-year development strategy of Maejo University.

Core Values of MJU-IC

M (Mindfulness): performing things with the mind,
J (Justice): upholding justice,
U (Unity): consolidating unity,
I (Identity/Implant): identifying itself through agriculture, and
C (Connectivity): expanding body of knowledge internationally

Student Identity

To be a leader in agricultural skills, services, and international research studies besides building cooperation with international networks to become a one-stop service center.

1.3.3 Program Overview

Master of Arts Program in Tourism Management (International Programs) opened for teaching and learning in 2019. It was certified by the Office of the Higher Education Commission (OHEC) on January 9, 2020. The International College has developed this program following the mission of Maejo University.

Tourism is one of the fastest-growing economic sectors and plays a role in delivering development in the country through effective management to benefit the local community and the natural and cultural environment. This brings an opportunity to solve many related problems in the development of the country. It is resulting in development in many areas. When analyzing development trends and using tourism as a tool, it was found that Tourism is one of the most dynamic sectors of the economy in the country. However, there is still a lack of development of diverse people to respond to the movement of tourists who bring income to tourist attractions. It affects the development of the country, especially communities and agriculturists. Therefore, the International Master of Arts Program in Tourism Management (International Program or MATM) is a program that combines various fields of study such as innovation and technology in the social sciences, behavioral sciences, efficient services, and quality management. The program focuses mainly on the balanced use of resources by adopting the Philosophy of a Sufficiency Economy initiated by His Majesty King Rama IX to create sustainable development. This will eventually meet the basic needs of the tourism sector that focuses on the achievement of human development goals because it is the source of satisfaction and is a key service system process. It is believed that human beings are responsible for the development of tourism and causing tourists to travel from all over the world. They are expected to respect the social and cultural correctness of the local community, in particular, the agriculturists. This ultimately will lead to an understanding of the differences between cultures and ethnicities among the people from different countries.

Master of Arts Program in Tourism Management (International Program) is an international program that aims to develop human resources for learning and innovation, as well as combining theories and concepts in service management and tourism. It also aims to develop human potential by integrating all 4 dimensions, namely the body, mind, society, and wisdom, including the conservation and development of natural resources and the environment. It is expected that the learners can apply the body of knowledge to be useful for the development of the country towards stability as well as being accepted and widespread at the international level.

Program Name

Full name (in Thai): ศิลปศาสตรมหาบัณฑิต (การจัดการการท่องเที่ยว)

Abbreviation (in Thai): ศศ.ม. (การจัดการการท่องเที่ยว)

Full name (in English): Master of Arts (Tourism Management)

Abbreviation (in English): M.A. (Tourism Management)

The program was approved by the University Council at meeting No. 10/2018 on November 24, 2018.

Background of the Program

Tourism is one of the human activities. It is for relaxation, learning, and life experience enhancement. It also contributes to the development of human diversity. Tourism is an important tool in economic development since it can generate income and creates jobs both globally and nationally. Tourism has grown at a high rate and will continue to grow over the next several decades.

However, there must be a mechanism that is conducive to the business environment. There are utilities as well as knowledge of marketing and human resources. In addition, the World Tourism Organization (UNWTO) supports tourism to use of tourism as a tool for economic development. To see clear and tangible results, it should be the development, participation, income distribution, the development of human resources and the environment along with the conservation and restoration of cultural heritage.

As for Thailand, Tourism is the main source of income for the Thai economy, accounting for 25% of Thailand's gross domestic product and growing steadily. In 2018, more than 28 million tourists from around the world traveled to Thailand (Information as of September 30, 2018, from the tourism and sports economy). However, the action plan to drive sustainable and creative community-based tourism development 2018-2022 by the Office of the Permanent Secretary, Ministry of Tourism and Sports stated that the problems encountered in tourism in Thailand are lack of management, planning, lack of knowledge, and understanding of the differences of tourists, knowledge of marketing and economics. In addition, in the age of technology, social media opportunities have emerged causing tourism to lack communication, public relations, and receiving information and opinions from customers to improve service.

The aforementioned findings are in line with the country's economic reform plan, the second reform issue, on tourism and service industries prepared by the Office of the National Economic and Social Development Board. It was announced in the Government Gazette on April 6, 2018, that tourism and hospitality reform must include knowledge, human resource development, technology, business competitiveness, audience analysis, and use of Big Data and digital technology together.

In addition, the era of information and digital technology makes it easier for people from all over the world to communicate and access travel information. The behavior of searching for tourism information has changed. Especially digital natives, who are in an important market segment in the next few years, have more to do with online lifestyles than people of other generations.

The era of globalization, also makes cross-cultural learning essential. Language competence and accepting and respecting human differences are hallmarks of the business and hospitality industry. The former is also one of the 21st-century skills.

Another important aspect is the degradation of natural resources as well as the limited and reduced usable space which is counter to the increasing population. This requires effective and sustainable management of natural resources.

The teaching and learning in the program is divided into 3 types. Type A1 emphasizes research and dissertation, Type A2 emphasizes research studies by doing a thesis and learning some additional courses. Type B focuses on learning course subjects and doing an independent study that the students can choose to do in their areas of interest.

Program Philosophy

“The program aims to create and develop a new body of knowledge in tourism management utilizing an integrated science with quality service management to correspond with modern innovations. It is outstanding in environmentally friendly tourism activities to create research process skills that integrate science both in social sciences as well as modern technology and local wisdom for sustainable development and being recognized in the international academic community.”

Program Objectives

1) To educate the students to have expertise in applying knowledge to manage service and tourism that is friendly to society, culture, and environment. They are to have morals and proper professional ethics.
2) To educate the students to develop a system thought process, and transferring methods that can extend their body of knowledge and can analyze spatial in tourism business management.
3) To educate the students to have morals, ethics, understanding, and management ability under the diversity of human beings to modify and enhance organizational and social behaviors.
4) To educates the students to have knowledge and ability to manage resources for tourism under social responsibility.

Careers after Graduation

Academic work, research work, social science work, social and community development work, tourism of government and private agencies, and self-employed

OBE of the Program

"Master's degree graduates from the program can integrate knowledge, service management, knowledge skills, and tourism so that they can have a thought process and knowledge transfer. This can be used to analyze the situation, create research studies and innovations in tourism to be accepted in academic circles at both national and international levels as well as having leadership in the tourism management profession and sustainable development."

PLO of the Program

1. The students have proficiency in applying knowledge in service management and social-friendly tourism. culture and environment.
2. The students have a system of thought processes and the transfer of knowledge in service management and can analyze spatial in tourism business management.
3. The students have skills in research processes that integrate both the social sciences and sciences to create innovation or modern technology with local wisdom in tourism management to benefit society.
4. The students can communicate and have the leadership to work with others in a multicultural society with morality and professional ethics in tourism management.

Number of credits taken throughout the program

Plan A, Type A1, not less than 36 credits
Plan A, Type A2, not less than 36 credits
Plan B, not less than 36 credits

Teaching and learning management model of the program

Master's degree program

Length of time required to complete the program

Master of Arts Program in Tourism Management requires the students to study throughout the program within 2 years and the study period is not more than 5 academic years.

Language Used in Teaching/Learning

The medium of instruction in English

Cooperation with other institutions in teaching and learning management

It is a program designed specifically for Maejo University but teaching and learning can be handled with foreign university-level agencies through academic cooperation (MOU), for example:

1. Chinese Abroad Study Center (CASC)
2. Genshen Enterprise Co., Ltd., Taiwan
3. ASEAN Agriculture University Network (AAUN)
4. Asian Association of Agricultural Colleges and Universities (AAACU)
5. Guangxi University of Foreign Language, China
6. Chinese Academy of Tropical Agricultural Sciences, China
7. Vanung University, Taiwan
8. Shaanxi Zijin Tengda Education Technology Co., Ltd.
9. Toucheng Leisure Farm, Taiwan
10. National Ilan University, Taiwan

Granting degree certificates to graduates

It grants only one degree.

Table showing the number of students in each year in the academic year 2023

Years (Enrollment Years)					Total
Year 1 (2022)	Year 2 (2021)	Year 3 (2020)	Year 4 (2019)	Year 5 (2018)	
-	1 (50%)	1 (50%)	-	-	2 (students) 100 (%)

Table showing the number of supporting staff for the program (if any)

First and Last Names	Position	Highest Educational Qualification (Field of Study)	Employment Status	Employment Duration (Years)
Working duties in the program management				
1. Mrs. Julijanna Sirikhampa	Academician	Master of Arts (Teaching English as a Foreign Language)	University Employees	14
2.Mrs. Ketsaraphon Thongsuk	Academician	Bachelor of Science (Biology)	University Employees	12
3. Miss Anutida Puranapong	General Administrative Officer	Master of Economics Program	Contract employee	10 months
4. Mr.Kritsakorn Jaisam	Academician	Bachelor of science (agricultural extension)	Contract employee	6 months

Teaching and Learning Site

Thep Sat Sathit Building, Maejo University in Chiang Mai Province

Library

Maejo University Library

Practicum Training Site (Study Tour)

Tourism workplaces in Chiang Mai Province

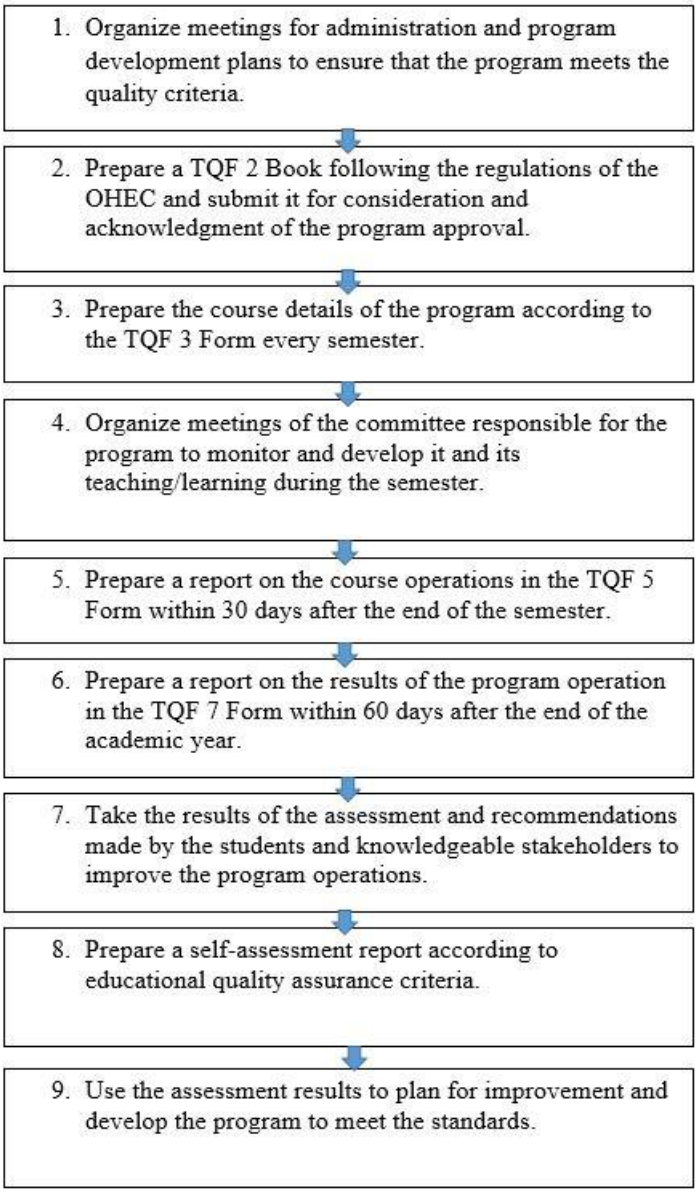
Teaching and learning strategies of the program to move towards the PLO that the program has set

The program has used the 5 Learning Outcomes Standards of the O-MHESRI to formulate teaching-learning strategies for developing learners' learning. as well as establishing Curriculum Mapping in TQF 2 to make them correspond with the PLO that the program has set (Refer to document OP-1: Curriculum Instruction Management Strategies to Move towards the PLO set by the program)

Measuring and evaluating learners according to the specified PLO

The program has established strategies for measuring and evaluating learners by using the standards of learning outcomes in 5 aspects of the OHEC to correspond with the PLO of the program (Refer to document OP-2: Measuring and Evaluation of Learners to Meet the Specified PLO)

Program Management



The budget received and actually used for program management

Since International College is a newly-established faculty, the budget has not yet been allocated to the program. At the same time, the program has a small number of students causing budget management to remain at the faculty level.

Learner Groups

The learners of the program are graduates who have completed a bachelor's degree or equivalent in liberal arts and other related fields as well as being qualified according to Maejo University's regulations on graduate studies following the regulations and other relevant university announcements in force at that time. They are expected that their concepts and skills in tourism research studies and management will be developed.

Their qualification is required to cover the students' qualifications in the admission announcement of Maejo University regulations on graduate studies according to regulations and other announcements of relevant universities in force at that time. They have to hold a bachelor's degree or equivalent from a higher education institution certified by the Ministry of Education or the Office of the Higher Education Commission (OHEC) or the Office of the Civil Service Commission (Office of the Civil Service Commission) in all disciplines both at home and abroad or at the discretion of the lecturer in charge of the program. They have to pass the admission criteria set by the Office of Academic Administration and Development of Maejo University and also pass the English proficiency test according to the criteria set by a university announcement. As for international students, they must be approved by the lecturer in charge of the program.

Program Stakeholder Groups

Stakeholders of the program include current and graduate students, professors and supporting staff, faculty administrators, university administrators, graduate users, entrepreneurs, the labor market, and the communities that receive the academic services of the college. The stakeholders have reflected their expectations of the program as follows:

1) Students and graduates have high expectations for a quality program with both theoretical and practical teaching that will provide learners with knowledge and skills and graduate with employment. The program has a concrete human

resource management plan_by inviting knowledgeable people to give knowledge in the program (Staff Development). The program should promote and support the personnel of the program to continuously develop their knowledge and professional skills both domestically and internationally. It should also promote the program's personnel to work together with private sectors to increase their capacity (Talent Mobility).

2) Lecturers and supporting staff expect to develop the program following the demands of the labor market and can produce graduates with quality and desirable characteristics. After they graduate, they should be employed and graduate users should be satisfied with them. The lecturers and supporting staff also have expectations for self-development to become proficient in teaching by requesting an academic position. The program should offer supporting services to the lecturers by providing instructional tools and facilities for work. There should have many staff development projects to develop the lecturers' potential. For instance, they should be encouraged to do research studies, provided with academic services, and promoted to request an academic position. There should also have projects on instructional material writing, textbook writing, and foreign language skill development. Honorary certificates and awards should be given to qualified lecturers in various fields, etc.

3) Faculty administrators expect that the program can produce quality and desirable graduates with a low rate of dropping out and a high rate of employment. They also expect the performance quality of the lecturers and supporting staff to support the implementation of the program to its full potential.

4) University administrators want a program that meets the needs of graduate users, and its implementation is of high quality and standardized according to the framework of qualifications to produce quality graduates. They want the program to integrate teaching and learning with research, and academic services to society. They also want the graduates to maintain the arts and culture of the country and to apply their knowledge to strengthen the community.

5) Graduate users expect that the program will produce quality graduates who have the knowledge, expertise, and professional skills according to modern technology. They should have personal relationship skills, a good personality, responsibility, and good behavior (Soft Skill). Program

administrators should invite them to participate in the design of teaching/learning methods, conducting research, joint training, and developing students to have good quality before their graduation.

6) The community that receives various academic services from the college has expectations for the program in creating research results and innovations in technology that can support the operations of communities and various enterprise groups. Students' research studies or academic services should be utilized in the community as planned.

Delivery Groups

Delivery groups are higher educational institutions in the country and abroad that deliver students with a bachelor's degree or equivalent in liberal arts and other related fields to study in the college.

Cooperation Groups

1. Chinese Abroad Study Center (CASC)
2. Genshen Enterprise Co., Ltd., Taiwan
3. ASEAN Agriculture University Network (AAUN)
4. Asian Association of Agricultural Colleges and Universities (AAACU)
5. Guangxi University of Foreign Language, China
6. Chinese Academy of Tropical Agricultural Sciences, China
7. Vanung University, Taiwan
8. Shaanxi Zijin Tengda Education Technology Co., Ltd.
9. Toucheng Leisure Farm, Taiwan
10. National Ilan University, Taiwan

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Part II
Self-Assessment

Report on program performance according to curriculum/program standards of the Office of the Permanent Secretary, Ministry of Higher Education, Science, Research and Innovation

Graduate Program Criteria for 2015

Summary table of the performance according to the evaluation criteria for Component 1, Standard Governance
Program: Master of Arts Tourism Management (International Program)
New program 2019

Governance in accordance with standards

Item	Evaluation criteria	Passed/Not pass
1	Number of instructors responsible for the program	Passed
2	Qualifications of instructors in charge of the program	Passed
3	Qualifications of full-time instructors	Passed
4	Qualifications of an instructor	Passed
5	Qualifications of the thesis committee advisor and Independent Research Advisor	Passed
6	Qualifications thesis sub-committee advisor (if any)	Passed
7	Qualifications of thesis examiners	Passed
8	Research work publication of graduates	Passed
9	Workload of thesis advisor and independent research advisor (graduate level)	Passed
10	Curriculum improvements according to the specified period	Passed

Summary of the results of component 1
☑ Met the criteria
☐ Did not meet the criteria

The College has examined the performance in accordance with the curriculum standards of the Master of Arts Program in Tourism Management. (International Programs) and found that the results are in accordance with the assessment criteria for Component 1, Curriculum Supervision, according to the resolution of the Quality Assurance Committee No. 5/21, dated October 6, 2021. (Indicators 1.1 Supervision of program standards according to the program standards set by the OHEC)

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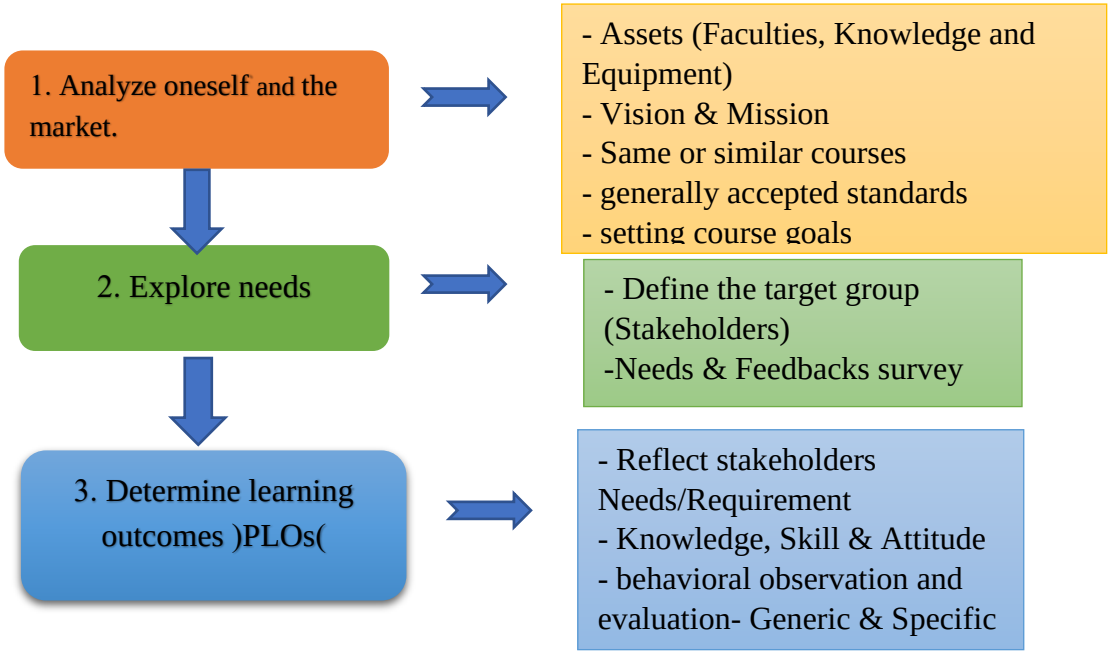
Dr. Winitra Leelapattana Program Chair	Dr. Winitra Leelapattana Vice Dean of International College	Associate Professor Dr. Rapeephun Dangtungee Dean of International College

Criterion 1: Expected Learning Outcome

Req.-1.1: The program to show that an established learning taxonomy appropriately formulates the expected learning outcomes, are aligned to the vision and mission of the university and are known to all stakeholders.

Master of Arts Program in Tourism Management (International Program) has defined the expected learning outcomes of the program reflecting the needs of stakeholders, including students and graduates, teachers, faculty administrators, university administrators, graduate users or entrepreneurs or the labor market and communities that receive various academic services of the faculty. The acquisition process of PLOs is as follows.



From self and market analysis together with information on interviews with the needs of all groups of stakeholders, the program is analyzed and defined outcome-oriented education (OBE) and expected learning outcomes (PLOs) of the program as follows:

OBE of the Program

"Master's degree graduates from the program can integrate knowledge, service management, knowledge skills, and tourism to have a thought process and knowledge transfer. This can be used to analyze the situation, create research studies and innovations in tourism to be accepted in academic circles at both national and international levels as well as having leadership in the tourism management profession and sustainable development."

PLOs of the Program

PLO1	Specialize in applying knowledge in service management and socially friendly tourism, culture, and environment.
PLO2	Develop a system and thinking process, transfer knowledge on service management, and analyze spatial in tourism business management.
PLO 3	Have research process skills integrating social sciences and sciences to combine innovation or modern technology with local wisdom in tourism management to benefit society.
PLO 4	Can communicate and have leadership qualities to work with others in a multicultural society with morality and professional ethics in tourism management.

This Master of Arts Program in Tourism Management (International Program) analyzed the correspondence between the PLO of the program, vision, and missions at the college level and university level as follows:

1.1.1 Vision and missions at the university and college levels

University Level	College Level
Vision: "To be a leading university with international agricultural excellence."	**Vision**: "To be a leading college that develops human resources through international administration and management."
Mission M1: To produce graduates with academic and professional competence, especially those who keep up with the changing trends with an emphasis on agriculture, applied science, foreign language, information technology, and disciplines under the direction of economic development, local community, and society of the country. M2: To expand opportunities for the underprivileged to pursue higher education and promote lifelong learning for people at all levels. M3: To create and develop innovations and knowledge in various disciplines,	**Missions** M-IC1: To provide the students with internationally competent knowledge and skills in agriculture and service. M-IC2: To produce research results in agricultural, service, and related fields with domestic and international cooperation networks. M-IC3: To provide academic services in foreign languages, international accommodation, and international training courses in collaboration with educational institutions and other public and private agencies.

especially agriculture and applied sciences, for learning and transferring technology to society. M4: To expand academic services and cooperation at national and international levels. M5: To develop the university's academic excellence in agriculture for self and society. M6: To preserve the nation's arts and culture and conserve natural resources. M7: To create and develop a management system to be efficient, effective, and transparent in the management of strategic issues of Maejo University.	M-IC4: To comprehensively build and develop a network of cooperation at home and abroad at a single point. M-IC5: To respond to national development policies and the 100-year development strategy of Maejo University.

1.1.2 The connection between the PLOs of the Program, Vision, and Missions at the College and University Levels

PLOs →	PLO1	PLO2	PLO3	PLO4
University Level				
Vision	✓	✓	✓	✓
Missions	**M1** **M2**	**M1** **M3**	**M1** **M3**	**M1** **M4**
College Levels				
Vision	✓	✓	✓	✓
Missions	**M-IC1** **M-IC3**	**M-IC2** **M-IC4**	**M-IC1** **M-IC2**	**M-IC1** **M-IC4**

The five PLOs listed above were found to be consistent with the vision and the missions of the International College of 5 items and in line with the vision and the missions of the university in the amount of 5 items in which the lecturers in charge of the program jointly assessed the consistency of the OBE and PLOs of the program with the vision and missions of the college and the university.

Communication channels of Program Learning Outcomes (PLOs)

1. The aim of communicating program learning outcomes (PLO) has been established as SubPLO by trying to create shared understanding, skills, knowledge, and various ideas between students and teachers by considering the behavior of the learners that changes according to the set goals.

2. Instructors convey PLOs in the subjects they teach, such as Research Methodology for Tourism Management, Integrated Tourism Management, Seminars, etc.

3. Communicate on website https://mju-ic.mju.ac.th/

4. TQF. 2 and TQF. 3 documents

5. Conducting focus group activities, consisting of a primary data group including graduate users, entrepreneurs, alumni, and current students, and a secondary data group including university professors to improve the PLO in the 2024 revised program.

This Master of Arts Program in Tourism Management (International Program) will improve the program in the year 2024 for use in the opening of the program in 2024.

Reference 1.1

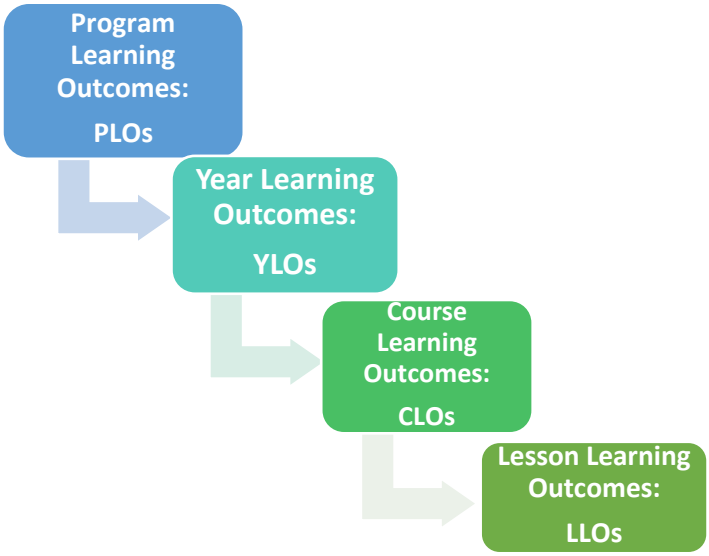
AUN QA 1-1 Focus Group Activities

AUN QA 1-2 Summary report from the discussion on academic knowledge management in tourism

AUN QA 1-3 Maejo University Educational Philosophy on the International College website https://mju-ic.mju.ac.th/

Req.-1.2 : The program to show that the expected learning outcomes for all courses are appropriately formulated and aligned to the expected learning outcomes of the program.

The program's learning outcomes have been conveyed and distributed to the program's various courses. Students can achieve all learning outcomes upon graduation according to the Program Learning Outcomes (PLOs) distribution process into Course Learning Outcomes (CLOs).



The program defines PLOs and distributes the expected learning outcomes to the courses as follows:

1.2.1 Distribution of PLOs into CLOs (indicated as Level).

Course Code	Course Names	PLO1	PLO2	PLO3	PLO4	Level
TM 510	Integrated Tourism Management	✓	✓	✓		**A, E**
TM 550	Resource Management	✓	✓		✓	**A, E**
TM 570	Human for Innovation Management Service Organization	✓	✓	✓		**U, E**
TM 551	Service Organization Competency Management	✓	✓		✓	**C**
TM 511	Tourism Attraction Management for Quality of Life	✓		✓	✓	**A, C**

Course Code	Course Names	PLO1	PLO2	PLO3	PLO4	Level
TM 530	Regional Studies for Tourism Management		✓	✓		**A, C**
TM 540	Green Tourism Marketing	✓		✓	✓	**C**
TM 501	Research Methodology in Tourism Management		✓	✓		**U, C**
TM 512	Advanced Agritourism Management	✓	✓	✓		**C**
TM 521	International Business Management	✓		✓	✓	**C**
TM 560	Appraisal of Tourist Attractions		✓	✓		**C**
TM 520	Sustainable Agribusiness Management and Applications for Tourism	✓	✓		✓	**E**
TM 552	Service Organizations and Leadership		✓		✓	**E**
TM 522	Doing Business in Cultural Diversity	✓			✓	**U, E**
TM 572	Digital Communications across Culture for Service				✓	**E**
TM 591	Seminar 1		✓	✓		**U**
TM 592	Seminar 2		✓	✓		**A, E**
TM 593	Seminar 3		✓	✓		**A, E**
TM 594	Seminar 4		✓	✓		**E,C**
TM 691	Thesis 1	✓	✓	✓		**U**
TM 692	Thesis 2	✓	✓	✓		**A,E**
TM 693	Thesis 3	✓	✓	✓		**A,E**
TM 694	Thesis 4	✓	✓	✓		**E, C**
TM 680	Independent Study	✓	✓		✓	**E, C**

Bloom's Taxonomy Levels: U = Remembering / Understanding A = Applying / Analyzing
E = Evaluating / Creating

The course has improved the CLO to be consistent with the PLO. From the table showing the course's learning outcomes, CLO is consistent with the PLO.

Req.-1.3 : The program shows that the expected learning outcomes consist of 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).

Master of Arts Program in Tourism Management (International Programs) has reviewed and determined program-level learning outcomes and conformance in terms of Generic and Professional characteristics that Master's degree graduates should have as follows:

1.3.1 The Congruence of PLOs, GLO and SLO

PLOs	Outcome Statement	Specific LO	Generic LO	Level
1	Specialize in applying knowledge in service management and socially friendly tourism, culture, and environment	✓	✓	U, A, E
2	Develop a system, thinking process, and transfer of knowledge in service management and have the ability to analyze spatial in tourism business management	✓		U, A
3	Have research process skills integrating social sciences and sciences to combine innovation or modern technology with local wisdom in tourism management to benefit society.	✓		A, E
4	Can communicate and have leadership qualities to work with others in a multicultural society with morality and professional ethics in tourism management		✓	U, A

Bloom's Taxonomy Levels: U = Remembering / Understanding A = Applying / Analyzing
E = Evaluating / Creating

General Characteristics (Generic) of the graduates from the Master's Degree Program in Tourism Management (International programs) should have the most are as follows: They specialize in applying knowledge in service management and socially friendly tourism, culture, and environment and can communicate and have leadership qualities to work with others in a multicultural society with morality and professional ethics in tourism management (PLO 1, 4). As for their typical characteristics (Specific) they should have the most are: expertise in applying knowledge in service management and

social-friendly tourism, culture, and environment, can develop a system, thinking process, and transfer of knowledge in service management, have the ability in spatial analysis in tourism business management and have research process skills that integrate both the social sciences and sciences in the combination of innovation or modern technology with local wisdom in tourism management for the benefit of society (PLOs 1, 2, 3) with the ratio of GLO and SLO as 2: 3.

Req.-1.4 : The program to show that the requirements of the stakeholders, especially the external stakeholders, are gathered, and that these are reflected in the expected learning outcomes.

The program has ranked the stakeholders into 2 groups as follows: 1) Primary Stakeholders include graduates, graduate users (public and non-governmental organizations both locally and internationally), lecturers who are directly close to the organization, and 2) Secondary Stakeholders include social sectors (community), international (international public and non-governmental organizations in tourism), university alumni who are indirectly related to organizations or distant societies who are the beneficiaries or indirectly affected by the program management.

The program has a systematic mechanism for obtaining input from stakeholders. There are many ways to get information. An assessment found that the data obtained from graduates using questionnaires needed to be clarified. Therefore, to receive information for program development, the program used an online interview method to ask for opinions, resulting in clearer information, as shown in the table.

1.4.1 How to obtain information from stakeholders

Stakeholders	Ranking of Stakeholders	Data Acquisition Method
1. Graduate	Primary Stakeholders	Interviewing for opinions via an online system
2. Graduate Users (public and private agencies both domestically and internationally)	Primary Stakeholders	Online and onsite meetings and discussions
3. Lectures	Primary Stakeholders	Meeting together with Course Executive Committee Meeting
4. Social Sectors (community)	Secondary Stakeholders	Interviewing for opinions via an online system
5. International (International public and non-governmental organizations in tourism management)	Secondary Stakeholders	Interviewing for opinions via an online system
6. University alumni	Secondary Stakeholders	Interviewing for opinions via an online system

1.4.2 The relationship between learning outcomes and the program and the needs of stakeholders

PLOs	Graduate	Graduate Users	Lectures	Social Sectors	International	University alumni
1	F	F	M	F	M	F
2	F	F	M	F	M	M
3	F	F	F	F	M	M
4	F	F	M	F	F	F

F – Fully fulfilled M – Moderately fulfilled P – Partially fulfilled

1.4.3 The Transfer of Needs of Each Stakeholder Group to PLOs of the Program

Stakeholders	Needs/Expectations Issues that the Program Focuses on	PLO Connection			
		PLO1	PLO2	PLO3	PLO4
1. Graduate	Have knowledge and skills in tourism management and can continue to be a tourism entrepreneur	✓			
2. Graduate Users (public and private agencies both domestically and internationally)	Want to have comprehensive teaching and learning management aiming to become a tourism operator.	✓			
3. Lectures	The persons in charge of the program believe that in the present day, learners must have diligence, curiosity, and information skills for effective communication in research and development in tourism.				✓
4. Social Sectors (community)	To acquire skills, learners must learn from real practice and focus on social entrepreneurship.	✓			
5. International (International public and non-governmental	To have consulting skills, learners must learn from real practice.		✓		

organizations in tourism management)					
6. Alumni	Want to have comprehensive teaching and learning management aiming to become a tourism operator.	✓			

1.4.4 Knowledge, Skill, and Attitude (KSA) of PLOs from the analysis of stakeholders' needs

PLOs	KSA Model
PLO1: specialize in applying knowledge in socially friendly hospitality and tourism management, culture, and environment.	Knowledge, Skills - Know about tourism management - Build skills in integrated tourism management - Expertise in comprehensive tourism research
PLO2: can develop a system, thinking process, and transfer of knowledge in service management and have the ability to analyze spatial in tourism business management.	Knowledge, Skills, Attitude - Know tourism business standards and management for tourism business operators. - Have skills in consulting on standard systems and become a person who is up-to-date with international changes.
PLO3: have research process skills that integrate the social sciences and sciences to combine innovation or modern technology with local wisdom in tourism management to benefit society.	Knowledge, Skills, Attitude - Have knowledge and abilities in tourism - Be comprehensive entrepreneurs with morality, ethics, and responsibility to communities, society, and the environment
PLO4: can communicate and have the leadership to work with others in a multicultural society with morality and professional ethics in tourism management.	Knowledge, Skills - Have knowledge of information technology for effective communication in research and development in tourism

Program PLOs appropriately correlated with Knowledge Skills and Attitude.

Req.-1.5 : The program shows that the students achieve the expected learning outcomes by the time they graduate.

Master's Degree Program in Tourism Management (International programs) has established stakeholder-derived PLOs, created courses aligned with the PLOs, and set the expected learning outcomes of the 1st and 2nd-year students and the criteria for graduation. They will be indicators that enable students to complete the program according to the program plan. If the students can pursue a career as the program has set as a goal, this indicates that the program has met its expectations, as shown in TQF 2.

1.5.1 The table shows the expected learning results of the program that learners can achieve upon graduation.

Program Learning Outcomes (PLO)	**Expected Learning Outcomes for Each Academic Year (YLO)**	**Graduation Criteria for Plan A Type A**1	**Professions Employable after Graduation**
1) Proficient in applying knowledge in service management and social-friendly tourism, culture, and environment 2) Develop a system, thinking process, and transfer of knowledge in service management and have the ability to analyze spatial in tourism business management 3) Have research process skills that integrate the social sciences and sciences to combine innovation or modern technology	**Year 1: Concepts and skills in research and tourism management** -Know the social sciences, behavioral science, innovation, and technology for national and international tourism management. -Can link the knowledge of tourism and service management and related sciences to manage risks, strategic management, and the sustainability assessment of the tourism industry.	1) Pass a foreign language exam under the rules and conditions set by the university 2) Present the thesis in English and pass the final oral examination given by a committee appointed by the higher education institution in a system open to interested parties to attend. This must consist of lecturers in charge of the program and experts from outside the university with at least 4 persons. 3) Thesis work or part of it must be	Graduates can pursue careers in various fields, namely: 1. Executives or self-employed in the tourism industry and service business 2. Executives, academics, researchers, and practitioners in government and private agencies both domestically and internationally 3. Local researchers 4. Administrators and faculty members in educational institutions 5. Officers and workers in the local

Program Learning Outcomes (PLO)	**Expected Learning Outcomes for Each Academic Year (YLO)**	**Graduation Criteria for Plan A Type A**1	**Professions Employable after Graduation**
with local wisdom in tourism management to benefit society. 4) Can communicate and have the leadership to work with others in a multicultural society with morality and professional ethics in tourism. management	-Have morals and ethics in service careers **Year 2: an integrated body of knowledge** -Can integrate sciences and advanced analytical and synthetic research skills to create research results that affect social change and transfer academic achievements in tourism management that can be accepted in academic circles at the international Level.	published or at least accepted for publication in a national journal to publish in a foreign language or international Level. Its quality must be according to the Announcement of the Commission on Higher Education on Criteria for Considering Academic Journals for Dissemination of Academic Output in at least one paper.	government organization**s**

In the Academic Year 2023, the program has managed the studies in Plan A.1. Students must pass the courses and criteria for graduation. This will lead them to the achievement of the expected learning outcomes of the program as follows:

1.5.2 Expected learning outcomes of the program for the students in Type A.1 Plan

Academic Year	Course Names	PLO1	PLO2	PLO3	PLO4
1/1	TM 501 Research Methodology for Tourism Management			✓	
	TM 591 Seminar 1			✓	
	TM 691 Thesis 1			✓	
1/2	TM 502 Integrated Tourism Management	✓			
	TM 592 Seminar 2			✓	
	TM 692 Thesis 2			✓	
2/1	TM 593 Seminar 3			✓	
	TM 693 Thesis 3			✓	
2/2	TM 594 Seminar 4			✓	
	TM 694 Thesis 4			✓	
	Graduation Criteria				
1	Pass a foreign language examination according to the regulations and conditions set by the university.	✓	✓	✓	✓
2	Present their theses in English and pass a final oral examination conducted by a committee appointed by the university (a higher education institution) in a system open to interested parties to attend. This must consist of professors in charge of the program and experts from outside the university.	✓	✓	✓	✓
3	At least one paper stemmed from their theses, or part of them must be published or at least accepted for publication in a national journal in a foreign language or an international journal. Both journals must be qualified according to the Announcement of the Commission on Higher Education on Criteria for Considering Academic Journals for Dissemination of Academic Output.	✓	✓	✓	✓
4	Present the dissertation in English and pass the final oral examination with an open system for those interested in listening. A committee appointed by the university	✓	✓	✓	✓

	gives the examination, and it must consist of at least 5 instructors in charge of the program and experts from within and outside the university, both domestically and internationally.				
5	Meet the criteria for graduation under the Announcement of the Ministry of Higher Education, Science, Research and Innovation on Standard Criteria for Graduate Programs B.E. 2558.	✓	✓	✓	✓

The expected learning outcomes of the program that students can achieve upon graduation are shown in the above table.

The program evaluated program learning outcomes (PLOs) by surveying stakeholders' opinions of the program to be used in preparing the expected learning outcomes of the PLOs program. Stakeholders are groups of people who may be affected. They consisted of the primary data group including graduate users, entrepreneurs, alumni, and current students, and the secondary data group, including university professors. The results of an opinion survey from various data collection methods in the academic year 2022 - 2023, including questionnaires, meetings, focus group activities, and program improvement processes. The results are as follows.

1.5.3 Table showing the PLOs (2019-2023) and the revised PLOs (2024) obtained from the analysis and evaluation of the learning outcomes of stakeholders.

Program Learning Outcomes (PLOs) (2019-2023)	Program Learning Outcomes (PLOs) (2024)
PLO 1 Proficient in applying knowledge in service management and social-friendly tourism, culture, and environment **PLO 2** Develop a system, thinking process, and transfer of knowledge in service management and have the ability to analyze spatial in tourism business management. **PLO 3** Have research process skills that integrate the social sciences and sciences to combine innovation or modern technology with local wisdom in tourism management to benefit society.	**PLO 1** Develop research questions to solve problems in various tourism management situations using theories, principles, and management techniques when considering ethics, codes of ethics, laws, and related regulations. **PLO 2** Can write research designs and apply research tools to solve tourism management problems. **PLO 3** Apply knowledge about tourism management in different contexts. **PLO 4** Can use innovative tourism technology and digital knowledge for

PLO 4 Can communicate and have the leadership to work with others in a multicultural society with morality and professional ethics in tourism. management	tourism to present research findings ethically.

Self-Assessment	1	2	3	4	5	6	7
Req.-1.1: The program shows that the expected learning outcomes are appropriately formulated under an established learning taxonomy, aligned to the vision and mission of the university, and are known to all stakeholders.				√			
Req.-1.2: The program shows that the expected learning outcomes for all programs are appropriately formulated and aligned to the expected learning outcomes of the program.				√			
Req.-1.3: The program shows that the expected learning outcomes consist of 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).				√			
Req.-1.4: The program shows that the requirements of the stakeholders, especially the external stakeholders, are gathered and reflected in the expected learning outcomes.				√			
Req.-1.5: The program shows that the students achieve the expected learning outcomes by the time they graduate.				√			

Criterion 2: Program Structure and Content

Req.-2.1: The specifications of the program and all its courses are shown to be comprehensive, up-to-date, and made available and communicated to all stakeholders.

Master of Arts Program in Tourism Management (International Program) has provided detailed information on the program to be comprehensive, up-to-date, and ready to use with stakeholders such as graduates, graduate users, international graduates, and lecturers as much as possible. The program communicates and publicizes the program to the most relevant target groups using onsite and online public relations through a variety of channels as follows:

1) International College website https://mju-ic.mju.ac.th/
2) Travel to publicize the program in foreign countries, such as Taiwan, the Philippines, Indonesia and Germany, according to the MOU cooperation.
3) Prepare brochures, Banner Publicity, and roll-ups to publicize the program for the year 2022-2023
4) Facebook International College, WeChat and Line
5) Online meetings with foreign cooperation networks

The International College typically organizes orientation sessions specifically for international students and program stakeholders and invites graduate education officials from the Office of Academic Administration and Development, course instructors, professors, and course staff to participate and provide information detailing the program and subject requirements, teaching plans, and study manuals, rules and guidelines that students should know, including the study timeline and information search resources, and course details to carry out the teaching and learning according to the plan successfully. This orientation will be done before the start of each semester to disseminate and publicize course details in Tourism in TQF 2 and TQF 3 to students and stakeholders to study program information before teaching and learning. The documents in the online system can be searched at any time. The program also has coordination staff in Line and WeChat groups to answer students' inquiries and stakeholders.

Stakeholders can learn, search, and access information for requirements and details of the Course Detail in Tourism in TQF. 2 and TQF. 3 through the following communication channels:

2.1.1 Channels for acknowledgement and access to information disseminated to stakeholders.

Publicized documents	Stakeholders	Receiving Channels	Searching	Results from the communication
1. Course Details in Tourism	- Students - Those who would use the graduates -General public	- International College website - Sent to the organizations under the academic cooperation with TICA, SEACA, UNTA	- Can be obtained 24 hours - From the documents	-Several organizations under the IC-MJU connection can be informed and access program information. -In the future, they may send their foreign staff to study in the program.
2. TQF2	- Students - Those who would the graduates -Instructors -General public	Website of the Office of Academic Administration and Development	- Can be obtained 24 hours	-Those interested in studying can consider the information from the requirements and details in the TQF.2 document to make a decision.
3. TQF3	-Instructors -Students	Website of the Office of Academic Administration and Development	- Can be obtained 24 hours	-- Teachers can arrange teaching and learning according to the expected learning outcomes in each course. - Students can plan their studies and achieve the expected learning outcomes of that course.
4. Course brochure	- Students - Those who would use the graduates -Instructors -General public	-Publicize in the country and abroad	From a course brochure	- Several interested persons called and came for more information from IC-MJU because of the course brochure.

Reference List 2.1
2.1.1 International College website https://mju-ic.mju.ac.th/
2.1.2 Course Detail Tourism
2.1.3 TQF2 http://www.education.mju.ac.th/www/programApprovedFile.aspx
2.1.4 TQF3 http://www.education.mju.ac.th/informationSystem/
2.1.5 MJU-IC brochure, Course brochure, Banner Publicity, roll-ups
2.1.6 Student Orientation http://www.mju-ic.mju.ac.th/Detail_list?nID=1350&lang=EN

Req.-2.2: The program's design is shown to be constructively aligned with achieving the expected learning outcomes.

Master of Arts Program in Tourism Management (International Program) The program was designed according to the learning outcomes, and the PLOs were defined according to the needs and expectations of the stakeholders in 5 items, where the level of learning (taxonomy) was appropriately described. Besides, learning outcomes at the program level were consistent in generic, 1 item, and 4 specific professional characteristics. The program brought learning outcomes to design the program structure by doing the Backward Program Design (BCD), which broke down into the relationship of knowledge, skills, attitude, and PLOs of the course as follows.

2.2.1 An Analysis of the Relationship between PLOs and Knowledge Skills with Attitude

PLOs	KSA Model
PLO1: specialize in applying knowledge in socially friendly hospitality and tourism management, culture, and environment.	Knowledge, Skills - Know about tourism management - Build skills in integrated tourism management - Expertise in comprehensive tourism research
PLO2: can develop a system, thinking process, and transfer of knowledge in service management and have the ability to analyze spatial in tourism business management.	Knowledge, Skills, Attitude - Know tourism business standards and management for tourism business operators. - Have skills in consulting on standard systems and become a person who is up-to-date with international changes.
PLO3: have research process skills that integrate the social sciences and sciences to combine innovation or modern technology with local	Knowledge, Skills, Attitude - Have knowledge and abilities in tourism

PLOs	KSA Model
wisdom in tourism management to benefit society.	- Be comprehensive entrepreneurs with morality, ethics, and responsibility to communities, society, and the environment
PLO4: can communicate and have the leadership to work with others in a multicultural society with morality and professional ethics in tourism management.	Knowledge, Skills - Have knowledge of information technology for effective communication in research and development in tourism

Program PLOs appropriately correlated with Knowledge Skills and Attitude.

The program has designed courses to respond to Knowledge, Skills, and Attitudes and has done program mapping that can see the course structure and consistency between PLOs, subjects and graduate characteristics according to the 5 learning outcomes standards as appeared in the Program Book (TQF 2) and the program reviewed the distribution of Program Learning Outcomes (PLOs) in each subject according to Bloom's Taxonomy, which is divided into 3 areas, consisting of Cognitive Domain, Psychomotor Domain, and Affective Domain as follows.

2.2.2 Program Map showing the distribution of responsibility for learning outcomes of the program into subjects.

Courses	Course learning outcomes							
	PLO1			PLO2		PLO3		PLO4
	U	An	Org	C	Pre	Nat	Org	Cha
TM 501 Research Methodology for Tourism Management	✓	✓	✓	✓	✓	✓	✓	✓
TM 510 Integrated Tourism Management	✓	✓	✓	✓	✓	✓	✓	✓
TM 591 Seminar 1	✓			✓				✓
TM 592 Seminar 2	✓	✓		✓				✓
TM 593 Seminar 3	✓	✓		✓	✓	✓	✓	✓
TM 594 Seminar 4	✓	✓	✓	✓	✓	✓	✓	✓
TM 691 Thesis 1	✓			✓				✓
TM 692 Thesis 2	✓	✓		✓				✓
TM 693 Thesis 3	✓	✓		✓	✓	✓	✓	✓
TM 694 Thesis 4	✓	✓	✓	✓	✓	✓	✓	✓
TM 680 Independent Study	✓	✓		✓	✓			✓
TM 511 WeIIness Tourism Destination Management	✓	✓	✓	✓	✓	✓	✓	
TM 512 Advanced Agro-Tourism Management	✓	✓	✓	✓	✓	✓	✓	
TM 550 Human Resource Management for Services	✓	✓	✓	✓	✓	✓	✓	✓
TM 530 Regional Studies for Tourism Destination Management	✓	✓	✓	✓	✓	✓	✓	✓

Courses	Course learning outcomes							
	PLO1			PLO2		PLO3		PLO4
	U	An	Org	C	Pre	Nat	Org	Cha
TM 521 International Bussiness Management	✓	✓	✓	✓	✓	✓	✓	✓
TM 522 Multi-Culture Business Practice	✓	✓	✓	✓	✓	✓	✓	✓
TM 520 Sustainable Agricultural Business Management and Implications for Tourism	✓	✓	✓	✓	✓	✓	✓	✓
TM 540 Green Marketing Tourism	✓	✓	✓	✓	✓	✓	✓	✓
TM 551 Service Organizational Performance Management	✓	✓	✓	✓	✓	✓	✓	✓
TM 552 Service Organization and Leadership	✓	✓	✓	✓	✓	✓	✓	✓
TM 560 Valuation of Tourism Destinations	✓	✓	✓	✓	✓	✓	✓	✓
TM 570 Innovation Management Service Organization	✓	✓	✓	✓	✓	✓	✓	✓
TM 572 Cross-Cultural Digital Communication for Services	✓	✓	✓	✓	✓	✓	✓	✓

Note:

Level Arthur Costa	Cognitive Domain (Knowledge) K	Psychomotor Domain (Skill) S	Affective Domain (Ethics & Characters) E&C
1 (Gathering)	R=Remembering U=Understanding	Imi=Imitating Man=Manipulating	Rec=Receiving Res=Responding
2 (Processing)	Ap=Applying An=Analysis	Pre=Precising	Val=Valuating
3 (Applying)	E=Evaluating C=Creating	Art=Articulating Nat=Naturalizing	Org=Organizing Cha=Characterizing

The program determines PLOs from the table based on information from the program's specific stakeholders. This is consistent with the program's identity, university, profession, nation, and global context. It consists of 4 aspects: knowledge, skills, ethics, and personal characteristics.

Course learning outcomes (CLOs) support the achievement of Program Learning Outcomes (PLOs) in TM 501 Research Methodology for Tourism Management.

2.2.3 Course Learning Outcomes and their connection to Program Learning Outcomes

PLOs	CLOs
PLO2: can develop a system, thinking process, and transfer of knowledge in service management and have the ability to analyze spatial in tourism business management.	Be knowledgeable about tourism management to meet the national and international standards and apply the tourism management innovation appropriately.
PLO3: have research process skills that integrate the social sciences and sciences to combine innovation or modern technology with local wisdom in tourism management to benefit society.	Be knowledgeable about research methods in tourism innovation appropriately.

2.2.4 Constructive alignment between assessment, teaching method and CLOs

Assessment Teaching method CLOs	Teaching method	CLOs
1. Knowledge skills and intellectual skills	- Lectures and practices	Willingness to learn and study habits, basic knowledge of organic production factors and skills for performing assigned tasks
2. Assessment of work processes and workpieces	- Learning results report	Assessment from student submissions and summary of knowledge gained from listening to lectures or performing
3. Assessment from reports and presentations	- Interpersonal communication skills and use of information technology	Take responsibility for assigned tasks and be able to present work using electronic media.

Req.-2.3: The program design is shown to include feedback from stakeholders, mainly external stakeholders.

The program has considered the needs of stakeholders both inside and outside the university to design the courses. The internal stakeholder groups include graduates, lecturers and universities. A group of external stakeholders includes graduate users, external experts, international social sectors, and alumni who serve as a program development and review committee.

2.3.1 The Relationship between the Stakeholders' Needs and the PLOs of the Program

Stakeholder	Needs/Expectations Issues that the Program focuses on	PLO Connection
1. Graduates	1) Know and can integrate the social sciences, behavioral sciences, innovation, and technology for tourism management at national and international levels. 2) Can link the knowledge of tourism, service management, and related sciences to manage risks, strategic management, and the sustainability assessment of the tourism industry. 3) Have advanced research knowledge and skills to create research results that affect social change and transfer academic works to be accepted in the academic circle at the international level. 4) Have knowledge and ability to manage resources for tourism under social responsibility. 5) Have morals, ethics, and understanding to manage the diversity of human beings to modify and enhance organizational and social behaviors.	PLO 1, 2, 3, 4
2. Graduate Users (public and private agencies both domestically and internationally)	-Want graduates to have skills in resource management for tourism under social responsibility and can manage risks, strategic management, and assess the sustainability of the tourism industry.	PLO 1, 2, 4
3. Lectures	The persons in charge of the course believe that in the present day, learners must have information skills to communicate effectively in research and development in tourism management.	PLO 4
4. Social Sectors (community)	-Can manage the diversity of human beings and enhance organizational and social behaviors.	PLO 1

Stakeholder	Needs/Expectations Issues that the Program focuses on	PLO Connection
5. International (International public and non-governmental organizations in tourism management)	-Can produce research results that affect social change and transfer academic works to be accepted in the academic circle at the international level. -Can create innovations and technologies for tourism management at national and international levels.	PLO 1, 2
6. Alumni	-Want them to transfer their knowledge of tourism management.	PLO 2

In addition, the program has analyzed the need for organizing various activities of stakeholders to create desirable graduate characteristics as follows:
1. They want the program to organize additional activities to build skills as a researcher that can solve the current tourism management situation.
2. They want the program to create activities that enhance morality, ethics, and awareness of duties and responsibilities to oneself and society.

The program has organized activities to meet the needs of students as follows:

1. Organized a project to develop the potential for publishing research results and academic works internationally to International College students in the Academic year 2023 to establish the progress of student research operations and to increase their potential of publishing research results internationally for students on August 3-5, 2023, at the International Education and Training Center Meeting Room at International College. It consisted of training topics that were useful to students as follows:
    - 1.1 Scientific Research Methodology
    - 1.2 Advanced Research Instrument for Academic Paper Writing
    - 1.3 Tourism Research Methodology, Implication and Practices
    - 1.4 iThesis by Graduate School
    - 1.5 Higher Education in Tourism and Leisure Program Management
    - 1.6 How to write articles for publications and Researcher Ethics and Academic Publications Writing
    - 1.7 Research Methodology in Social Sciences
    - 1.8 Qualitative Research Methodology for Social Sciences
    - 1.9 International Workshop on “Structural Equation Modelling Analysis in the Social Science Research”

1.10 Research Clinic)Advise and assist students in developing research proposals, conducting research and dissemination of research results)

2. Organized the International Academic Seminar Project entitled AAUN 2023 to build relationships between network members and exchange knowledge for students on December 21-22, 2023 at Wintree City Resort.
3. Organized a project for the 29th Tri-U International Joint Seminar & Symposium activities under the international academic dialogue, a discussion meeting with global networks. The attendees included university administrators, professors, and international students. The project was held on December 21-23, 2023, at the Faculty of Economics Conference Room at Maejo University.
4. Activities between International Sustainable Development Studies Institute (ISDSI) with the aim of further fostering new activities to help spread the University's vision of being a leading university with international agricultural excellence. Some of the upcoming will include training for students and staff of Maejo University as a whole, workshops, and joint seminars, including academic writings in specific fields in January-May 2024.
5. Organized a project to strengthen international students' potential to enable them to develop themselves and have skills in various fields, whether studying, doing research studies, participating in university activities, or living together in society. It promoted, supported, and developed students to create entrepreneurship, such as creating learning and working spaces as learning areas outside the classroom, organizing activities, and exchanging knowledge for students. The project was run on May 27-29, 2024, and consisted of 6 activities as follows:

   5.1 Activities to enhance the use of English for communication in study and research.

   5.2 Activities to create leadership for international students.

   5.3 Activities to strengthen research towards innovation.

   5.4 Activities to enhance knowledge of the BCG Model (Green Economy, Bioeconomy, Circular Economy).

   5.5 Learning activities for the business world.

   5.6 Activities to create environmental conservation attitudes among international students.
6. Organized an academic service project on “Developing a process for providing food experiential tourism services from prototype local plants to promote a career development model for the elderly at San Pa Pao Subdistrict, San Sai District in Chiang Mai Province." The activity aimed to increase knowledge about healthy food, food, and medicine through speakers from

Samuay & Sons Restaurant, Chef Joe, and young chefs at the Agricultural Knowledge Learning Center of San Pa Pao Subdistrict, San Sai District, Chiang Mai Province. The Master's and Doctorate Programs students in Tourism Management in the Integrated Tourism Management course and those from the ECHO Asia Impact Center Foundation, Asia's Native Plant Seed Bank, joined the project on July 18, 2023.

Reference List 2.3

2.3.1 Activities to meet the needs of students:

1. Workshop and Seminar for Graduate Students http://www.mju-ic.mju.ac.th/Detail_list?nID=1361&lang=EN
2. AAUN 2023 http://www.mju-ic.mju.ac.th/Detail_list?nID=1411&lang=EN
3. Tri-U International Joint Seminar & Symposium activities http://www.mju-ic.mju.ac.th/Detail_list?nID=1473&lang=EN
4. Activities between International Sustainable Development Studies Institute (ISDSI) http://www.mju-ic.mju.ac.th/Detail_list?nID=1415&lang=EN
5. Activities exchanging knowledge for students
6. Academic service project

Req.-2.4: The contribution made by each course in achieving the expected learning outcomes is shown to be precise.

To achieve the PLOs and learning sequence each year in the past year, the program divided the proportion of teaching. The first academic year's first semester started with non-credit courses, namely Tourism Management, Research Methodology, Seminar Course, and Thesis Course, to improve the students' research fundamentals and understanding of the present situation. In the second semester of the first academic year, Integrated Tourism Management, a compulsory major course, Seminar 2, and Thesis 2 were taught to improve the students' research fundamentals and understanding of the present situation. Learning outcomes were distributed among courses for teaching and learning, and course details were given according to the expected learning outcomes. This is consistent with the study plan, type 1.1, and the map showing the relationship between the program learning outcomes (PLO) and the courses shown in the map showing the distribution of responsibility for learning outcomes of the program into subjects (Program Mapping) in Table 2.2.2

The program monitors students' progression of Program Learning Outcomes (PLOs) achievement, including Advisors, Proposal, English Test, Qualification

Exam/Comprehensive Exam, Thesis Exam, Publication, Submit Thesis in document Control and follow-up for Master and PhD Tourism Management.

Reference List 2.4
2.4.1 Control and follow-up for Master and PhD Tourism Management

Req.-2.5: The program should show that all its courses are logically structured, properly sequenced (progression from primary to intermediate to specialized courses), and integrated.

The program's courses are then sequenced according to Bloom's Taxonomy to focus on knowledge, competence, and practicality. Since the teaching/learning for students in Plan A, Type A1 focuses on research; the program integrates the knowledge in the research methodology, tourism management, seminar, and thesis courses with other related fields of study, morals, and ethics in tourism, responsibility, and professional and social ethics as a basis for further advanced studies. The details of YLO levels are shown below:

Year 2:	-Can integrate sciences, advanced analytical and synthetic research skills to create research results that affect social change and transfer academic achievements in tourism management to be accepted in academic circles at the international level.
Integration of Knowledge	
Year 1:	- Know the social sciences, behavioral science, innovation, and technology for national and international tourism management. -Can link the knowledge of tourism, service management, and related sciences to manage risks, strategic management, and the sustainability assessment of the tourism industry. -Have morals and ethics in service careers
Management Skills	

The program ranks subject courses according to PLOs. It integrates the skills that the students gain from academic knowledge and the activities organized by the program and the university as a step-by-step from the basics to the next. The course's contents are structured in a sequence based on Bloom's Taxonomy of Learning and

are systematically aligned with skills. The program provides opportunities for students to express their opinions on course content because they have diverse interests and are aligned with learning in the 21st century. The information gained can be used for program improvement. Besides, the students' opinions presented in TQF 5 were used as a guideline in an analysis to improve the program further.

The program has been structured to be consistent and related to primary and specialized courses. To show progress, the courses in the program are sorted by difficulty from introductory, intermediate, specialized and integrated courses as follows.

2.5.1 The sequence of courses according to the program structure, from basic, intermediate, specialized and integrated course levels.

Academic Year	basic	intermediate	specialized courses	Integrated courses
1/1	TM 501 Research Methodology for Tourism Management TM 510 Integrated Tourism Management TM 591 Seminar 1	TM 691 Thesis 1	-	TM 511 WeIIness Tourism Destination Management TM 512 Advanced Agro-Tourism Management TM 550 Human Resource Management for Services
1/2	-	TM 592 Seminar 2 TM 692 Thesis 2	-	TM 510 Integrated Tourism Management TM 530 Regional Studies for Tourism Destination Management TM 521 International Bussiness Management TM 522 Multi-Culture Business Practice
2/1	-	TM 593 Seminar 3 TM 693 Thesis 3		SM 520 Sustainable Agricultural Business Management and Implications for Tourism TM 540 Green Marketing Tourism

				TM 551 Service Organizational Performance Management TM 552 Service Organization and Leadership TM 560 Valuation of Tourism Destinations TM 570 Innovation Management Service Organization TM 572 Cross-Cultural Digital Communication for Services
	-		TM 594 Seminar 4 TM 694 Thesis 4 TM 680 Independent Study	-

The program integrates the learning process by learning outcomes in the program (PLOs) (Constructive Alignment); for example, a learning process stimulates learners to learn (Learning) and know how to seek knowledge (Learning How to Learn) and instils lifelong learning in learners and a growth mindset through various teaching and learning methods, such as organizing the learning process in an active learning style that provides opportunities for the students to study from real workplaces. They can diagnose and find ways to develop and solve problems through teaching and learning, such as team-based learning, problem-based learning, project-based learning, case studies, and field visits for diagnosis. The program has guidelines for teaching and learning according to Maejo University's educational philosophy. These activities were provided to ensure that students can apply what they learn to the real world of work, respond to the needs and expectations of stakeholders, and be consistent with learning outcomes by using a learning process that emphasizes hands-on experience and digital skills with guidelines for developing graduate characteristics according to each learning outcome for master's degree qualifications, namely Knowledge, Skills, Ethics, and Character.

Req.-2.6: The program to have option for students to pursue major and/or minor specializations.

The program offers students 7 major subject courses and 21 credits. According to the program structure, the students may choose at least 4 courses for 12 credits, so they can choose to study in a specific area of study. However, since the students apply to study in Plan A, Type A1, focusing on Research, students are required to study 3 courses, namely Research Methodology in Tourism Management, Seminar, and Thesis. The program has organized the teaching/learning process through Seminars and Case study Base Learning. The lecturers assign tasks to students to analyze case studies emphasizing tourism management from the database. The instructional process emphasizes internationalization. The program also offers master's degree students the opportunity to study with international students at the master's and doctoral levels. It also has organized extracurricular activities for students, such as the Maejo International Conference, projects for student potential development, exchanging of knowledge and experience in education and research, and projects for extracurricular training programs and language proficiency exams. The latter is used to develop students' foreign language skills.

The program has 7 major elective courses for students who want to gain more expertise. They are 1) SM 520 Sustainable Agricultural Business Management and Implications for Tourism, 2) TM 540 Green Marketing Tourism, 3) TM 551 Service Organizational Performance Management, 4) TM 552 Service Organization and Leadership, 5) TM 560 Valuation of Tourism Destinations, 6) TM 570 Innovation Management Service Organization, and 7)TM 572 Cross-Cultural Digital Communication for Services.

Req.-2.7: The program to show that its program is reviewed periodically following an established procedure and that it remains up-to-date and relevant to the industry.

The preparation of this program is intended to be consistent with and according to the announcement of the Ministry of Education in 2009 on the National Qualifications Framework for Higher Education and the Announcement of the Commission on Higher Education. It is regarded as the guideline for implementing the Qualifications Standards Framework, which stipulates that higher education

institutions develop/improve program details following the National Qualifications Framework for Higher Education by providing details of the program, course details, and field experience. It covers various topics according to the TQF 2 Form that has been defined following the educational philosophy and missions of Maejo University to produce graduates with quality, morality, and professional expertise. The emphasis is given to students' practicum work and data collection for dissertation preparation in real-world situations or areas. It is expected that a program of this nature will be able to produce doctoral's degree graduates following the needs of both public and private labor markets. Eventually, it will benefit society as a whole in Thailand and abroad.

The instructors in charge of the course and instructors of the course used the suggestions obtained from an evaluation of their teaching to improve their teaching and learning, teaching methods, the quality of teaching and learning, and the teaching process. They provided opportunities for students to participate in extracurricular activities, invited special lecturers to give lectures, and encouraged students to be curious, think analytically, and develop a habit of self-learning. Besides, the program has taken Areas for Improvement to improve the operation and report to the university for the six-month cycle and the ten-month cycle, and has been assessed for educational quality assurance at the program level, AUN-QA version 4.0, where instructors in the program are supposed to organize and write an assessment report jointly, named Self-Assessment Report (SAR) to be assessed according to the criteria for educational quality assurance, and use the evaluation results to improve and develop the program in the next academic year.

Strategies and improvement indicators are expected to be completed within a 5-year academic cycle, and the improvement and critique of the program will be made in 2024.

Self-Assessment	1	2	3	4	5	6	7
Req.-2.1: The specifications of the program and all its courses are shown to be comprehensive, up-to-date, and made available and communicated to all stakeholders.				√			
Req.-2.2: The program's design is shown to be constructively aligned with achieving the expected learning outcomes.				√			
Req.-2.3: The program design is shown to include feedback from stakeholders, mainly external stakeholders.				√			
Req.-2.4: The contribution made by each course in achieving the expected learning outcomes is shown to be precise.				√			
Req.-2.5: The program to show that all its courses are logically structured, properly sequenced (progression from primary to intermediate to specialized courses), and integrated.				√			
Req.-2.6: The program should have an option(s) for students to pursue major and/or minor specializations.				√			
Req.-2.7: The program to show that its program is reviewed periodically following an established procedure and that it remains up-to-date and relevant to the industry.				√			

Criterion 3: Teaching and Learning Approach

Req.-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.

The program defines its educational philosophy, which corresponds with the University's educational philosophy and its PLOs. The philosophy is made available to stakeholders involved in the program through the International College's website.

3.1.1 The Correspondence between the University's Educational Philosophy and the Program's PLOs.

<table>
<tr><th>University's Educational Philosophy</th><th>Philosophies of the Faculty and Program Study</th><th>Program's PLOs</th></tr>
<tr><td rowspan="4">Provide education to enhance wisdom in the form of learning from practice that is integrated with work based on the immortal teaching, "Hard work never kills anyone." It aims to provide learners with lifelong learning skills, develop old skills, and build new skills. There is a way of thinking about being an entrepreneur and using digital technology and communication skills. Graduates should be aware of society, culture, and environment. They should also uphold the relationship between the University and the community according to the position of Maejo University as a "University of Life."</td><td rowspan="4">International College Philosophy
"Create global knowledge from real practice."

Program Study Philosophy
"The program aims to create and develop a new body of knowledge in tourism management utilizing an integrated science with quality service management to correspond with modern innovations. It is outstanding in environmentally friendly tourism activities to create research process skills that integrate science both in social sciences as well as modern technology and local wisdom for sustainable development and being recognized in the international academic community."</td><td>PLO1: Specialize in applying knowledge in service management and socially friendly tourism, culture, and environment.</td></tr>
<tr><td>PLO2: Develop a system and thinking process, transfer knowledge on service management, and analyze spatial in tourism business management.</td></tr>
<tr><td>PLO3: Have research process skills that integrate both the social sciences and sciences to combine innovation or modern technology with local wisdom in tourism management to benefit society.</td></tr>
<tr><td>PLO4: Can communicate and have leadership qualities to work with others in a multicultural society with morality and professional ethics in tourism management.</td></tr>
</table>

Course instructors have seen the importance of the program's and the University's educational philosophies. The program has considered its alignment with the program's PLO, and for students to instructor graduate users (government operators, private sector), civil society sector, international agencies or organizations, Maejo University alumni are informed about accessing information through the channel of the university website and the International College website. The program has linked educational philosophy at the subject level in the program as follows:

3.1.2 Showing how the subjects in the program are linked to the educational philosophy of the program, colleges, and universities.

Courses	Teaching management	Connection with the educational philosophy
TM 501 Research Methodology for Tourism Management	Lecture Laboratory -Using technology to study and research information	- Have lifelong learning skills - Have morals and ethics -Use of digital and communication technology -Obtain research process skills. There is an integration of both social sciences and behavioral sciences.
TM 510 Integrated Tourism Management	Lecture Laboratory -Using technology to study and research information	- Have lifelong learning skills --Use of digital technology and communication - There is a way of thinking about being an entrepreneur. - Be aware of society, culture, and environment.
TM 511 WeIIness Tourism Destination Management	Lecture Laboratory -Using technology to study and research information	- Have lifelong learning skills - Quality service management in line with modern innovation - Outstanding in activities in environmentally friendly tourism
TM 512 Advanced Agro-Tourism Management	Lecture Laboratory -Using technology to study and research information	- Have lifelong learning skills -Use of digital technology and communication - There is a way of thinking about being an entrepreneur.

		- Be aware of society, culture and environment, including the university and community relationship.
TM 550 Human Resource Management for Services	Lecture Laboratory -Using technology to study and research information	- Have lifelong learning skills - There is a way of thinking about being an entrepreneur. -Use of digital and communication technology - Quality service management in line with modern innovation
TM 530 Regional Studies for Tourism Destination Management	Lecture Laboratory -Using technology to study and research information	- Have lifelong learning skills -Able to develop original skills, honing new skills -There is an integration of both social science and behavioral science with modern technology and local wisdom.
TM 521 International Bussiness Management	Lecture Laboratory -Using technology to study and research information	- Have lifelong learning skills - There is an integration of both social science and behavioral science. with modern technology and local wisdom.
TM 522 Multi-Culture Business Practice	Lecture Laboratory -Using technology to study and research information	- Have lifelong learning skills - Have an entrepreneurial spirit that is responsible for tourism resources, society, and the nation.
TM 520 Sustainable Agricultural Business Management and Implications for Tourism	Lecture Laboratory -Using technology to study and research information	- Have lifelong learning skills - There is a way of thinking about being an entrepreneur. - Be aware of society, culture, and environment
TM 540 Green Marketing Tourism	Lecture Laboratory -Using technology to study and research information	- Have lifelong learning skills - There is a way of thinking about being an entrepreneur. - Outstanding in activities environmentally friendly tourism
TM 551 Service Organizational Performance Management	Lecture Laboratory -Using technology to study and research information	- Have lifelong learning skills - Able to develop original skills, honing new skills

TM 552 Service Organization and Leadership	Lecture Laboratory -Using technology to study and research information	- Have lifelong learning skills - Able to develop original skills, honing new skills
TM 560 Valuation of Tourism Destinations	Lecture Laboratory -Using technology to study and research information	- Have lifelong learning skills - Able to develop original skills, honing new skills
TM 570 Innovation Management Service Organization	Lecture Laboratory -Using technology to study and research information	- Have lifelong learning skills - Quality service management in line with modern innovation
TM 572 Cross-Cultural Digital Communication for Services	Lecture Laboratory -Using technology to study and research information	- Have lifelong learning skills -Create and develop new knowledge in tourism management that is an integrated science
TM 591 Seminar 1 TM 592 Seminar 2 TM 593 Seminar 3 TM 594 Seminar 4	Laboratory Case Study -Using technology to study and research information การ-- Doing assignments/reports -Oral presentation - Exchanging body of knowledge in the classroom	- Have lifelong learning skills - There is a combination of innovation and technology in quality service management.
TM 691 Thesis 1 TM 692 Thesis 2 TM 693 Thesis 3 TM 694 Thesis 4 TM 680 Independent Study	Laboratory -Using technology to study and research information การ-- Problem-solving -Writing a report - Oral presentation	- Have lifelong learning skills - Be aware of society, culture, and environment - Integrate both social sciences and behavioral sciences -Obtain research process skills that integrate both social sciences as well as modern technology with local wisdom for sustainable development and are recognized in international academic circles - Have an entrepreneurial spirit that is responsible for tourism resources, society, and the nation. - Enhance global knowledge from real practice

In addition to the educational philosophy being published on the international college website, Facebook, and Line, to ensure that the educational philosophy's communication channels can communicate to stakeholders, the program has therefore been prepared as an educational philosophy document distributed to students during orientation day activities. The mentioned documents were also attached along with the program publicity documents for the cooperation network group to know as another channel.

References 3.1

3.1.1 Maejo University Educational Philosophy on the International College website https://mju-ic.mju.ac.th/

3.1.2 Maejo University educational philosophy documents

Req.-3.2: The teaching and learning activities are shown to allow students to participate responsibly in the learning process.

All students in the program are studying in Plan A, Type A1, which is a research-based study plan. The lecturers integrate instructional management in seminar courses allowing students from master's degree and doctoral degree levels to study together. The students take turns presenting their research proposals to the class and the rest give them comments and suggestions to make their work better. Their participation, recommendations, and exchanges of experience and opinions are also used as a part of the course and student assessment.

Students in the program participate in teaching and learning activities in every course, including pre-tests and post-tests for every course, and exchange knowledge in class. They do oral presentations of the work in the seminar courses assigned by their advisors. They perform dissertation proposal examinations, take qualifying examinations, and take comprehensive exams. They also take practicum learning and field visits and do activities that support learning and enhance their experience as international students, such as academic conferences and innovation contests where the course allows students to participate both onsite and onsite.

Req.-3.3: The teaching and learning activities are shown to involve active learning by the students.

The program uses mixed methods and approaches for teaching the students and encourages them to learn as much as possible even though the instructional management is done online. Such methods and techniques were used in lecture sessions, practice sessions, reflective thinking/thinking processes, and case studies. Besides, learning activities were inserted during their studies. The program has prepared the TQF 3 Form, teaching materials for seminars, and dissertation courses.

In addition, the program has organized projects/activities outside the classroom to increase knowledge for students as follows:

1. Organized a project to develop the potential for publishing research results and academic works internationally to International College students in the Academic year 2023 to establish the progress of student research operations and to increase their potential of publishing research results internationally for students on August 3-5, 2023, at the International Education and Training Center Meeting Room at International College. It consisted of training topics that were useful to students as follows:
    - 1.1 Scientific Research Methodology
    - 1.2 Advanced Research Instrument for Academic Paper Writing
    - 1.3 Tourism Research Methodology, Implication and Practices
    - 1.4 iThesis by Graduate School
    - 1.5 Higher Education in Tourism and Leisure Program Management
    - 1.6 How to write articles for publications and Researcher Ethics and Academic Publications Writing
    - 1.7 Research Methodology in Social Sciences
    - 1.8 Qualitative Research Methodology for Social Sciences
    - 1.9 International Workshop on “Structural Equation Modelling Analysis in the Social Science Research”
    - 1.10 Research Clinic)Advise and assist students in developing research proposals, conducting research and dissemination of research results)
2. Organized the International Academic Seminar Project entitled AAUN 2023 to build relationships between network members and exchange knowledge for students on December 21-22, 2023 at Wintree City Resort.
3. Organized a project for the 29th Tri-U International Joint Seminar & Symposium activities under the international academic dialogue, which was a discussion meeting with global networks. The attendees included university administrators, professors, and international students. The project was held on December 21-23, 2023, at the Faculty of Economics Conference Room at Maejo University.

4. Activities between International Sustainable Development Studies Institute (ISDSI) with the aim of further fostering new activities to help spread the University's vision of being a leading university with international agricultural excellence. Some of the upcoming will include training for students and staff of Maejo University as a whole, workshops, and joint seminars, including academic writings in specific fields in January-May 2024.
5. Organized a project to strengthen the potential of international students to enable students to develop themselves and have skills in various fields, whether it be studying, doing research, participating in university activities, or living together in society. It promoted, supported, and developed students to create entrepreneurship, such as creating learning spaces and working spaces as learning areas outside the classroom, organizing activities, and exchanging knowledge for students. The project was run on May 27-29, 2024, and consisted of 6 activities as follows:
    - 5.1 Activities to enhance the use of English for communication in study and research.
    - 5.2 Activities to create leadership for international students.
    - 5.3 Activities to strengthen research towards innovation.
    - 5.4 Activities to enhance knowledge of the BCG Model (Green Economy, Bioeconomy, Circular Economy).
    - 5.5 Learning activities for the business world.
    - 5.6 Activities to create environmental conservation attitudes among international students.
6. Organized an academic service project on “Developing a process for providing food experiential tourism services from prototype local plants to promote a career development model for the elderly at San Pa Pao Subdistrict, San Sai District in Chiang Mai Province." The activity aimed to increase knowledge about healthy food, food, and medicine by speakers from Samuay & Sons Restaurant, Chef Joe, and young chefs at the Agricultural Knowledge Learning Center of San Pa Pao Subdistrict, San Sai District, in Chiang Mai Province. The Master's and Doctorate Programs students in Tourism Management in the Integrated Tourism Management course and the ones from the ECHO Asia Impact Center Foundation, Asia's Native Plant Seed Bank, joined the project on July 18, 2023.

Reference 3.3
3.3.1 Documents TQF 3
http://www.education.mju.ac.th/informationSystem/tqfFileUpload/officer/tqf3FileList.aspx

Req.-3.4: The teaching and learning activities are shown to promote learning, learning how to learn, and instilling in students a commitment to life-long learning (e.g., commitment to critical inquiry, information-processing skills, and a willingness to experiment with new ideas and practices).

Master's Degree Program in Tourism Management (International Program) emphasizes teaching and applying knowledge, managing service and tourism that is socially friendly, culture, and environment. It is expected that the students will have the knowledge and ability to manage resources for tourism under their social responsibility. However, the program is in the process of being developed into a Non-Degree Program by taking existing courses to make short training courses. The trainees can accumulate their credits earned from the training in a credit bank.

The program has an emphasis on lifelong learning. Based on lifelong learning skills of the European Reference Framework, there are 8 skills as follows:

3.4.1 Demonstrate lifelong learning skills in the tourism management program

Level	Key Competency	Activities in/out of the course	Course operation indications
L1	Communication in the mother tongue	The program is evolving. "Thai communication skills (writing, reading, speaking and listening)" in all subjects for students to have good skills, communicate well, and write clearly and listen carefully	The course provides students with 2 hours/per week of Thai language learning, listening, and speaking.
L2	Communication in a foreign language	The program develops "English Communication Skills (Writing, Reading, Speaking and Listening)" so students have good skills in listening and speaking and good enough in reading and writing.	The program is international. Emphasis on teaching in English
L3	Mathematics competencies and basic science and technology	The course has activities that develop and promote "Mathematical performance and the basis of science and technology." Passed	The course has activities that develop and promote "Mathematical performance and the basis of science and technology." Through course entitled

Level	Key Competency	Activities in/out of the course	Course operation indications
		course or course activities	TM 501 Research Methodology for Tourism Management TM 591 Seminar 1 TM 691 Thesis 1
L4	Digital competence	The program should include activities that develop and promote "Digital competency" through subjects/course activities.	The program should include activities that develop and promote “Digital competency” through courses according to L3.
L5	Learning to learn	The course has activities that develop and promote "Self-learning" through subjects and activities.	The course has activities that develop and promote "Self-learning" through courses, where every course has 5 hours of self-learning hours/week.
L6	Social and civic competence	The course has activities to develop and promote "Good citizenship in society," such as living by the rules of society, not acting as a burden on society, and having a public mind.	The course has activities to develop and promote "Good citizenship of society," such as online and onsite teaching to prevent the spread of COVID-19. When the program is updated, it will add courses on social entrepreneurship is a compulsory major.
L7	Sense of initiative and entrepreneurship	The program should include activities that develop and promote “Initiative and Entrepreneurship" through a course in which students must be able to manage knowledge sources in order to solve academic problems effectively and encourage students to believe in their brain power/intellect to start a new business by taking them	The program should include activities that develop and promote "Initiative and Entrepreneurship" by the program having a group of elective majors. Students studying Plan 2.1 must register for at least 6 credits.

Level	Key Competency	Activities in/out of the course	Course operation indications
		on field trips to see real work to inspire entrepreneurship.	
L8	Cultural awareness and expression	The program should nurture graduates with an awareness of the following cultures and expressions. - Do not create false information (Make data), promote good people, have morals and professional ethics, and be a good citizen of society - Citations of other people's academic work Promote professional ethics - Application of knowledge in the classroom to apply folk wisdom during academic service to society to increase efficiency but still preserve the good things.	The program should nurture graduates with an awareness of the following cultures and expressions. - Do not create false information (Make data), promote good people, have morals and professional ethics, and be a good citizen of society - Citations of other people's academic work Promote professional ethics - Application of knowledge in the classroom to apply folk wisdom during academic service to society to increase efficiency but still preserve the good things.

The program supports the creation of master's degree graduates with in-depth knowledge in the field of tourism management to raise the level of tourist attractions to become high-value destinations, including agrotourism and ecotourism, with the goal of sustainable development based on resources, tourism experience design, building a network of cooperation, exchange of teaching programs with stakeholder partners in tourism for lifelong learning.

Reference 3.4
3.4.1 **"Draft" Certificate Course (Non-Degree)**

Req.-3.5: The teaching and learning activities are shown to inculcate in students new ideas, creative thought, innovation, and an entrepreneurial mindset.

The program has many courses that can cause the students to inculcate new ideas, creative thought, innovation, and an entrepreneurial mindset as follows:

Teaching Approaches	**Names of courses that can have such a connection**
New ideas	TM 512 Advanced Agritourism Management TM 540 Green Tourism Marketing TM 591 Seminar 1 TM 592 Seminar 2 TM 593 Seminar 3 TM 594 Seminar 4
Creative thought	TM 572 Cross-Cultural Digital Communication for Service TM 520 Sustainable Agribusiness Management and Its Applications to Tourism TM 591 Seminar 1 TM 592 Seminar 2 TM 593 Seminar 3 TM 594 Seminar 4
Innovation	TM 570 Service Organization Innovation Management TM 591 Seminar 1 TM 592 Seminar 2 TM 593 Seminar 3 TM 594 Seminar 4
Entrepreneurial mindset	TM 521 International Business Management TM 552 Service Organizations and Leadership TM 522 Conducting business in cultural diversity TM 551 Service Organization Competency Management TM 591 Seminar 1 TM 592 Seminar 2 TM 593 Seminar 3 TM 594 Seminar 4

Although students choose a study in Plan A Type A1 focusing on research, the instructional management and activities used in the program connect the students to all aspects of new ideas, creative thought, innovation, and an entrepreneurial mindset. The knowledge of such elements was inserted into seminar courses each semester.

The program has organized teaching and learning activities to promote new ideas. Creativity, innovation, and entrepreneurial mindset by opening the experience to students by allowing students to participate in academic conference activities so that students can apply it to their research, for example:

1. Organized a project to develop the potential for publishing research results and academic works internationally to International College students in the Academic year 2023 to establish the progress of student research operations and to increase their potential of publishing research results internationally for students on August 3-5, 2023, at the International Education and Training Center Meeting Room at International College. It consisted of training topics that were useful to students as follows:
    - 1.1 Scientific Research Methodology
    - 1.2Advanced Research Instrument for Academic Paper Writing
    - 1.3 Tourism Research Methodology, Implication and Practices
    - 1.4 iThesis by Graduate School
    - 1.5 Higher Education in Tourism and Leisure Program Management
    - 1.6 How to write articles for publications and Researcher Ethics and Academic Publications Writing
    - 1.7 Research Methodology in Social Sciences
    - 1.8 Qualitative Research Methodology for Social Sciences
    - 1.9 International Workshop on "Structural Equation Modelling Analysis in the Social Science Research"
    - 1.10 Research Clinic)Advise and assist students in developing research proposals, conducting research and dissemination of research results)
2. Organized the International Academic Seminar Project entitled AAUN 2023 to build relationships between network members and exchange knowledge for students on December 21-22, 2023 at Wintree City Resort.
3. Organized a project for the 29th Tri-U International Joint Seminar & Symposium activities under the international academic dialogue which was a discussion meeting with global networks. The attendees included university administrators, professors, and international students. The project was held on December 21-23, 2023, at the Faculty of Economics Conference Room at Maejo University.

4. Activities between International Sustainable Development Studies Institute (ISDSI) with the aim of further fostering new activities to help spread the University's vision of being a leading university with international agricultural excellence. Some of the upcoming will include training for students and staff of Maejo University as a whole, workshops, and joint seminars, including academic writings in specific fields in January-May 2024.
5. Organized a project to strengthen the potential of international students to enable students to develop themselves and have skills in various fields, whether it be studying, doing research, participating in university activities, or living together in society. It promoted, supported, and developed students to create entrepreneurship, such as creating learning spaces and working spaces as learning areas outside the classroom, organizing activities, and exchanging knowledge for students. The project was run on May 27-29, 2024, and consisted of 6 activities as follows:

    5.1 Activities to enhance the use of English for communication in study and research.

    5.2 Activities to create leadership for international students.

    5.3 Activities to strengthen research towards innovation.

    5.4 Activities to enhance knowledge of the BCG Model (Green Economy, Bioeconomy, Circular Economy).

    5.5 Learning activities for the business world.

    5.6 Activities to create environmental conservation attitudes among international students.
6. Organized an academic service project on “Developing a process for providing food experiential tourism services from prototype local plants to promote a career development model for the elderly at San Pa Pao Subdistrict, San Sai District in Chiang Mai Province." The activity aimed to increase knowledge about healthy food, food, and medicine by speakers from Samuay & Sons Restaurant, Chef Joe, and young chefs at the Agricultural Knowledge Learning Center of San Pa Pao Subdistrict, San Sai District, in Chiang Mai Province. The Master's and Doctorate Programs students in Tourism Management in the Integrated Tourism Management course and the ones from the ECHO Asia Impact Center Foundation, Asia's Native Plant Seed Bank, joined the project on July 18, 2023.

The program allowed students to participate in activities/academic conferences to cultivate new ideas in students, creativity and the mindset of entrepreneurs. Therefore, learning activities have been designed to challenge the mind, respond to the nature, needs, and interests of students, provide opportunities

for students to use their ideas as much as possible, and encourage them to find reasons to support their ideas. The instructors guided students on how to acquire knowledge from various learning sources. They coached them to apply multiple knowledge to synthesize and use them to create research studies and innovations. In addition, students were encouraged to use digital technology, AI (Artificial Intelligence Technology), as a tool for developing research studies and innovations and creating ideas for new things that were beneficial to the public. The students were given opportunities to present their research findings and innovations through digital technology. These activities were to provide them with experience in communicating innovations to society, such as attending academic seminars, submitting work to participate in academic conferences, and having their academic works published. The instructors continually evaluated students' creative research studies and innovation skills by various evaluation methods in the form of an authentic assessment. The assessment was performed to empower them to work in actual situations and provide them with feedback creatively. All were aimed to enable them to develop their skills in creating research studies and innovations to be ultimately entrepreneurs to run their businesses.

Req.-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.

Lecturer System Installation

The program considers the qualifications of the lecturers in various aspects, namely, their knowledge, abilities, expertise, teaching experience, and academic works that correspond to the course content. They are required to write a lesson plan for the TQF 3 Form based on course descriptions, program mapping, content determination, teaching documentation preparation, teaching materials selection, and student measurement and evaluation. They are to write a report using the TQF 5.

Instructional Process

The instructional process of the program is Seminar and Case study Base Learning. The lecturers assign tasks to students to analyze cases for studies. The emphasis is on giving the students to research data from various databases to analyze tourism management case studies. Educational management emphasizes internationalization. The program also offers master's degree students the opportunity to study together with international students at both master's and doctoral levels.

Student Assessment

The program uses a learner assessment process based on the qualifications standard framework by measuring learning outcomes from scores following the assessment of learning according to the standard framework (Program Mapping) in 5 aspects: 1) Moral and Ethical Skills, 2) Knowledge Skills, 3) Intellectual Skills, 4) Interpersonal Skills and Responsibility, and 5) Analytical Skills and Using Information Technology. The quality of assigned tasks for the students to perform, task presentation, class participation, theoretical knowledge, and practical skills are taken into consideration for student assessment. The program endorses the results of student assessment first and then sends them to the University for final approval. The program provides a report on the program's performance following the qualifications standard framework set out in the program. It reports on the results of the TQF 7 Form within 60 days after the end of the academic year.

The program has a process to continually improve teaching and learning activities in line with expected learning outcomes and has specified 5 assessment topics as follows:
1(Program and Course Content, 2) Instruction, 3) Instructors, 4) Advisors for Independent Study /Thesis/Dissertation, 5) Learning Facilities for Instructional Management. All 5 sectors were at a level of 4.65, and the assessment results were used to improve and develop the program.

3.6.1 Summarize the results of a Satisfaction Assessment Form of Students Towards the Quality of the Program and Instructional Management Master and Ph.D. Program in Tourism Management Opinions towards the program (Master/Doctoral levels)

Dimensions of Assessment Concerning the Program	Satisfaction Levels (1-5)
1. Program and Course Content	**4.73**
1. The program's main objectives in your field of study	4.6
2. The congruence between the course contents in the program are their main objectives	4.8
3. The suitability and applicability of the courses in the program	4.8
2. Instruction	**4.40**
1. The instructional approaches and methodology	4.5

2. The quality of the instructional management, the teaching and learning process, the opportunity for the students to participate in extra-curricular activities, and inviting special lecturers to give lectures	4.4
3. Promoting students to have curiosity, analytical thinking, and self-study habits	4.3
3. Instructors	**4.73**
1. Ability to give academic advice	4.8
2. Giving assignments for students to study by themselves	4.7
3. Providing a channel for the students to contact and allowing time for them for consultation	4.7
4. Advisors for Independent Study /Thesis/Dissertation	**4.83**
1. Providing time to consult Independent Study/Thesis/Dissertation for students	4.8
2. Ability to advise on how to do an Independent Study/Thesis/Dissertation	4.8
3. Monitoring the progress of the student's Independent Study/Thesis/Dissertation.	4.9
5. Learning Facilities for Instructional Management	**4.60**
1. The quality, sufficiency, standards, and congruence of physical arrangements, classrooms, teaching and learning facilities with the subject matters of the courses of study	4.6
2. The suitability and sufficiency of instructional facilities and equipment in a classroom	4.7
3. The use of media, educational technology, and program management, e.g., online instructor assessment, course registration system, learning outcome notification system, etc.	4.5

Suggestions for teaching and learning management and course administration.

1. There is a need for the program to have a process that encourages graduates from the program to be able to solve problems, especially in immediate tourism management, and work with others.
2. There is a need for the program to add subjects that increase entrepreneurial skills.
3. There is a need for the program to increase skills in applying knowledge gained from studying and doing research studies to apply to work in the agency.
4. There is a need for the program to encourage graduates to always be eager to learn and think creatively about new things.

The part that the program/college needs to improve:

The program has continuously improved the teaching and learning process using the Backward Program Design process. In the learning design process of the program, PLOs have been classified into 4 areas: K (Knowledge), S (Skill), E (Ethic), and C. (Character) with the relationship to CLOs of each course. In each PLO, what courses should be included to encourage students to achieve the planned PLO when they truly study? Each PLO in the acquisition of courses will consider the details of K S E C obtained from the needs of stakeholders, and bring details of CLOs to synthesize together to arrive at courses and course descriptions.

Self-Assessment	1	2	3	4	5	6	7
Req.-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				√			
Req.-3.2: The teaching and learning activities are shown to allow students to participate responsibly in the learning process				√			
Req.-3.3: The teaching and learning activities are shown to involve active learning by the students				√			
Req.-3.4: The teaching and learning activities are shown to promote learning, learning how to learn, and instilling in students a commitment to life-long learning (e.g., commitment to critical inquiry, information-processing skills, and a willingness to experiment with new ideas and practices)				√			
Req.-3.5: The teaching and learning activities are shown to inculcate in students new ideas, creative thought, innovation, and an entrepreneurial mindset				√			
Req.-3.6: The teaching and learning processes are shown to be continuously improved to ensure their relevance to the needs of the industry and are aligned with the expected learning outcomes				√			

Criterion 4: Student Assessment

Req.-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.

Instructors in each subject will prepare a teaching plan according to the TQF.3 form and bring it to the program committee meeting to consider the TQF.3 documents if the teaching and learning activities cover course descriptions and determine the evaluation method and evaluation criteria whether the CLOs, PLOs, and course learning objectives are aligned. They also consider whether the teaching activities can make students achieve the CLOs and PLOs or not if the meeting agrees. Instructors will publish TQF.3 on the Office of Academic Development and Administration website and bring details in TQF.3 to inform students on the first day of teaching. Assessment of the course is at pre-study, during, and after-study levels. There are pretest exams, posttest exams, and evaluation results from assignments/reports and presentations for exchanging knowledge in the classroom. The instructors assess the students' presentation by observing the classroom exchange of knowledge using individual and participatory assessment forms. The instructors must meet with the Program Committee at the end of the semester to summarize the evaluation of learning and prepare the TQF 5 report on the teaching and learning evaluation results, upload them to the website of the Office of Academic Development and Administration and take the results to the International College Committee before submitting them to the Graduate Studies Department Office of the Academic Development and Administration.

4.1.1 The Relationship between Courses and Assessment Methods Consistent with PLOsPlan A type A1

Courses	Methods for Evaluating the Courses			PLO
	Before	During	After	
TM 501 Research Methodology for Tourism Management	- Pretest	-Examination -Results from assignments/reports - Presentation - Assessment of students	- Examination -Results from assignments/reports - Assessment of students	2, 3
TM 510 Integrated Tourism Management	- Pretest	-Examination -Results from assignments/reports - Presentation	-Examination -Results from assignments/reports	1, 2, 3

Courses	Methods for Evaluating the Courses			PLO
	Before	During	After	
		- Assessment of students	- Assessment of students	
TM 591 Seminar 1 TM 592 Seminar 2 TM 593 Seminar 3 TM 594 Seminar 4	- Pretest	-Examination -Results from assignments/reports - Presentation - Exchanging knowledge in class - Assessment of students	-examination -Results from assignments/reports - Assessment of students	2, 3
TM 691 Thesis 1 TM 692 Thesis 2 TM 693 Thesis 3 TM 694 Thesis 4	- Pretest	-Examination -Results from assignments/reports - Presentation - Assessment of students	-Examination -Results from assignments/reports - Assessment of students	1, 2, 3

Normally, the program has a meeting with the instructors teaching the courses to inform them that they must prepare TQF 3 and TQF 4 before starting teaching when entering the first hour of study. The instructors are supposed to explain the objectives of the courses, course learning outcomes (CLOs), course content, and how to organize teaching and learning, and evaluation. In this regard, the instructors' teaching and learning arrangement will follow the TQF.3 and TQF.4 teaching plans for students to achieve the specified learning outcomes. At the end of the semester, instructors in each course will take the outcomes of students' teaching assessments and the results of verification of learning achievement in the courses to prepare TQF 5 and 6 to report academic results in that semester.

The assessment begins after the students register for all courses as planned. Their achievement will be assessed based on graduation criteria specified in TQF 2 and regulations regarding graduate studies in 2019, for example, passing foreign language examinations, the qualifying exam, the comprehensive exam, the dissertation examination, and the dissemination of academic works. Besides, after the students have completed their required courses of study and graduated, they will be evaluated by graduate users to find out their level of satisfaction to monitor and check whether their achievement fulfills the PLOs, as expected by stakeholders or not.

Req.-4.2: The assessment and assessment-appeal policies are shown to be explicit, communicated to students, and applied consistently.

The program has criteria for evaluating education as follows:

1. Rules or guidelines for grading (grades)

They are used according to Maejo University regulations 2 019 and other relevant regulations promulgated at that time mutatis mutandis.

For any subjects that are evaluated by a grading system, grades are divided into 8-letter grades, as follows:

Letter-grade	Meanings	**Grade points**
A	Excellent	4.0
B^+	Very Good	3.5
B	Good	3.0
C^+	Above Average	2.5
C	Average	2.0
D^+	Below Average	1.5
D	Poor	1.0
F	Fail	0.0

If a program requires an assessment for any course without a grade point, the academic results for that course must be shown in writing as follows:

Letters	**Meanings**
S	The study results were satisfactory. (Satisfactory) or show that the student passed the exam.
U	The results of the study could have been more satisfactory. (Unsatisfactory) or indicates that the student did not pass the exam.
I	Incomplete
V	Register as a hearing attendee with no evaluation.
W	and have at least 80% of the study time (Visitor)

2. Verification process for student achievement standards

2.1 Verification of learning outcome standards while students have not graduated.

1) The instructor in charge of the course assesses the consistency of the assessment criteria with the learning outcomes according to the program standard framework.

2) Once the course has been graded, the instructor in charge of the program or other level committee members shall consider the course's assessment and grading process. They shall record and report the results to the Board of the International College if there are any errors, such as having too many As Cs or Is.

3) The board appoints a committee to verify student learning standards by evaluating the consistency of the measurement criteria with the learning outcomes according to the Program Standard Framework for at least 25% of the courses taught in a semester.

4) The verification committee may ask the course instructors to review their grading.

5) The Board of the International College holds a meeting to consider grades by including the matter of verification as an agenda for consideration from the report.

6) There is a comprehensive examination for the student studying in Plan B, where the exam covers the required subjects.

7) External experts are appointed as committees for the dissertation defence examination.

2.2 Verification of learning outcome standards after students graduate

1) The employment status of graduates is estimated from each batch of graduates in terms of the length of time to find employment, opinions on knowledge, abilities, and confidence of graduates in their careers.

2) Inspection from the entrepreneurs by asking them for an interview or submitting a set of questionnaires to assess their satisfaction with graduates who have graduated and work in their workplace.

3) Assessment of graduate positions and/or career progression

4) Assessment from other educational institutions by sending a set of questionnaires or asking when there is an opportunity to levels of their satisfaction with knowledge, readiness and other qualifications of graduates.

5) Assessment from former students who have gone on to work in terms of their readiness and knowledge from their field of study, including other fields specified in the graduate's career-related program, and providing opportunities for suggestions for improving the program even further.

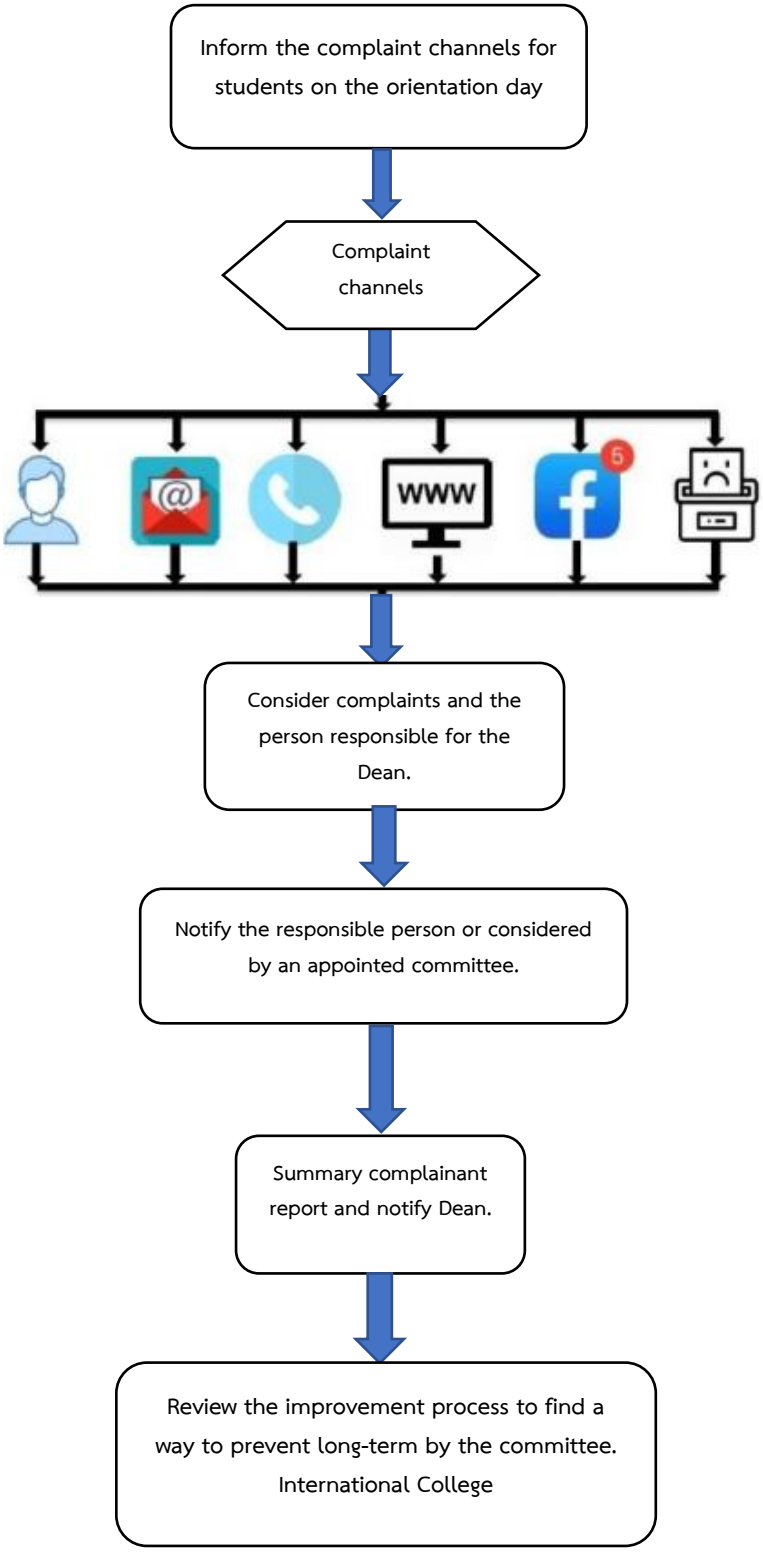
6) Opinions from external experts who come to assess the program or are special instructors on the readiness of students to study and other characteristics related to students' learning process and knowledge development.

7) Concrete measurable student performance, such as the number of works published in national or international journals with peer reviews, the number of social and professional awards, the number of charitable activities for society and the nation, and the number of volunteer activities in organizations that benefit society and communities.

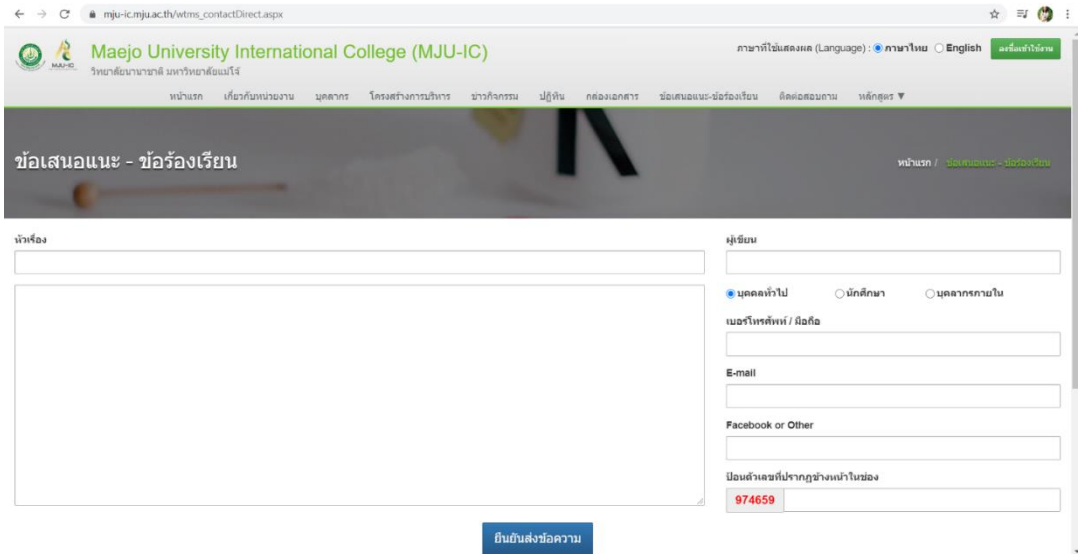
All courses are assessed using RUBRICS and are graded on a criterion-based basis (according to TQS 3) for all subjects, and allow the students to have an opportunity to access the students' grade complaint process through several channels as follows:

1. Students can request to check their results with the lecturers in the course themselves. They can request an explanation of the grade assignment from the instructors.
2. Students can complain to the lecturers in charge of the course to check the results that the course requires lecturers to send scores and TQF 5 to the persons in charge of the program. Such persons will consider the investigation and coordinate between students and lecturers to clarify the case with each other.
3. Students can complain to the International College Board through the International College website to allow the lecturers in charge of the course to check the student's academic performance.
4. The university provides opportunities for complaints and suggestions for students. They can file complaints via a direct line on the websites of the university, the International College or the faculty where they affiliate, and the Office of Administration and Development.

4.2.1 Complaint channels



4.2.2 Complaint Channels through the International College Website



Handling complaints and appeals

The program has a process for handling complaints and appeals regarding teaching and other aspects, as follows:

1. The program provides channels for handling complaints and other appeals. Anyone wanting to make a complaint or an appeal may use any official channels, namely the direct line to the dean, the website of the International College, and instructors who are responsible for the program.
2. When a complaint arises, the students are required to bring evidence of complaints, such as messages from direct lines or websites or notes from students and present them to the Complaints Management Committee Meeting. The instructors responsible for the program participate in the complaint-handling meeting to find out the facts of complaints and appeals. Suppose the meeting is unable to consider the matter of dealing with the complaint or appeal immediately; those involved in complaints and appeals will be invited to provide information at the meeting to handle such complaints fairly.
3. Notify the results of the consideration of such complaints or appeals to those involved. In addition, the complainant or student can contact the advisor or instructor to request advice, make a complaint, or appeal at any time on various channels, such as each instructor's mobile phone, Facebook, and Line. The students can also make an appointment to meet with the instructor for consultation.

Reference 4.2
4.2.1 Documents TQF
http://www.education.mju.ac.th/informationSystem/tqfFileUpload/officer/tqf3FileList.aspx
4.2.2 International College website https://www.mju-ic.mju.ac.th/
university website https://www.mju.ac.th/website of the faculty/college where students study https://www.mju.ac.th/main/Organization_Page.html
Website of the Office of Administration and Development
http://www.education.mju.ac.th/www/directLine.aspx

Req.-4.3: The assessment standards and procedures for student progression and degree completion are shown to be explicit, communicated to students, and applied consistently.

In the first hour of every course, students are informed about the assessment schedule, assessment methods, rules, weights, RUBRICS scores, and clear grading systems for all courses with supporting documents (Course Syllabus). The students are allowed to have an opportunity to ask questions and give suggestions to make the assessment process suit best for instructional purposes and ultimately to achieve learning outcomes, ELO of PLO as shown in detail in TQF 3.

The program has set assessment criteria, assessment methods, and tools used in the assessment. The assessment methods are divided into 5 areas, namely, moral and ethics, knowledge, intellectual skills, interpersonal skills and responsibility and numerical analysis skills, communication, and information technology use.

The program has established guidelines for assessing students as follows:

1. Prepare the course details of all courses according to the TQF 3 Form every semester. They must be delivered to the persons in charge of the program before the opening of each semester.

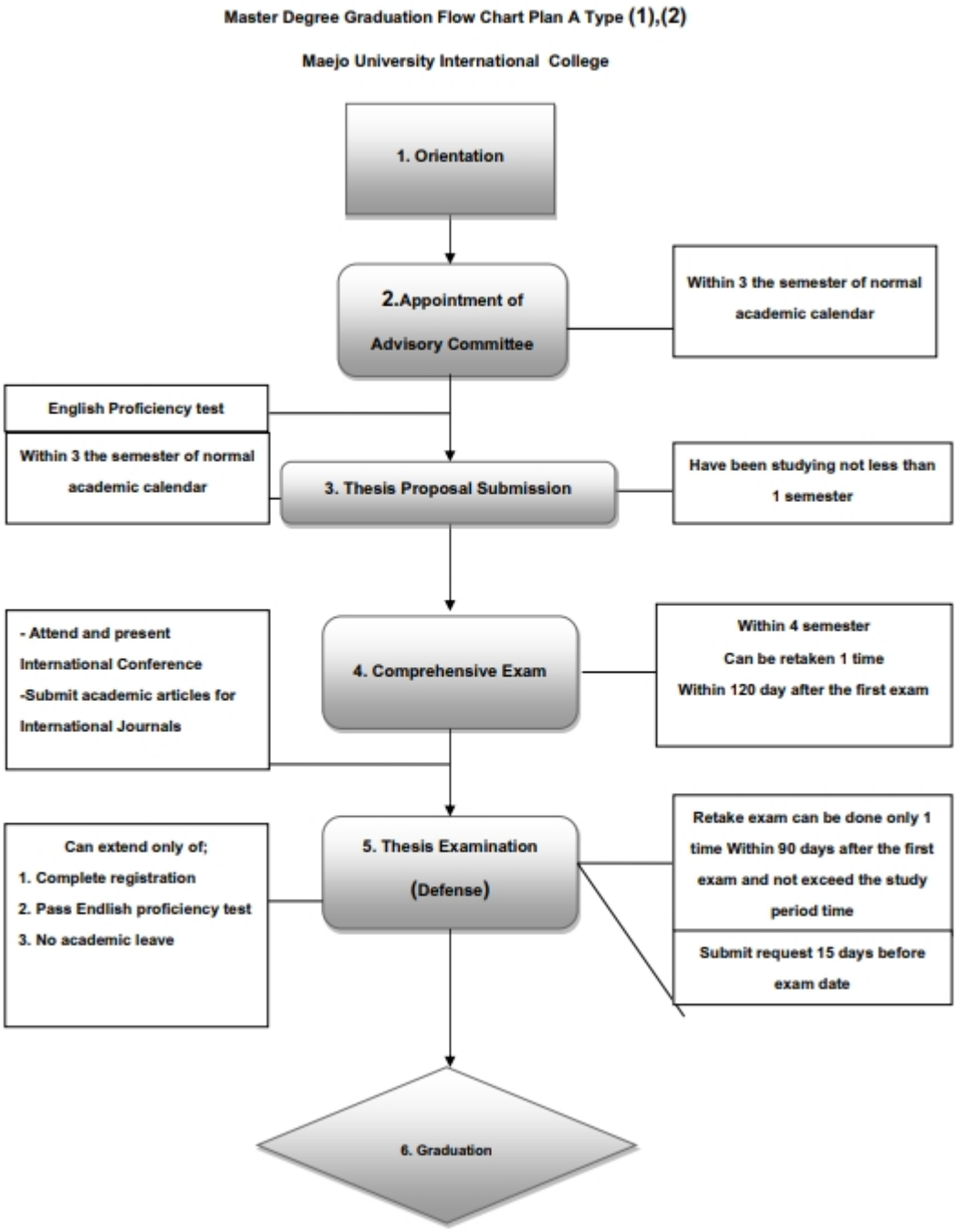
2. Prepare a report on the results of the courses according to the TQF 5 Form within 30 days after the end of each semester for all courses offered in the semester.

3. If there is a problem with learning achievement, the program will have to verify the student's achievement according to the learning outcome standards set in the TQF.

4.3.1: The Relationship between the Assessment Methods and the 2023 Courses

Methods of Assessment	Courses
Work presentations	TM 591 Seminar 1 TM 593 Seminar 3 TM 594 Seminar 4
Methods for Determining Evaluation Results 1. Amount of classroom attendance time and exchange the knowledge in the classroom 2. Presentation of the outline topic 3. Topic and outline approved by the Program's committee 4. Groups' working	
Research Studies	TM 691 Thesis 1 TM 693 Thesis 3 TM 694Thesis 4
Methods for Determining Evaluation Results 1. Amount of thesis progress, attendance time, and exchange the knowledge in discussion 2. Defensive exam 3. Publication	

4.3.2 The Process of Monitoring Student Progress throughout the Program



The program implements standardized assessments and procedures for students' progress and degree completion. There is a process for verifying student achievement and verifying learning outcome standards while they have not yet graduated and after their graduation as follows:

1. Verification of learning outcome standards while students are studying.
    1) The instructors responsible for the course evaluate the consistency of the exam with the learning outcomes according to the program standards framework.
    2) Once the course scores have been graded, the grades will be given to the program committee or another committee as appropriate to consider the assessment process and assign grades for that course. If there is a remarkable doubt, such as too many A's or F's or I's, the committee will record such doubts and report them to the faculty committee.
    3) The faculty committee holds a meeting to consider the grades. The matter of verification will be included as an agenda for considering the report from item 2.
    4) Faculty committee members may consider having the course instructors review the grading.
    5) There is a comprehensive knowledge test called Comprehensive Examination where the exam covers all courses studied.
    6) External experts are appointed to join the committee for the thesis defence examination.
    7) Opinions from external experts in evaluating the program are utilized in a quality assurance system.
2. Verification of learning outcome standards after students graduate.
    1) Survey opinions about graduate knowledge from graduate users and stakeholders.
    2) Evaluate the students' readiness and knowledge from the field of study and other fields specified in the program related to graduates' careers from alumni and current students. They are offered an opportunity to give their opinions on how to improve the program.
3. Verification of learning outcome standards while students have not yet graduated.
    1) Appoint a verification committee to randomly inspect courses, reports, projects, or other assigned work of the students.
    2) Construct standardized tests for courses taught by multiple instructors.
    3) The evaluation of each course must go through a meeting of the instructors responsible for the program and the faculty committee before the result is announced.

For graduation, the students must continue their studies in accordance with the graduation criteria specified in TQF 2.

Req.-4.4: The assessment methods are shown to include rubrics, marking schemes, timelines, and regulations, and these are shown to ensure validity, reliability, and fairness in assessment.

The program stipulates that the lecturers prepare the teaching details of the course according to the TQS 3 Form. They are required to have meetings to consider the course content, course aims and objectives, lesson plans, and assessment methods. The committee responsible for the course and the lecturers jointly consider the correspondence of the course details with the PLOs of the course. The lecturers will inform the students about the course details and achievement assessment in the first hour of teaching. The program provides in-class assessment scores for students as follows:

Letter Grade Level	Grade Level	Score Level
A	Excellent	4.0
B^+	Very Good	3.5
B	Good	3.0
C^+	Rather Good	2.5
C	Moderate	2.0
D^+	Rather Weak	1.5
D	Weak	1.0
F	Fail	0.0

In addition to the letter grades above, Lecturers may use different characters to symbolize the student's achievement with the following meanings.

Letters	Meanings
S	The achievement is satisfactory or shows that the student passed the exam.
U	The achievement needs to be more satisfactory or show that the student failed the exam.

The program uses rubrics for the dissertation examination as follows:

Thesis Evaluation Rubric

Overall Document Design	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
• Has professional appearance & follows AU format guidelines • Includes all front matter and pagination • Table of Contents • Use of headings to ease readability • References • Appendix (if required)	Meets all criteria at high level	Meets most criteria; needs minor revision of sections	Meets few criteria; not organized or prepared as a contiguous manuscript
Abstract			
• Clearly & succinctly summarizes the topic and its context, the direction of the study or "problem," and research findings • Includes statement about online access • Includes Keywords • Attends to AU format guidelines	Meets all criteria at high level; clear and well-developed.	Meets most criteria; uneven at times; some lapses in clarity or transitions.	Meets few criteria; often unclear or lacking expected material
Introduction			
• Introduction to the study • Explanation of the background of the problem • Presentation of the purpose of study • Review research questions • Relate to assumptions and limitations of study • Definition of operative terms – may refer to "glossary" in appendix	Meets all criteria at high level; clear, easy to follow. The reader is prepared for what lies ahead.	Meets some criteria; uneven or has some lapses in clarity or development	Meets few criteria; often unclear or undeveloped
Literature Review			
• Introduction • Organized by themes or chronology of the literature • Synthesis of previous findings • Discussion of the current study within the field	Meets all criteria at high level; clear, easy to follow	Meets some criteria; uneven or has some lapses in clarity or development	Meets few criteria; often unclear or undeveloped
Methodology			
• Introduction of the methods chosen for the study • Explanation of the research design • Presentation of research questions • Description of setting & participants • Discussion of data collection and analysis • Conclusion	Meets all criteria at high level; clear, easy to follow	Meets some criteria; uneven or has some lapses in clarity or development	Meets few criteria; often unclear or undeveloped
Results			
• Introduction • Discussion of the findings, perhaps organized by research questions • Balanced presentation of your data & analyses • Include any • Conclusion	Meets all criteria at high level; clear, easy to follow	Meets some criteria; uneven or has some lapses in clarity or development	Meets few criteria; often unclear or undeveloped
Writing for a Reader			
• Ideas are presented in a logical progression • Material is substantially developed and cited • Research is summarized and cited rather than reliance of heavy quotes. • Strong organization established by topic sentences • Heading levels ease transitions to new sub-topics • Writing style is clear, concise, and adequately developed, • Reader gains confidence of the writer's knowledge and competence as a writer & researcher • Absence of error, whether on the sentence level or in APA style	Meets all criteria at high level; reader is impressed; ready for final editing before for outside reader or defense.	Meets most criteria; uneven presentation, minor errors that need revision or correction; reader has some questions accuracy of APA citations or references	Meets few criteria; persistent errors on surface level and in organization. Reader recognizes consistent errors in APA citations and references. Not ready for outside reader.
Overall Effectiveness of Manuscript			
• All Front Matter is included • Document is paginated and organized according to University expectations • Chapters are well-organized • References are complete and comply with style sheet • Appendix, if applicable	Ready to submit with only minor revisions; WEX format edit	Good potential but some revision still needed	Significant gaps in the sections; unready for committee

Conclusions	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
• Introduction • Summary of findings • Conclusions & Significance of your study & findings • Discussion • Suggestions for future research	Meets all criteria at high level; clear, easy to follow	Meets some criteria; uneven or has some lapses in clarity or development	Meets few criteria; often unclear or undeveloped
References			
• APA compliant • Refer to intext citations • Accurate DOIs, both long or shortened • URLs, both long or shortened	Meets all criteria at high level; clear, easy to follow	Meets some criteria; uneven or has some lapses in clarity or development	Meets few criteria; often unclear or undeveloped
Appendix (if applicable)			
• Include all relevant letters, surveys, questionnaires, etc. • Organized according to placement in text • Attend to AU Format	Meets all criteria at high level; all appendices are included & labelled	Meets some criteria; missing some items	Significantly lacking in material and organization

The program has established assessment criteria that are accurate, reliable, and fair in evaluating the accuracy and reliability of measurement and evaluation. There is verification of learning achievement results at the course and program levels through the course instructors and the International College Committee to check the consistency of student learning achievement in each course (CLOs) with teaching methods, evaluation methods and course learning outcomes (PLOs). It also serves to check the consistency and completeness of teaching methods, measurement and evaluation, and teaching plans. Besides, it can provide suggestions for improvements to instructors of the courses being verified, as follows:

1. Verification of course-level learning achievement standards (Course Learning Outcome: CLOs). Instructors teaching each course verify student learning achievement standards as follows:

1) Verify the results of the study from the grade distribution of each course.
2) Review course content (TQF.3) using information from reports on course performance (TQF.5) in the previous semester/or academic year.
3) The instructors responsible for the course and the ones responsible for the program evaluate the correctness of both content and the level of learning outcomes (Learning Taxonomy) of course learning outcomes (CLOs) and their alignment with program learning outcomes (PLOs).
4) The instructors responsible for the course and the ones responsible for the program evaluate the consistency of the learning processes, assessments, and course learning outcomes (CLOs).
5) There is a verification of learning achievement of each course to critique the test items, work pieces and other activities to check whether they are consistent with the learning outcomes from the course (CLOs) and the appropriateness of the grading ratio.
6) There is a set of criteria for evaluating and evaluating the attainment of learning outcomes from the course (CLOs).

2. Verification of learning achievement standards at the program level (Program Learning Outcomes: PLOs).

1) Follow up on the assessment of achievement of yearly learning outcomes (YLOs).
2) Follow up on the evaluation of achievement of program-level learning outcomes (PLOs).
3) Supervise and monitor graduation rates, dropout rates and average time to graduation.
4) Supervise and monitor the rate of employment, entrepreneurship and further education of students.
5) Supervise and monitor the research work of academic personnel and students to find out whether or not they are consistent with the needs of stakeholders.
6) Monitor the satisfaction level of stakeholders.

Reference 4.4
4.4.1 Documents TQF **3**
http://www.education.mju.ac.th/informationSystem/tqfFileUpload/officer/tqf3FileList.aspx

Req.-4.5: The assessment methods are shown to measure the achievement of the expected learning outcomes of the program and its courses.

For instructional management of the program, the lecturers in charge of each course inform the teaching and assessment criteria to students according to TQF 3 Form. The program stipulates that every course must have CLOs that are consistent with the PLOs of the program. Therefore, in the course, there must be teaching management, measurement and evaluation that is consistent with the specifications of CLOs in TQF 3. They are, for example, in a seminar course:

1) Students have the knowledge and ability to study, conduct a research study, seek knowledge on their own and analyze and synthesyze of related literature to develop a research topic and design a research plan in the field of educational administration effectively.
2) Students can conduct a research study on a topic of interest in the field of tourism under the guidance of thesis advisors.
3) Students can produce quality research work and publish research results in the form of research reports and research articles to be presented at academic conferences or published in academic journals that are accepted in the field of study.

4) Students have the discipline and responsibility to work independently and work with others. They must have ethics and codes of ethics in conducting a research study and producing academic works.

Besides, for a Master's degree study, the students will be assessed according to graduation criteria, such as the presentation of the Thesis proposal, qualification exam, foreign language exam, comprehensive exam, thesis exam, and publication of academic papers in international journals. Each task has its own set of criteria as a control device.

4.5.1 The table shows the results of the expected learning of the program that learners can achieve upon graduation

Expected Learning Outcomes (PLO)	**Expected Learning Outcomes for Each Academic Year (YLO)**	**Graduation Criteria for Plan A Type A1**	**Professions Employable after Graduation**
1) Proficient in applying knowledge in service management and social-friendly tourism, culture, and environment 2) Develop a system, thinking process, and transfer of knowledge in service management and have the ability to analyze spatial in tourism business management 3) Have research process skills that integrate the social sciences and sciences to combine innovation or modern technology with local wisdom in tourism management to benefit society.	**Year 1: Concepts and skills in research and tourism management** -Know the social sciences, behavioural science, innovation, and technology for national and international tourism management. -Can link the knowledge of tourism and service management and related sciences to manage risks, strategic management, and the sustainability assessment of the tourism industry. -Have morals and ethics in service careers **Year 2: an integrated body of knowledge** -Can integrate sciences and advanced analytical	1) Pass a foreign language exam under the rules and conditions set by the university 2) Present the thesis in English and pass the final oral examination given by a committee appointed by the higher education institution in a system open to interested parties to attend. This must consist of lecturers in charge of the program and experts from outside the university with a total of at least 4 persons. 3) Thesis work or part of it must be published or at least accepted for publication in a national journal to publish in a foreign language or	Graduates can pursue careers in various fields, namely: 1. Executives or self-employed in the tourism industry and service business 2. Executives, academics, researchers, and practitioners in government and private agencies both domestically and internationally 3. Local researchers 4. Administrators and faculty members in educational institutions 5. Officers and workers in the local government organization**s**

4) Can communicate and have the leadership to work with others in a multicultural society with morality and professional ethics in tourism. management	and synthetic research skills to create research results that affect social change and transfer academic achievements in tourism management that can be accepted in academic circles at the international level.	international level. Its quality must be according to the Announcement of the Commission on Higher Education on Criteria for Considering Academic Journals for Dissemination of Academic Output in at least one paper.	

The expected learning outcomes of the program that students can achieve upon graduation are shown in the table below.

Req.-4.6: Feedback on student assessment is shown to be provided in a timely manner.

The program provides feedback to learners as follows:

Course instructors assess learner skills by providing feedback. The processes of collecting data, analyzing, interpreting, and recording data obtained are both formal and informal measurement and evaluation, in which such operations occur throughout the teaching and learning period before learning and teaching, during the course and after teaching. The components consist of 4 steps as follows:

Step 1 : Encouraging and motivating learning (Feed Up) by informing the learners about the learning objectives and clear assessment so that they can see the value of education and evaluation.

Step 2: Checking for understanding to develop learning (Checking for Understanding) by speaking, answering questions, presenting, writing, etc. Writing skill development is done by the technique of providing feedback.

Step 3: Provide feedback about successes and things that need to be developed or improved to learners.

Step 4 : Providing advice and suggesting a guideline (Feedforward) based on empirical data to encourage the learners to develop higher learning.

To ensure that instructors respond to student assessments in a timely manner, the course requires course instructors to provide feedback to students every time they are measured and evaluated at least once a week for students to use feedback to improve and develop both their studies and study behavior. There are many channels for providing feedback, such as counselling during the conduct of a research study, meeting individually or in groups as appropriate to discuss reasons and give advice so that they can improve themselves in their studies.

Lecturers report the scores and grades of the students in the courses they teach, summarize the instructional assessment results in the TQF 5 Form, and send them to be endorsed by the committee responsible for the program. The committee then sends everything to the International College Board meeting for approval. If there is no correction, the program submits the student's grades to the Office of Academic Administration and Development within a period specified by the university. Students can check their grades from http://www.reg.mju.ac.th/.If they have questions about their grades, the program allows them to inquire directly with the lecturers. They can also make complaints on the International College website. https://www.mju-ic.mju.ac.th/.

Req.-4.7 : The student assessment and its processes are shown to be continuously reviewed and improved to ensure their relevance to the needs of the industry and alignment with the expected learning outcomes.

The program has a learner assessment process based on the qualifications standard framework on the students' scores and grades (Program Mapping) from many aspects. For instance, there are scores assessed on their moral and ethical skills, knowledge skills, intellectual skills, interpersonal skills, responsibilities, and analytical skills in using information technology. The scores are based on the quality of work assigned, presentation skills, activity participation, theoretical knowledge, and practical skills. The student assessment is done by the lecturers in charge of the course, endorsed by the program, and approved by the International College Board meeting before being sent to the university. The program provides a report on the program's performance following the qualifications standard framework specified in the program and reports it in the TQF 7 Form within 60 days after the end of each academic year.

After the end of the semester, there was a meeting to verify the congruence between the instructional management methods and student outcomes (CLOs) of each course. In case a course uses a team teaching method, a major lecturer and co-

lecturer would have a meeting at the end of each lesson to assess and summarize the student outcomes together.

The program will review and update the program in its 5th year of use in 2024. The course will continue to explore the needs of stakeholders from various sectors, both domestically and internationally, to be used to improve the program and update the courses, add a new course according to the needs of the stakeholders and determine the PLOs according to the needs of the stakeholders as follows:

4.7.1 Data from a survey of stakeholder needs in order to improve teaching and learning.

Stakeholders	Stakeholders' Opinions
1. Tourism business operators	1. We want graduates to have the ability to develop research questions and design research questions. 2. We want graduates to have the ability to integrate knowledge to solve problems according to the current situation. 3. We want graduates to have a thorough understanding of tourism management principles, such as applying knowledge to solving tourism management problems appropriately and ethically. 4. We want graduates to have the skills to give useful tourism management suggestions that are supported by research findings. 5. Current courses should be added for graduates, such as digital and information, cross-cultural communication or being an entrepreneur
2. Alumni	1. There is a need to add content details to the digital tourism course for changes in technology and information. 2. There is a need for the program to add details to the content in sustainable tourism management courses with content related to Zero carbon or waste management. 3. There is a need for the program to educate graduates about morality and ethics. 4. We want the program to have support for research resources and other related documents. 5. We want the program now to teach the students through research findings and practice in real areas

	because in the past, during the spread of the coronavirus-19 virus-19, it was not possible.
3. Current students	1. There is a need for the program to have a process that encourages graduates from the program to be able to solve problems, especially in immediate tourism management, and work with others. 2. There is a need for the program to add courses that can increase entrepreneurial skills. 3. There is a need for the program to increase skills in applying knowledge gained from studying and doing research to apply to work in the agency. 4. There is a need for the program to encourage graduates to always be eager to learn and think creatively about new things.
4. Instructors	1. Opinions on the original program (2019 edition) consisting of issues regarding the appropriateness of the program structure, such as compulsory major courses and elective major ones. 1.1 Add content to the courses on research methods. 1.2 Improve course descriptions in some courses to suit the study plan, such as the courses on research methods in tourism management. 2. Opinions on the strengths and weaknesses of the original program (2019 edition) are: 2.1 The strengths were that the program instructors had experience in conducting research studies and expertise in teaching tourism management, there were many elective major courses to choose from, and the course content was consistent with the tourism labour market. 2.2 The weakness was that some PLOs needed to meet the needs of some graduate users. 3. Opinions on improving the new program (revised edition year 2024) are as follows: 3.1 The program and courses should be improved to be more modern and consistent with the current situation. 3.2 Teaching styles should be adjusted to suit the diversity of students while still focusing on course achievement.

	3.3 Courses should be added to integrate experiences from instructors' research findings and collaborative networks into teaching and learning. 3.4 The number of invited specialists should be increased so that they can share more experiences and exchange knowledge with students in some courses.

Self-Assessment	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Req.-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.				√			
Req.-4.2: The assessment and assessment-appeal policies are shown to be explicit, communicated to students, and applied consistently.				√			
Req.-4.3: The assessment standards and procedures for student progression and degree completion are shown to be explicit, communicated to students, and applied consistently.				√			
Req.-4.4: The assessment methods are shown to include rubrics, marking schemes, timelines, and regulations, and these are shown to ensure validity, reliability, and fairness in the assessment.				√			
Req.-4.5: The assessment methods are shown to measure the achievement of the expected learning outcomes of the program and its courses.				√			
Req.-4.6: Feedback on student assessment is shown to be provided promptly.				√			
Req.-4.7 : The student assessment and its processes are shown to be continuously reviewed and improved to ensure their relevance to the needs of the industry and alignment with the expected learning outcomes				√			

Criterion 5: Academic Staff

Req.-5.1: The program 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 fulfill the needs for education, research, and service.

The program focuses on planning for academic personnel management, starting from including lecturers in charge of the program to serve in the administration of program development, teaching and learning, quality control planning, follow-up evaluation, and program development to follow the graduate program standards. Their professional qualifications, educational qualifications, and work experience expertise related to the program were also taken into consideration. In addition, there has been a plan for the continuity of the program in the future. In the academic year 2022-2023, the program had two more lecturers as a special external lecturer to help drive the program and act as an advisor. Program lecturers have planned to improve the program in 2024 to be more effective. The college has prepared a human resource development plan for the International College for 5 years (2022-2026) to manage its personnel in the future.

In the academic year 2024, the program used a teaching plan called Model 1.1, focusing on research. The program has 2 teaching styles, onsite and online, to facilitate students who cannot travel to study at the university. There were 3 lecturers in charge of the program and 4 co-lecturers, and it was sufficient for the number of 21students in the program Master and PhD. as follows:

5.1.1 Number of Educational Qualifications and Academic Positions of Academic Personnel in the Academic Year 2023 Program

Status	Program Lecturers					Lecturers						Total Number
						n. of Lecturers in the College				n. of Lecturers outside the College		
	In the College			Outside the College		In the Program			Outside the Program			
Educational Qualifications and Academic Positions	Lectures	Assoc. Prof.	Total	Assoc. Prof.	Total	Lectures	Assoc. Prof.	Total	-	Assist. Prof.	Total	
Doctoral Degree	2	1	3	-	-	4	-	4	-	-	-	7
Post-Doctoral Degrees	-	-	-	-	-				-			
Total	2	1	**3**	-	-	4	-	**4**	-	-	-	**7**
Average Age	40	61	**50.5**	-	-	49	-	**49**	-	-	-	**49.75**
Average Working Experience	10.5	29	**19.75**	-	-	5.75	-	**5.75**	-	-	-	**12.75**

5.2.2 Number of Academic Personnel)Since the course was launched 5 years ago(

Academic Positions	2019		2020		2021-2022		2023-2024	
	Remained	Resigned	Remained	Resigned	Remained	Resigned	Remained	Resigned
Lecturer	3	-	4	-	6	-	6	-
Assist. Prof.	-	-	-	-	-	-	-	-
Assoc. Prof.	1	-	1	-	1	-	-	1
Prof.	-	-	-	-	-	-	-	-
Total	**4**	**-**	**5**	**-**	**7**	**-**	**6**	**1**

The program has 1 instructor who is over 60 years old in charge, named Associate Professor Dr. Weerapon Thongma. He also acted as the instructor in charge of the program in 2023. When the program was revised in 2024; the program planned for Lecturer Dr. Sutheera Sittikul, who had qualifications according to the program standards set by the Office of the Higher Education Commission (OHEC), to act as the responsible instructor instead. Besides, the program has continued to hire an instructor who is over 60 years old, named Lecturer Dr. Prayong Kusirisin, to make the program proceed effectively. In 2024, the program has been allocated one academic staff to act as a full-time instructor for the program and to succeed as the instructor responsible for the program in the future. The program has analyzed and considered the future academic personnel workforce as follows:

5.1.3 Academic Human Resource Plan to Act as Lecturers in Charge of the Program, Program Lecturers, and Lecturers

Academic Positions	Academic Personnel Manpower Plan				
	2021	2022	2023	2024	2025
Lecturer	4	2	-	1	1
Assist. Prof.	-	-	2	1	2
Assoc. Prof.	1	-	-	-	-
Prof.	-	-	-	-	-

The program has a development plan and encourages academic personnel to create career advancement in order to develop instructors into academic positions, including encouraging academic personnel to attend training, and study

visits both domestically and internationally to develop academic skills, research, teaching and learning to develop knowledge and abilities according to their competencies. In 2023, there were professors submitting proposals for academic positions. The position of Assistant Professor, comprising 2 persons, namely Ajarn Dr.Winitra Leelapattana and Ajarn Dr. Jirachai Yomkerd, were under consideration according to the university's process and in 2024, Lecturer Dr. Sutheera Sitthikul plans to submit a request for an academic rank as Assistant Professor.

The program has been planning to improve the quality of the existing academic personnel and manage their quantity to be sufficient for the number of courses and the number of students that the program handles by sharing human resources with other faculties within the university. There is a management plan within the program for full-time lecturers who have the right qualifications and expertise related to tourism management in the college, workloads, and the responsibilities of the courses in the program as follows:

5. 1.4 Lecturers' Academic Positions, Qualifications, Work Experience Related to the Courses Taught, Expertise, and Responsible Courses in the Program in the Academic Year 2023

Lecturers in the Program	Academic Positions	Qualifications	Related Working Experience to the Teaching Courses (Year)	Expertise/Specialty	Courses of Teaching
1. Ms. Winitra Leelapatthana	Lecturer	Ph.D. in Tourism Development	13	1) Eco-innovation of modern farm business operators and agricultural tourists 2) modern agriculture for sustainable tourism	1) TM 592 Seminar 2 2) TM 593 Seminar 3 3) TM 693 Thesis 3 4) TM 694 Thesis 4
2. Mr. Weerapon Thongma	Assoc. Prof.	Ph.D. Extension Education/Development Management	29	1) Management of agricultural innovations for sustainable tourism 2) Eco-innovation of modern farm business operators	1) TM 592 Seminar 2 2) TM 593 Seminar 3 3) TM 693 Thesis 3 4) TM 694 Thesis 4

Lecturers in the Program	Academic Positions	Qualifications	Related Working Experience to the Teaching Courses (Year)	Expertise/Specialty	Courses of Teaching
				and agricultural tourists 3) modern agriculture for sustainable tourism	
3. Ms.Suthira Sitthikun	Lecturer	Ph.D. in Tourism Development	5	1) Community-based tourism 2) Impact of tourism 3) Public participation	1) TM 592 Seminar 2 2) TM 593 Seminar 3 3) TM 693 Thesis 3 4) TM 694 Thesis 4 5) TM 512 Advanced Agro-Tourism Management
4. Mr. Jirachai Yomkerd	Lecturer	Ph.D. in Tourism Development & Development Management	8	1) Community-based tourism 2) business administration, management	-

Reference 5.1

5.1.1 Human Resource Development Plan for International Colleges, 5-year period (2022-2026))

Req.-5.2: The program to show that staff workload is measured and monitored to improve the quality of education, research, and service.

Master of Arts Program in Tourism Management) International Program(plans to increase the workforce of academic staff to help develop the program to accommodate the number of students in the future. The ratio of academic staff to the number of students in the program and the calculation methods are shown as follows:

Calculation of the ratio of lecturers who teach in a course to students.

1. To calculate the FTE of the student, 1 student is equal to 1 FTE.
2. Lecturers used for FTE of Academic staff are lecturers who are responsible for the program and course lecturers.
3. The workload used to calculate FTE is teaching workload only.
4. The semester considered FTE is defined as semesters 1 and 2. The summer semester was not included in the calculation.
5. Assign 1 lecturer having 4 teaching standard classes per academic year equals 1 FTE.
6. Determine the actual teaching load in the course that will be used in the calculation as follows:

- A 3-credit lecture class is counted as 1 class
- A 3-credit practice class is counted as 1 class
- A 3-credit lecture + practice class is counted as 1.5 classes
- The appropriate weight of a seminar class is judged by the program when taking the percentage or the proportion of lecturers who teach or its number of course credits; for example, 3 credits is equivalent to 0.5 or 1-2 credits equal to 0.25 classes, etc.
- The appropriate weight of a dissertation class is judged by the program when taking the percentage or the proportion of lecturers who teach or its number of course credits.

However, only the groups of students studying at International College are counted. If they belong to other programs, they must be counted in those programs.

5.2.1 Data Showing the lecturers at the program level)Academic Year 2023(

Lecturers in the Program	Affiliation		classes	FTEs
	Inside the Program	Outside the Program		
1. Ajarn Dr. Winitra Leelapattana	✓	-	8.5	2.12
2. Associate Professor Dr Weerapon Thongma	✓	-	8.5	2.12
3. Ajarn Dr. Suthira Sitthikun	✓	-	9.5	2.38
Total	**3**	**-**	**26.5**	**6.62**

5.2.2 Data showing the ratio of students to lecturers of the program)Staff-to-student Ratio(Year 2023

Academic Year	Total FTEs of the Lecturers	Total FTEs of the Students	Staff-to-student Ratio
2023	6.61	2	1.65: 0.30

Summary of the ratio of lecturers to students
FTEs of the program lecturers = 6.61
FTEs of the students in the program =2
0.30
The ratio of the lecturers in the program to the students = 1.65: 0.30

The above calculation formula does not include other workloads. of the lecturers, for example, research works, academic services, and preserving arts and culture.

In addition, the program has invited special lecturers, both Thais and foreigners, to teach seminar courses to increase viewpoints and experience in research works for the students in the program.

5.2.3 Thai and Foreign Special Lecturers

Special Lecturers	Affiliation	Topics
1. Dr.Tina Fu-Mei Chiang	The ECO of Toucheng Leisure Farm, Taiwan	Leisure Farm Strategic Management "Green Dining Guide Awards"
2. Dr.BudiGuntoro	Faculty of Animal Science, Universitas Gadjah Mada, Indonesia	Ethnographic and Participatory Approaches to Research
3. Dr.Yuthasak Chatkaewnapanon	Assistant to the Dean Faculty of Humanities Chiang Mai University	Agrotourism Management
4. Associate Professor Dr.SuphatSukamolson	International College	Using Hyper Research Software to Analyze Qualitative Data
5. Assistant Professor Dr. NapatRuangnapakul	Faculty of Information and Communication	Digital Marketing Trends for Tourism Business
6. Dr. Badaruddin Mohamed	Professor at the School of Housing Building & Planning, UniversitiSains Malaysia, Head of Sustainable Tourism Research Cluster, USM, and Head of Local Knowledge Study Group, USM.	Jumping the First Hurdle Formulation of the Research
7. Assistant Professor Dr.Yao Chin Wang	Ph.D. In Hospitality Administration Oklahoma State University, Stillwater, Oklahoma, USA	International Research and Academic Publication in Tourism and Hospitality: Opportunities and Challenges
8. Associate Professor Dr.Che-Jen Chuang	Vanung University	Higher Education in Tourism and Leisure Program Management
9. Assistant Professor Dr.Kuei-O Mo	Vanung University	Tourism Research Methodology, Implication and Practices

Special Lecturers	Affiliation	Topics
10. Assistant Professor Dr. Kanlaya Sawangkong	Faculty of Tourism and Hospitality, Dhurakij Pundit University	Qualitative Research Methodology for Social Sciences
11. Assistant Professor Dr. Kunchon Jeotee	Sukhothai Thammathirat University	Structural Equation Modelling Analysis in the Social Science

All lecturers of the International College graduated with the highest degree in the Ph.D. They are proficient and experienced in teaching tourism management, organic agriculture management, and digital economics and management innovation. The lecturers of the International College, both on-course and co-curricular, are research-savvy and have academic achievements in the past 5academic years as follows:

5.2.4 Number of Research Studies Published by Academic Personnel)Research Activities(. The Data as of the End of the Calendar Year

Academic Years	Lecturers in Charge of the Program		Lecturers in the College	
	Inside the College	Outside the College	In the Program	Outside the Program
Back data for 5 years (2020 – 2024)				
Published at the institutional level	-	-	-	-
Published at the national level	12	5	9	-
Published at the international level	92	2	-	-
Published at the other level	-	-	-	-
Total	104	7	9	-
n. of Lecturers	6	3	3	-
The ratio of research publications to the lecturers	**17.33: 1**	**2.33: 1**	**3: 1**	**-**

Scope of the data: Full-time lecturers and lecturers with annual employment contracts consist of 1) Lecturers who are responsible for the program in the College, 2) Lecturers in charge of any programs outside the College, 3) Lecturers in the faculty affiliated with the program 4) Lecturers in the faculty affiliated not with the program)not showing lecturers outside the faculty(.

Req.-5 .3 : The program to show that the competencies of the academic staff are determined, evaluated, and communicated.

International College has used the competency manual of academic personnel to determine the competency of academic personnel according to the positions, especially the lecturers who are responsible for the program, program lecturers, and lecturers. In international programs, all lecturers must be knowledgeable, experienced, and proficient in English to communicate with students from various countries.

In addition, academic personnel are required to comply with the professional ethics for instructors in the university according to the Announcement of Maejo University Regulations. The Code of Conduct for Government Officials and University Employees, 2 0 0 9 , is a guideline for conducting good behaviour of university personnel, a sense of duty, the ability to coordinate with all parties, perform official responsibilities more efficiently and effectively, maintain dignity, and promote the reputation and prestige of the personnel and the university. This will result in the person who performs the act of faith and praises the general public.

International College has followed the process of recruiting academic personnel. A merit system is used and emphasizes knowledge and abilities in terms of qualifications and work experience to have high-quality lecturers with a speciality in the field, according to the announcement of the Maejo University Personnel Management Committee on the recruitment and appointment of personnel as university employees. The recruitment process is done by competitive examinations or selection. The University Personnel Department will announce recruitment and appoint a selection committee to consider the qualifications for applicants. It then proceeds to arrange for the applicants to take an examination. Every step of the recruitment process is controlled, followed up, and monitored by the selection committee. After some applicants have passed the recruitment process, they must work on probation for a certain period. Finally, they will be evaluated based on their work performance under the university's assessment criteria.

To promote academic personnel to higher positions, International College has assigned tasks that match their qualifications, experience, and aptitudes and has them prepare their Terms of Reference) TOR(to be used later when considering their salary increase. To promote and monitor the progress of academic positions of academic personnel according to the university's policy,

International College follows the criteria according to the announcement of Maejo University Personnel Management Committee on Criteria and Methods for Assessing Academic Advancement of the University Employees.

Reference 5.3
5.3.1 Academic Personnel Competency Manual
5.3.2Maejo University Personnel's Ethics Manual
5.3.3Announcement of the Board of Directors regarding the recruitment and appointment of persons to be university employees B.E. 2561
5.3.4Announcements, criteria, and methods for Evaluating the Progress of Academic Positions for University Employees

Req.-5.4: The program to show that the duties allocated to the academic staff are appropriate to qualifications, experience, and aptitude.

For a lecturer installation system, the program strictly considers the qualifications of the lecturers, namely, their knowledge, abilities, expertise, teaching experience, and academic work to correspond to the course they are teaching. The program requires lecturers to write a lesson plan using the TQF 3 Form. They have to consider course descriptions, Program Mapping, course content, instructional media, and measurement and evaluation methods when writing their lesson plans. Finally, they must write a report on student achievement in the TQF 5 Form.

The International College assigns assignments that match qualifications, experience and aptitudes, including academic work, research and academic service. Academic personnel are required to prepare according to the terms of reference (TOR) and to prepare a report on government official behavior (Term of Reference: TOR) once a year via the university's ERP system to assess the performance of academic personnel that will be considered to determine the appropriate workload in the next year.

Req.-5.5: The program shows that the promotion of the academic staff is based on a merit a system which accounts for teaching, research, and service.

All lecturers (100%) in the Doctor of Philosophy Program in Tourism Management) International Programs(are holding doctoral degrees, and the program has been trying to encourage them to have higher academic ranks according to the time frame set by the university. A merit system emphasizing their knowledge, ability, and working experience is also applied to make them special experts in their field of study. Since there are many Chinese students in the program, all lectures are responsible for the program and program lecturers (100%) are required to be capable of English and Chinese for communication. This is a result of the lecturer recruitment procedure to select suitable lecturers for the program.

Promotion of academic personnel. The International College has assigned tasks that match qualifications, experience and aptitudes and to carry out the main missions of the College, which are teaching, doing research, giving academic service, and preserving the arts and culture of the country. They have to perform them in accordance with the Terms of Reference (TOR) – with the main tasks as follows:

1. Perform the 4 missions as required, namely teaching, doing research, giving academic service, and preserving the arts and culture of the country.
2. Perform workload at the program, faculty and university level as assigned.
3. Have self-development, such as vocational training.
4. Do quality assurance workload at the program and faculty level.
5. Do strategic workload of the organization.
6. Behave according to official behaviour codes.

In addition, they are required to prepare a behavior report (TOR) once a year through the university's ERP system so that it can be used for considering the salary increase of academic personnel. The evaluation criteria will be taken into consideration from the achievement of the main missions of the college, such as teaching workload, the number of research outputs, the number of published academic articles, the number of activities/projects for academic and community service, etc. As for the measures to promote and monitor the progress of academic positions of academic personnel, the International College will encourage them by means of following the criteria stated in the Announcement of the Human

Resource Committee of Maejo University on Criteria and Progress Assessment Methods for Academic Positions for university staff in an academic type.

In addition, the program also promotes and encourages academic personnel to do research studies, give academic services to the society/community integrated with teaching, research, and educational service, and preserve arts and culture.

5.5.1 Supporting Academic Personnel to Do Research Studies and Give Academic Services to the Society/Community

Persons in Charge	Research Topics/Academic Services	Sources of Budget
Lecturer Dr. Winitra Leelapattana	Lessons Learned Process and Success Factors in Management Project at ThungLuang Royal Project Development Center, Mae Wang District, Chiang Mai Province RPF-65-004	Fund from the Royal Project Foundation 300,000 baht
Lecturer Dr. Winitra Leelapattana	Academic Discussion Project to transfer knowledge on organic agriculture	Income budget 29,000 baht
Lecturer Dr. Winitra Leelapattana	The Potential and readiness of the tourism supply chain to support Tourism for all	Supporting Fund from Administrative and Capital Management Unit for Enhancement of National Competitiveness (KorPorKhor.) 236,248 baht.
Lecturer Dr. Winitra Leelapattana	International Academic Seminar Project AAUN 2023	Budget support from AAUN449,520baht
Lecturer Dr. Winitra Leelapattana Lecturer Acting Capt. Dr. Jirachai Yomkerd	Developing agricultural and organic food standards to drive the Lanna Ecological health tourism community of Chiang Mai Province	National budget of 330,000 baht
Lecturer Acting Capt. Dr. Jirachai Yomkerd	Develop and upgrade organic medicinal plants for health tourism in San Sai District in Chiang Mai Province "Sansai Medical Tourism."	National budget of 50,000 baht
Lecturer Acting Capt. Dr. Jirachai Yomkerd	Promotion of cricket farming occupation according to the Royal Sufficiency Economy Initiative of the community in the area of Mae Ho Phra	National budget of 50,000 baht

	Sub-district, Mae Taeng District, Chiang Mai Province	
Lecturer Acting Capt. Dr. Jirachai Yomkerd	Father Planted and Youngsters Built at Nong Han, Ban House to drive organic farming communities and raise the level of healthy food products to become a model community for sustainable development.	National budget of 750,000 baht
Lecturer Dr. Kanchana Sommit	Net Zero Carbon Tourism Marketing Strategies for Volunteer Tourists in the Upper North	Supporting Fund from Administrative and Capital Management Unit for Enhancement of National Competitiveness (KorPorKhor.) 2,790,000 baht.
Lecturer Dr. Kanchana Sommit	The development of the process of providing food-based experiential tourism services to promote career development models for older people and connect to the Wellness Learning Center for all ages, San Pa Pao	National budget 618,200 baht

Req.-5 .6 : The program 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 program has used guidelines and measures to promote and support the lecturer ethics of Maejo University for assigning the roles, duties, and responsibilities of the academic personnel to make them a good model for conducting themselves in the framework of values, morals, and ethics worthy of being a lecturer. The program also encourages the program lecturers to participate in the planned activities of the program and plans of International Colleges to develop their knowledge and professional skills domestically and internationally. There is a system to support personnel with high potential to have the opportunity to succeed and advance in their careers rapidly by making individual development plans through the university's online system. There is a continuous promotion and support system for all lecturers to develop themselves to meet professional

standards without limitation numbers according to the conditions in an announcement of International College and Maejo University.

Determining and communicating to all employees their rights, privileges, academic rights, and freedoms are determined by the university. All personnel can access the information concerned from the website of the Human Resource Management Division in the university office at http://personnel.mju.ac.th/. This website contains the personnel competency manual, assessment results of salary increase, proposals for academic positions, provident fund, personnel development fund, welfare fund on-campus housing, welfare, employee leave rights, leave of study, training, research, writing books or academic textbooks, operations to enhance academic knowledge, teaching or researching at different universities, both domestically and internationally. Related laws, rules, regulations, and staff council can be found at https://facsenate-general.mju.ac.th/wtms_index.aspx?&lang=th-TH. This website contains a personnel ethics manual, a professional ethics manual for faculty members, news from the staff council, etc. There is also a complaint center at Maejo University. There is a committee to consider complaints from internal and external agencies. The center is athttps://erp.mju.ac.th/complaintIndex.aspx.

Reference 5.6
5.6.1 Announcement of Maejo University on guidelines and measures to promote and support the ethics of lecturers of Mae Jo University

Req.-5.7: The program to show that the training and developmental needs of the academic staff are systematically identified and that appropriate training and development activities are implemented to fulfil the identified needs.

From a survey of the program lecturers' training and self-development needs in the year 2023, it was found that they had such activities as follows:

5.7.1 Training and Self-Development of the Program Lecturers in the Years 2023-2024

Projects/Activity Topics	Schedules and Training Formats	Trainees	Received Benefits
1. Workshop to promote the development of entrepreneurial potential in tourism activities.	June 20, 2023	1. Lecturer Dr. Winitra Leelapatthana 2. Lecturer Dr. Suthira Sitthikun	Gain knowledge on developing the potential of being an entrepreneur in tourism activities and eco-lodging activity standards.
2. The 4th ASEAN Agriculture University Network (AAUN) International Conference and UPLB Alumni Forum: Advancing Agriculture Innovation through Knowledge, Collaboration, Networking and Sustainability Development	July 15-16, 2023	1. Associate Professor Dr. Weerapon Thongma, 2. Lecturer Dr. Winitra Leelapatthana, 3. Lecturer Dr. Suthira Sitthikun, 4. Lecturer Acting Capt. Dr. Jirachai Yomkerd, and 5. Lecturer Dr. Kanchana Sommit	Exchange knowledge and gain experience in international academic circles.
3. Project to develop the potential of publishing research findings and	August 3-5, 2023	1. Lecturer Dr. Winitra Leelapatthana 2. Lecturer Dr. Suthira Sitthikun	Has developed the progress of student research operations and increased the potential of

international academic works at International College in the academic year 2023		3. Lecturer Acting Capt. Dr. Jirachai Yomkerd 4. Lecturer Dr. Kanchana Sommit	international research publications for instructors and students.
4. Activities: Backward Design of Instruction	September 18, 2023	1. Lecturer Dr. Winitra Leelapatthana 2. Lecturer Dr. Suthira Sitthikun	Gain knowledge in instructional design that can be used as a guideline for improving the program in 2024
5. Project to supervise and monitor TQF 2, a revised/new program according to 2022 standards.	September 25, 2023	1. Lecturer Dr. Winitra Leelapatthana 2. Lecturer Dr. Suthira Sitthikun	Gain knowledge on improving the program to meet the 2022 standards.
6. Tri-University International Joint Seminar & Symposium activities under the international academic dialogue project	December 22-23, 2023	1. Lecturer Dr. Winitra Leelapatthana 2. Lecturer Dr. Suthira Sitthikun 3. Lecturer Acting Capt. Dr.Jirachai Yomkerd 3. Lecturer Dr. Kanchana Sommit	Create relationships between network members and exchange knowledge on sustainability and innovation in agriculture.
7. Seminar Project on Educational Quality Criteria for Excellence in EdPEx Edition 2024-2027 via Electronic Media. EdPEx5 Times	January 10 10, 2024 February 2 2, 2024 February 8 8, 2024 March 8 8, 2024 May 8 8, 2024	1. Lecturer Dr. Winitra Leelapatthana, 2. Lecturer Dr. Suthira Sitthikun, 3. Lecturer Dr. Kanchana Sommit	Gain knowledge of educational quality criteria for excellent performance in EdPEx to prepare for quality assurance according to the requirements in 2025.
8. Workshop on AUN-QA	March 28-29, 2024	1. Lecturer Dr. Winitra	1. Review knowledge and understanding of

Implementation and GPA Analysis		Leelapatthana and 2. Lecturer Dr. Suthira Sitthikun	the AUN AQ criteria. 2. Apply the conceptual framework of AUN QAV.4 criteria to develop the quality of the program. 3. Able to analyze issues of consistency between PLOs, program structures, and courses, teaching process, measurement and evaluation 4. Review guidelines for presenting/writing self-assessment reports according to AUN QA guidelines.

Req.-5.8: The program to show that performance management, including reward and recognition, is implemented to assess academic staff teaching and research quality.

Course instructors received awards and made the program a reputation and recognized contributions. They received congratulations through the college's online channels such as Website, Facebook, and Line, and in the future, systems and mechanisms will be developed to reward and encourage more academic personnel.

5.8.1 Lecturers' Achievements and Awards of the Program Lecturers

Contributors and Award Winners	Achievements and Awards
Associate Professor Dr. Weerapon Thongma	UPLB Presidential Award
	Selected for the 2022 Outstanding Alumni Award from the Philippine Alumni Association under the Royal Patronage of His Majesty the King
Lecturer Dr. Winitra Leelapattana	Honorary Award for Outstanding Youth in Chiang Mai Province and Creative Development Promoter Activities for Children and Youth
Lecturer Acting Capt. Dr. Jirachai Yomkerd	Appointed as the Director of ICAPS
	Received the Building Community Enterprise (BCE) Award at "Outstanding Level" for the work of the Organic Phak Wan Village for organic agricultural tourism and community product processing at Mae Maeh Subdistrict from the Technology Clinic Network at the meeting of the AWA network to develop the potential of the province with science research findings and innovations for the year 2023 or Techno Mart 2023.

Congratulations
The Philippine Alumni Association
Under the Patronage of
His Majesty the King
Awards
OUTSTANDING
PHILIPPINE
ALUMNI
2022
Assoc. Prof. Dr. Weerapon Thongma
President of Maejo University

สมาคมนักเรียนเก่าฟิลิปปินส์ ในพระบรมราชูปถัมภ์
The Philippine Alumni Association Under the Patronage of His Majesty the King

Maejo University International College
MJU-IC
ICAPS
Congratulates!!!
Acting Capt. Dr. Jirachai Yomkerd
For his appointment as the DIRECTOR
Institute of Certified Agricultural Production System (ICAPS)

TECHNO
MART 2023
CREATE TOGETHER , MOVE TO THE FUTURE
#TNM2023

พิธีมอบโล่และประกาศเกียรติคุณ
การประชุมเชิงปฏิบัติการ เครือข่าย อว.
เพื่อพัฒนาศักยภาพจังหวัด
ด้วยวิทยาศาสตร์ วิจัยและนวัตกรรม ประจำปี 2566
ภายในงาน TechnoMart 2023

พิธีมอบรางวัลเชิดชูเกียรติ
เยาวชนดีเด่นจังหวัดเชียงใหม่
และผู้สร้างสรรค์พัฒนาส่งเสริมกิจกรรมเด็กและเยาวชน

In addition, lecturers in the program were invited to be special lectures and keynote speakers as follows:

1. Associate Professor Dr. Weerapon Thongma, the President of Maejo University, delivered a special lecture on the topic of “Sustainable Development in Thai Economy Under SDGs and BCG Model: Roles of University Implications and Practices” in the 7th Summer Course Program on Challenges and Opportunities for Livestock and Agricultural Production in Responding to the Issue of the Global Food CrisisJuly 11, 2023 at Universitas Gadjah Mada, Indonesia.
2. Associate Professor Dr. Weerapon Thongma was invited to be a keynote speaker at the 3rd International Conference on Governance and Development organized by the College of Public Affairs, University of the Philippines at Los Baños, Philippines. He gave a lecture on the topic of Sustainable Agriculture Development in the Thai Economy under SDGs and BCG Model: Roles of University Implications and Practices towards the Establishment of a Consortium for Education, Research, and Extension on Governance and Development in the Asia-Pacific Region on July 21, 2023.
3. Associate Professor Dr. Weerapon Thongma joined as a special lecturer at the 10th Malikhaing Guru International Conference Caravan on Culture-based Education on "Food Security, Heritage, Biodiversity, and Culture-based Education" organized by the National Commission for Culture and the Arts, Philippines. He gave a special lecture on the topic: Transforming Crop Tradition of Thailand Hill Tribes: The Maejo University Research Practices. At the same time, Lecturer Dr. Winitra Leelapattana presented her research findings on the topic: The Culinary Enhancement Local Chef for Sustainable Gastronomy Tourism and Lecturer Dr. Suteera Sittikul presented a lecture on the subject: Innovative Marketing Communication Strategies for Agrotourism in Digital Age at Colegio de San Juan de Letran-Manaoag, Pangasinan. The Philippines.

Self-Assessment	1	2	3	4	5	6	7
Req.-5.1: The program 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				√			
Req.-5.2: The program to show that staff workload is measured and monitored to improve the quality of education, research, and service				√			
Req.-5.3: The program to show that the competencies of the academic staff are determined, evaluated, and communicated				√			
Req.-5.4: The program to show that the duties allocated to the academic staff are appropriate to qualifications, experience, and aptitude				√			
Req.-5.5: The program to show that promotion of the academic staff is based on a merit system that accounts for teaching, research, and service.				√			
Req.-5.6: The program 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				√			
Req.-5.7: The program to show that the training and developmental needs of the academic staff are systematically identified and that appropriate training and development activities are implemented to fulfil the identified needs				√			
Req.-5.8: The program to show that performance management, including reward and recognition, is implemented to assess academic staff teaching and research quality				√			

Criterion 6: Student Support Services

Req.-6.1: The student intake policy, admission criteria, and admission procedures to the program are shown to be clearly defined, communicated, published, and up to date.

Master's Degree Program in Tourism Management (International Programs) has a clear policy and criteria for admitting students to the program. It is in line with Maejo University's educational development plan for internationalization. Public relations are widely performed and current. The program has an admission goal of at least two-fourths of the total international students. The program has established the process for accepting students as follows:

Student Admission Process

1) Consider and review the student admission plan and the number of current students in the program and determine an appropriate number of new students.
2) Determine acceptable qualifications for new students and selection methods and appoint a selection committee.
3) Open to applications and publicizes recruitment through both domestic and international channels.
4) Consider the selection of applicants. Announce the list of eligible candidates and conduct the qualifying examination.
5) Appoint a candidate selection committee to select the applicants and notify the graduate studies department of the Office of Academic Administration and Development of the test takers' results.
6) The selection committee appointed by the university considers the list of candidates who have passed the selection process, and the Graduate Studies Department in the Office of Academic Administration and Development announces the final selection process results.
7) Schedule for welcoming new students to make a self-report and orientate them.

Qualifications of applicants

1) Have qualifications according to Maejo University regulations on graduate studies based on rules and other relevant announcements in force at that time.
2) Graduated with a master's degree or equivalent from a higher education institution certified by the Ministry of Education or the Office of the Higher Education Commission (OHEC) or OCSC in all fields of study, both domestic and international, or at the discretion of the instructors in charge of the program.
3) Passed the admission process according to the admission criteria of the Graduate Studies Department in the Office of Academic Administration and Development of Maejo University.
4) Have English language scores that meet the criteria set by Maejo University.
5) The instructors in charge of the program must approve international students who want to be admitted to study in the program.

Publicizing the Program

The program has carried out proactive public relations, such as direct communication to target groups through a network of cooperation with foreign countries, including Guangxi University of Foreign Languages, China, Vanung University, Taiwan, and sent details of fields that are open for applications to receive scholarships from the Department. International Cooperation Agency (TICA) has received 10 master's degree scholarships and has publicized the program through various channels as follows:

1) International College website https://mju-ic.mju.ac.th/

2) The website of the Graduate Studies Department Office of Academic Administration and Development http://www.grad.mju.ac.th/

3) University website https://www.mju.ac.th/main/

4) Used approximately 2000 brochures, Banner Publicity, and roll-ups to publicize the 2022-2023 program.

Travel to publicize the program with international cooperation networks:

1. Delegates visited Vanung University, Republic of China (Taiwan), for academic cooperation. Undergraduate coursework (Dual Degree) student exchange and participated in the 2023 International Co-Workshop of VNU and MJU for Mid-Level Management: Human Resource Management, Application of

Information Technology on Organizational, Student Development to exchange knowledge.

2. Delegates visited National Chung Hsing University, Republic of China (Taiwan), to discuss academic cooperation. Exchange of students and staff and study visits on human resource management, student development, and international student care.

3. Delegates visited the National Pingtung University of Science and Technology, Republic of China (Taiwan), to discuss academic cooperation. Student exchanges and study visits on management, Green University and Green Office, energy use and smart farming, visiting the Library and Exhibition Hall, Green Energy Factory and the Center for Environmental Protection, Safety and Health. Maejo wants its students to come to study and has a student exchange program at NPUST.

On May 12-17, 2024, the administrators and lecturers responsible for the program travelled to follow up and meet with master and PhD students and to promote the program as follows.

1. Guangxi University of Foreign Languages, China
2. Guilin Tourism University, China
3. School of International Hospitality Management, Guilin Tourism University

The signing of the memorandum of understanding (MOU)

1. On October 20, 2022, the President of Maejo University and Dean of the International College at Maejo University (MJU-IC) and Hochschule Geisenheim University signed a Memorandum of Understanding. It aims to foster and develop future cooperation on the courses offered at the institution. This includes academic, staff, graduate and undergraduate student exchanges, joint research and dissemination, participation in seminars and academic conferences, and exchange of academic documents, including special short-term academic projects.

2. On February 15, 2023, Maejo University, Toucheng Leisure Farm Group, National Ilan University and Maejo University International College signed an agreement on a learning exchange program to enhance the potential of graduates in the business world of the International College. Part of the main goal of the MOU is to produce a smart agricultural workforce, as well as entrepreneurship and international networks, in response to the country's smart agriculture development policy.

3. On May 11, 2023, Maejo University, Jinwen University of Science and Technology (Taiwan R.O.C.) and Taiwan Leisure Agriculture Association

(Taiwan R.O.C.) signed a Memorandum of Understanding. The two parties will encourage the following activities:

1) Student/Faculty members/Staff exchange,

2) Collaboration on staff development programs,

3) Exchange of academic information and material of mutual interest,

4) Organization of joint research programs, and

5) Other academic exchanges as agreed by both parties.

4. On May 3, 2024, Maejo University and International College joined the signing of the Memorandum of Understanding (MOU) between the Ministry of Agriculture & Livestock (MoAL), Bhutan and Maejo University (MJU). Through this cooperation, both parties desire to achieve the following objectives under this MoU:

1) Enhance technical capacities, skills, and know-how of the secretariat services, technical departments, and its associated services and agencies, such as the National Biodiversity Center (NBC), at both the central and decentralized levels,

2) Strengthen and improve the management and administrative capacities, skills, and know-how of the Secretariat Services and Departments of MoAL at central and local levels,

3) Increase production and commercialization of selected agricultural commodities with marketing potentials; and

4) Improve the approach to knowledge management and training documentation in the MoAL.

5. On May 13, 2024, Maejo University International College, Faculty of Liberal Arts, Faculty of Liberal Arts, MOU signing ceremony between Maejo University and Guilin Tourism University (China) attended the MOU signing ceremony between Maejo University and Guilin Tourism University (China), which is aimed towards Potential Academic Collaboration, Promote Program and Student Exchange Program.

6. On March 21, 2024, Maejo University International College joined the meeting with Dr.Lloyd Nwafor, President of NIDO (Nigerians In Diaspora Organization Thailand), for MOU renewal discussion and future collaboration, especially in the short-term training program on agricultural areas.

When the publicity of the program finished, those interested in applying for further studies asked for details directly at the Graduate Studies Department or the International College. Application documents could be submitted through an online admissions system through the website http://www.grad.mju.ac.th/apply/

The course has opened for students in the academic year 2023. The results of the enrollment numbers compared to the plan are as follows.

6.1.1 Number of Students Admitted in the Academic Year 2023

n. of Expected New Students, n. of Applicants, and n. of Registered Students in Academic Years 2019 - 2023			
Academic Years	n. of Expected New Students	n. of Applicants	n of Registered Students
2019 (code 62)	30	22	22
2020 (code 63)	10	-	-
2021 (code 64)	10	2	2
2022 (code 65)	10	1	1
2023 (code 66)	10	-	-

List of Reference Documents 6.1

6.1.1 Course brochures

6.1.2 Banner Publicity

6.1.3 Roll-up

6.1.4 Signing MOU and publicizing the program:

1. Guilin Tourism University (China)
http://www.mju-ic.mju.ac.th/Detail_list?nID=1454&lang=EN
2. Ministry of Agriculture & Livestock (MoAL), Bhutan
http://www.mju-ic.mju.ac.th/Detail_list?nID=1451&lang=EN
3. Guangxi University of Foreign Languages, China
http://www.mju-ic.mju.ac.th/Detail_list?nID=1459&lang=EN
4. NIDO (Nigerians In Diaspora Organization Thailand)
http://www.mju-ic.mju.ac.th/Detail_list?nID=1437&lang=EN

Req.-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.

The program provides services to support the students in teaching/learning, research, and academic service areas. They are encouraged to participate in both academic and non-academic activities of the program and International Colleges through the online system as follows:

Short-term planning

The program has organized activities to meet the needs of students as follows:

1. International Academic Seminar Project AAUN 2023, which aims to build relationships between network members and exchange knowledge for students, was held on December 21-22, 2023, at Wintree City Resort.
2. The 29th Tri-U International Joint Seminar & Symposium activity under the International Academic Dialogue Project was a discussion meeting with international networks. The attendees included university administrators, professors, and international students. The project was held on December 21-23, 2023, at the Faculty of Economics Conference Room in Maejo University.
3. Academic Service Project named “Developing a Process for Providing Food Experiential Tourism Services from Prototype Local Plants to Promote a Career Development Model for The Elderly at San Pa Pao Subdistrict, San Sai District in Chiang Mai Province” was an activity to increase knowledge about healthy food and food as medicine by speakers from Samuay & Sons Restaurant led by Chef Joe and Chef Noom at the Agricultural Knowledge Learning Center at San Pa Pao Subdistrict, San Sai District in Chiang Mai Province. The program brought the master's and doctoral degree students in Tourism Management studying in the Integrated Tourism Management course to join the activity with students from the ECHO Asia Impact Center Foundation, Asia's Native plant Seed Bank, on July 18, 2023.
4. Activities between the International Sustainable Development Studies Institute (ISDSI) were organized to foster further new activities to help spread the university's vision of being a leading university with

international agricultural excellence. Some activities were to train students and staff of Maejo University as a whole in workshops and joint seminars, including academic writings in specific fields, in January-May 2024.

Long-term planning

The program has organized activities to strengthen students' potential to develop the research process as follows:

1. A project to increase the potential for publishing research results and academic works was organized by the International College in the academic year 2023 to empower the progress of student research operations and increase the potential of publishing international research results for students on August 3-5, 2023, at the International Education and Training Center Meeting Room at the International College. It consisted of helpful training topics as follows:
    - 1.1 Scientific Research Methodology
    - 1.2 Advanced Research Instrument for Academic Paper Writing
    - 1.3 Tourism Research Methodology, Implication and Practices
    - 1.4 iThesis by Graduate School
    - 1.5 Higher Education in Tourism and Leisure Program Management
    - 1.6 How to write articles for publications and Researcher Ethics and Academic Publications Writing
    - 1.7 Research Methodology in Social Sciences
    - 1.8 Qualitative Research Methodology for Social Sciences
    - 1.9 International Workshop on "Structural Equation Modelling Analysis in the Social Science Research"
    - 1.10 Research Clinic) Advise and assist students in developing research proposals, conducting research and dissemination of research results)
2. A project to strengthen the potential of international students and have skills in various fields, e.g., studying, doing research, participating in university activities, and living together in society. It promotes, supports, and encourages students to create entrepreneurship by making a Learning Space and Working Space as Learning Areas outside the classroom. The project was organized for students on May 27-29, 2024 and consisted of 6 activities as follows:
    - 2.1 Activities to enhance the use of English for communication in study and research.
    - 2.2 Activities to create leadership for international students

2.3 Activities to strengthen research towards innovation
2.4 Activities to enhance knowledge of the BCG Model (Green Economy, Bioeconomy, Circular Economy)
2.5 Learning activities for the business world
2.6 Activities to create environmental conservation attitudes among international students

Req.-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.

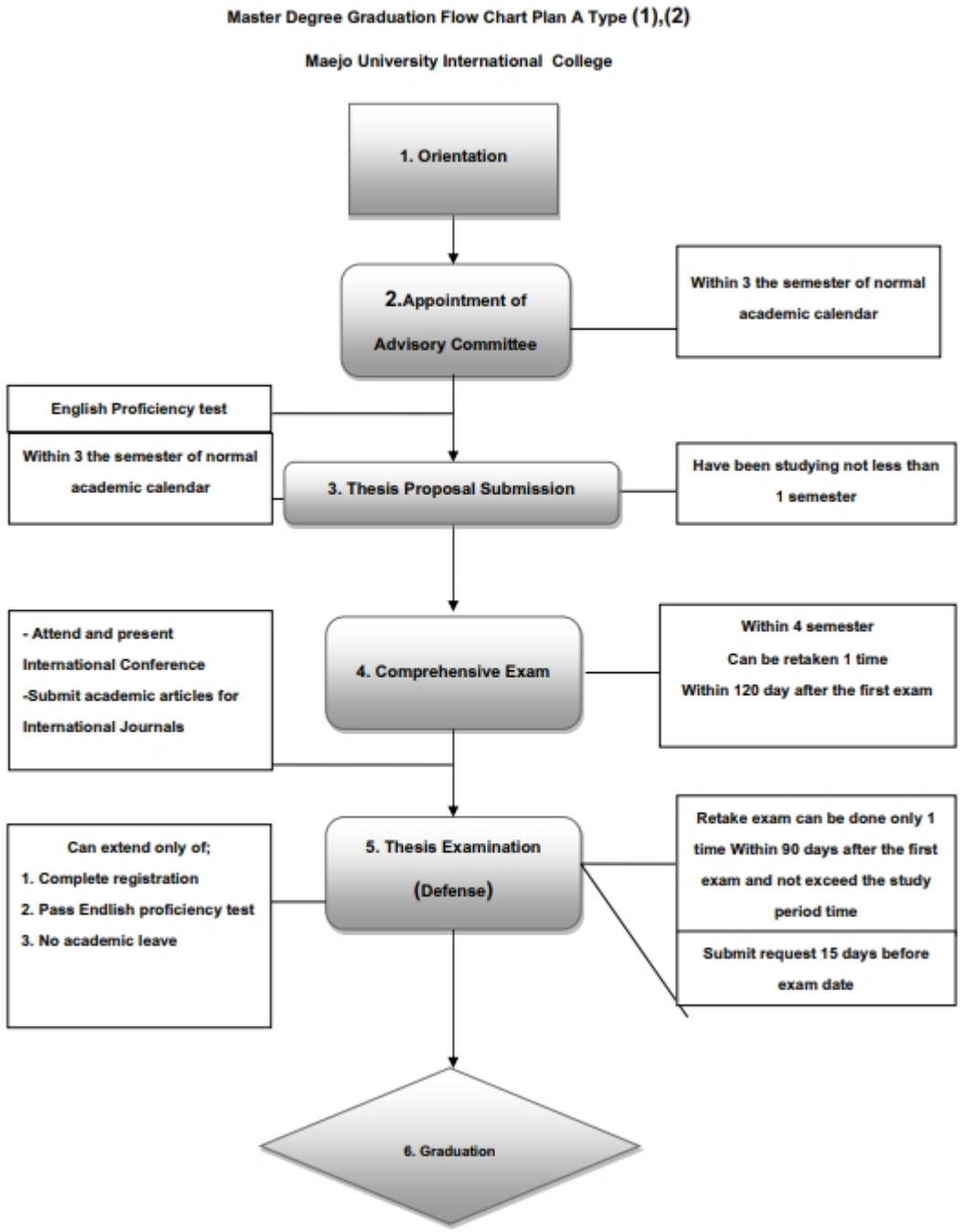
The program keeps track of student status throughout the program and alerts the students and advisors to the situation throughout each semester. The program has a meeting of the instructors responsible for the course, course instructors, and instructors monthly at least once a month to track students' learning progress. If the students have problems and obstacles during their studies, the program will follow up and solve them. The program has planned and followed up on the students' progress as follows:

Student Progress
- Follow up for students to register for their courses each semester according to the study plan in TQF 2.
- Follow up on student learning through instructors in each course.
- Plan to register for new courses in the following semester.
- Plan for the appointment of advisors for the students.
- Ask students to report on their research progress and prepare a dissertation.

Academic Performance
- Follow up on students' academic performance and passing exams in various courses to help the students.
- Plan and follow up on passing English language exams or enrolling in English courses (LR 641).

Workload Monitoring
- Follow up on student research studies.
- Follow up on student research paper submissions.
- Follow up on the student's dissertation examination when the student has completed their research studies.
- Control and follow up for students to complete their studies within the specified length of study.

6.3.1 The Process of Monitoring the Progress of Students



The program has prepared an educational plan and followed up on educational arrangements for students to carry out.

6.3.2 Table of educational plans and monitoring of educational arrangements for students.

Items	Time	Notes
1. Appoint an advisor	Students request the university to appoint an advisor within 3 regular semesters.	Students can seek directly an advisor with expertise in the research topic of their interest, or the program may seek an advisor with expertise in the field related to the student's issues of interest.
2. Foreign Language Examination	- Doctoral Degree within 3 regular semesters - Master's degree within 2 regular semesters	Students can take the exam according to the criteria for passing the English proficiency test for graduate students.
3. Thesis/Dissertation Proposal Examination	- Doctoral Degree within 5 regular semesters - Master's degree within 3 regular semesters	1. The advisor determines the exam date. 2. Students submit a request for examination according to the International College Form IC 01. 3. Students improve their thesis/dissertation outline as the advisor recommends and enter it into the thesis system. 4. The advisor checks the outline to ensure its content is complete according to the thesis/dissertation writing manual of the Graduate Studies Department, Office of Academic Administration and Development of Maejo University and lets students submit a request to propose a topic and outline of their thesis/dissertation to the Graduate Studies Department with the approval of the advisor and the chairperson responsible for the program.
4. Qualifying Examination	Doctoral level Within 4 regular semesters	1. The program determines the Exam schedule, details, date, time, and place of the examination. Usually, the exam will be administered to students once a semester, and the program will inform the Graduate Studies

		Department to make an announcement for the students to apply for it. 2. Students must submit a request to the Graduate Studies Department 15 days before the exam date and pay the exam fee of 2000 baht.
5. Comprehensive Examination	- Doctorate level Within 6 regular semesters - Master's degree Within 4 regular semesters	1. The program determines the Exam schedule, details, date, time, and place of the examination. Typically, the exam will be administered to students once a semester, and the program will inform the Graduate Studies Department to make an announcement for the students to apply for it. 2. Students must submit a request to the Graduate Studies Department 15 days before the exam date and pay the exam fee of 2000 baht.
6. Thesis/dissertation examination and deliver the complete report to the Graduate Studies Department	When completing 5 chapters of a research study, students can submit it for a thesis/dissertation examination to the Graduate Studies Department according to the advisor's approval.	1. with the approval of the chairperson responsible for the program and the dean of the International College, the advisor determines exam schedule, date, time and location. 2. Students must submit a request and a complete "draft" of thesis/dissertation entered into the iThesis system to check plagiarism by Copyleaks to the Graduate Studies Department. 3. Students present their thesis/dissertation in English and pass the final oral exam in an open system for those interested to listen to. The university must appoint a committee consisting of a lecturer responsible for the program and experts from inside and outside the university, both in the country and abroad, a total of at least 5 persons.

	- After the students take the exam and revise their research reports according to the recommendations provided by the examination committee, they must submit a complete version to their advisor for review and approval. If there are no corrections, they can submit a request to have a research report format checked and submit a certificate of research report corrections to the Graduate Studies Department.	Students must follow the process for preparing and submitting a complete thesis/dissertation report as follows: 1. Pass the Defense Examination. 2. Make corrections and improvements in their research report according to the examination committee's suggestions. 3. Fill in the information in the iThesis system and have their research report have a preliminary check for plagiarism using Copyleaks (as announced by the Graduate Studies Department). 4. Submit certified correction and format check forms (GS.25 and GS.27) along with a copy of their research report from the IThesis system without binding and send them to the Graduate Studies Department for initial accuracy verification. (The advisor's and Chair of the program's signatures still need to be required.) 5. The Graduate Studies Department approves the research report for its completeness. If some things need to be corrected, the students make corrections, print only the corrected pages, and submit them for the Graduate Studies Department to check again. 6. Bring the corrected research report and a degree approval form in the same number of copies wanted by the students and one more, signed by all advisory committee members and the program chair, to the Graduate Studies Department to be signed by a vice president. 7. Take the research report and the degree approval forms back from

		the Graduate Studies Department and have them bound in complete reports. 8. Submit a complete research report and required documents to the Graduate Studies Department. 9. Complete the process.
7. Publication of research findings	Taken before graduation according to the specified graduation criteria: Doctoral degree 2 papers Master's degree 1 paper	Research articles resulting from thesis/dissertation work or part of the work must be published or accepted to be published in national or international journals in a foreign language. The journals must have qualities according to the announcement of the Higher Education Commission on criteria for considering academic journals for publication of academic works.

Note: The activities mentioned must be made according to the graduate studies calendar.

Req.-6.4: Co-curricular activities, student competitions, and other student support services are shown to be available to improve the learning experience and employability.

The program, in conjunction with the College, organized co-curricular projects/activities to provide services to help students and support student learning outcomes as follows:

Online and onsite study activities were organized for both domestic and international students. The program has analyzed the needs for various activities of stakeholders to create desirable graduate characteristics as follows:

1. They want the program to organize additional activities to build students' skills as a researcher that can solve the current tourism management situation.
2. They want the program to create activities that enhance students' morality, ethics, and awareness of duties and responsibilities to oneself and society.

The program has organized activities to meet the needs of students as follows:

1. Organized a project to develop the potential for publishing research results and academic works internationally to International College students in the Academic year 2023 to establish the progress of student research operations

and to increase their potential of publishing research results internationally for students on August 3-5, 2023, at the International Education and Training Center Meeting Room at International College. It consisted of training topics that were useful to students as follows:

2.1 Scientific Research Methodology
2.2 Advanced Research Instrument for Academic Paper Writing
2.3 Tourism Research Methodology, Implication and Practices
2.4 iThesis by Graduate School
2.5 Higher Education in Tourism and Leisure Program Management
2.6 How to write articles for publications and Researcher Ethics and Academic Publications Writing
2.7 Research Methodology in Social Sciences
2.8 Qualitative Research Methodology for Social Sciences
2.9 International Workshop on "Structural Equation Modelling Analysis in the Social Science Research"
3.10 Research Clinic)Advise and assist students in developing research proposals, conducting research and dissemination of research results)

3. Organized the International Academic Seminar Project entitled AAUN 2023 to build relationships between network members and exchange knowledge for students on December 21-22, 2023, at Wintree City Resort.
4. Organized a project for the 29th Tri-U International Joint Seminar & Symposium activities under the international academic dialogue, which was a discussion meeting with global networks. The attendees included university administrators, professors, and international students. The project was held on December 21-23, 2023, at the Faculty of Economics Conference Room at Maejo University.
5. Activities between International Sustainable Development Studies Institute (ISDSI) with the aim of further fostering new activities to help spread the university's vision of being a leading university with international agricultural excellence. Some of the upcoming will include training for students and staff of Maejo University as a whole, workshops, and joint seminars, including academic writings in specific fields in January- May 2024.
6. Organized a project to strengthen international students' potential to enable them to develop themselves and have skills in various fields, whether it be studying, doing research, participating in university activities, or living together in society. It promoted, supported, and developed students to create entrepreneurship, such as creating learning spaces and working spaces as learning areas outside the classroom, organizing activities, and exchanging

knowledge for students. The project was run on May 27-29, 2024, and consisted of 6 activities as follows:

5.1 Activities to enhance the use of English for communication in study and research.

5.2 Activities to create leadership for international students.

5.3 Activities to strengthen research towards innovation.

5.4 Activities to enhance knowledge of the BCG Model (Green Economy, Bioeconomy, Circular Economy).

5.5 Learning activities for the business world.

5.6 Activities to create environmental conservation attitudes among international students.

6. Organized an academic service project on "Developing a process for providing food experiential tourism services from prototype local plants to promote a career development model for the elderly at San Pa Pao Subdistrict, San Sai District in Chiang Mai Province." The activity aimed to increase knowledge about healthy food, food, and medicine through speakers from Samuay & Sons Restaurant, Chef Joe, and young chefs at the Agricultural Knowledge Learning Center of San Pa Pao Subdistrict, San Sai District, Chiang Mai Province. The Master's and Doctorate Programs students in Tourism Management in the Integrated Tourism Management course and those from the ECHO Asia Impact Center Foundation, Asia's Native Plant Seed Bank, joined the project on July 18, 2023.

Reference 6.4

6.4.1 Pictures of the Atmosphere of online teaching and learning

6.4.2 Pictures of project/activity arrangements to supplement courses for students

Req.-6.5: The competencies of the support staff rendering student services are shown to be identified for recruitment and deployment. These competencies 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.

Performance Determination

International College has adopted the Maejo University Competencies Manual to determine the ability to support staff based on their positions, especially those who will care for the international program students. To give service to the students, it is necessary to have staff with good knowledge, abilities, and experience. They must also be proficient in English and Chinese to communicate with students from various countries. Besides, it requires all supporting personnel to take an English proficiency test according to the cycle organized by the university to measure their language abilities and practice and improve their English language proficiency.

Staff Selection Process

The selection process uses the selection criteria based on the announcement of the Maejo University Personnel Management Committee regarding the recruitment and appointment of persons to be university employees in 2018. The Personnel Division will announce recruitment and appoint a selection committee to consider the qualifications of applicants. Then, they will take an examination. A selection committee will control, monitor, and inspect every step of the process. When the applicants have passed the selection process, they will work on probation for a certain period and are finally evaluated by the selection committee using the university's assessment criteria.

Performance Assessment

Supporting personnel of the program adhere to the Terms of Service Workload and Behavior (Term of Reference: TOR) and must report in the Workload Report Form under the Agreement and the Government Performance Evaluation Form. Supporting personnel affiliated with Maejo University use Por. SorNor-02 Form once a year for the International College to consider and assess their performance. The results will be sent to the university for consideration when deferring their wages. In fiscal 2021, the same process was used for the supporting personnel of International College.

Reference 6.5
6.5.1 Announcement of the Board of Directors regarding the recruitment and appointment of persons to be university employees B.E. 2561
6.5.2 appointment to delegate duties and responsibilities of supporting personnel

Req.-6.6: Student support services are shown to be subjected to evaluation, benchmarking, and enhancement.

The program sets the benchmark for improving student support services. To meet the standards for learning outcomes at the program level (Program Learning Outcome: PLOs) and provide systematic and practical assistance to students. To promote and support the organization of teaching and learning activities and student development activities, the standard criteria are set at 6 levels as follows:

Standard Criteria

Level	Standard Criteria	Process	Results
1	An analysis/survey is conducted to determine the needs and wants of students regarding various services and welfare.	✓	A survey was conducted using a set of evaluation questionnaires asking the students about their satisfaction levels with the quality of the program and the teaching and learning management the International College provides annually.
2	Some services, such as IT, ICT, learning libraries, etc., facilitate learning development.	✓	- There is a classroom service in the Form of Smart Classroom - Online and onsite teaching and learning management - It is recommended that students search for information for research through the university's central library.
3	Some services promote students' quality of life, such as dormitories and exercise facilities. health services	✓	- Prepare dormitories for use at the International Education and Training Center. and coordinate the rooms of the Alumni Association to facilitate students.

			- Exercise location. The university has a swimming pool and an intramural sports center for student services. - Health welfare. If the student has an illness or accident, college staff will take him/her to the University Health and Nursing Center and a hospital, respectively. Besides, every student has university accident insurance.
4	Consulting services are provided both related and unrelated to academics	✓	- Every student has 3 advisors to provide advice on teaching and research. - The program assigns staff to advise students in various areas such as document preparation, visa renewal, and contacting departments inside and outside the university.
5	There are information services that are beneficial to students, such as scholarships and academic conferences.	✓	The program informs the students about news and activities and encourages them to participate in various activities through the International College website, Facebook, Line, and WeChat.
6	There is an evaluation of various services provided to students.	✓	A set of student satisfaction assessments evaluation questionnaires on the quality of the program and the teaching and learning management provided by the International College annually.

The program has prepared its readiness for the student's physical, equipment, technology, and service aspects. Currently, International College is in the process of renovating the Thammasak-Montri Building with equipment. In the fiscal year 2022, Maejo International Cluster received the budget for building an electronic library, co-working space, instructors' rooms, smart meeting rooms, smart classrooms, classrooms, and student working rooms for master's and doctoral degree students, and room sections. The environment and atmosphere in and around the building will be improved to enhance lifelong learning and to support and serve international program students.

The program conducted a learning facility assessment for teaching and learning management using a set of questionnaires. The results were as follows:

Dimensions of Assessment Concerning the Program	**Satisfaction Levels (1-5)**
Learning Facilities for Instructional Management	
1. The quality, sufficiency, standards, and congruence of physical arrangements, classrooms, teaching and learning facilities with the subject matters of the courses of study	4.6
2. The suitability and sufficiency of instructional facilities and equipment in a classroom	4.8
3. The use of media, educational technology, and program management, e.g., online instructor assessment, course registration system, learning outcome notification system, etc.	4.6
Average	4.67

The findings from the evaluation of Learning Facilities for Instructional Management reveal that:

1. The quality, sufficiency, standards and congruence of physical arrangements, classrooms, teaching and learning facilities with the subject matters of the courses of study was 4.6.
2. The suitability and sufficiency of instructional facilities and equipment in a classroom was 4.8.
3. The use of media, educational technology, and program management, e.g., online instructor assessment, course registration system, learning outcome notification system, etc., was 4.6.
4. The total average score in Learning Facilities for Instructional Management was 4.67.

In addition, the students gave additional suggestions as follows:

1. The course has a perfect teaching atmosphere.
2. They want the program and/or the College to organize activities to build relationships between Thai and international students to get to know each other within the university.
3. They want the program and the College to create or improve a system that allows access to information about teaching and learning, such as checking grades.

4. They want the program, the College or the Graduate Studies Department to create a communication system that supports both Thai and Chinese or English because the present system accepts only Thai.

Based on the previous results, the program plans to develop and improve student support services in the coming years, including buildings, accommodations, and teaching and learning. It plans to add a service system for giving advice, preparing staff to provide convenience for students in contacting them to receive various services and organizing activities that meet the needs of all stakeholder groups.

Self-Assessment	1	2	3	4	5	6	7
Req.-6.1: The student intake policy, admission criteria, and admission procedures for the program are shown to be clearly defined, communicated, published, and up-to-date				√			
Req.-6.2: Both short-term and long-term planning of academic and non-academic support services are shown to be carried out to ensure the sufficiency and quality of support services for teaching, research, and community service				√			
Req.-6.3: An adequate system exists 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				√			
Req.-6.4: Co-curricular activities, student competition, and other student support services are shown to be available to improve the learning experience and employability				√			
Req.-6.5: The competencies of the support staff rendering student services are shown to be identified for recruitment and deployment. These competencies 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				√			

Req.-6.6: Student support services are shown to be subjected to evaluation, benchmarking, and enhancement				√			

Criterion 7: Facilities and Infrastructure

Req.-7.1: The physical resources to deliver the program, including equipment, material, and information technology, are shown to be sufficient.

Master of Arts Program in Tourism Management (International Program) has explored the need for physical resources in collaboration with International Colleges, such as equipment, materials and information technology, laboratory and equipment, information systems, and libraries using a space in the Thepsartsathit building as a place for teaching and learning and for students' work to meet the needs of education, research projects and academic services for students, faculties, and staffs of the year 2023 which are as follows:

1. Tourism Management Faculties rooms (LC 13 and LC 11 Rooms) are used for lecturers to work. Make appointments and advise students.
2. Administrative rooms (LC 2, LC 3, and LC 4 Rooms) are used for office paperwork, student services, and facilities.
3. Smart Classrooms (LC 1 and LC 5 Rooms) are used to manage both online and onsite teaching.
4. The meeting room (LC5 Room) is used for faculty meetings. and course level
5. Study rooms (LC 7 and LC 8 Rooms) are used for students to do research work.
6. Lunch and coffee break room (LC10 Room)
7. Digital Libraries Searching for student information can be searched online in LC 7 and LC 8 Rooms, where the College has prepared a ready-to-use information system for students. Alternatively, students can use it to link to the university's Library.

The program shares a physical resource maintenance process with the College, including equipment, materials, information technology, laboratory, and equipment. The information system provided by the College includes course action checks for the availability of physical resources used for course execution. If it is damaged, inform the College's Division of Supplies and Equipment for inspection. To carry out maintenance proposals and, if necessary, to provide physical resources for the course to further serve students. can offer to purchase according to the budget allocated by the College each year by submitting it for consideration through the Broad of International College.

In 2022, the course assessed the process of providing services in physical resources, including equipment, materials and information technology, laboratory and equipment digital library. The information technology system is adequate, up-to-date, ready to use and meets the needs of stakeholders. According to a survey of student service recipients in the program, it was found that the computers provided for the students needed to be more adequate and available in some rooms. In the fiscal year 2023, The College has set a budget and purchased 2 notebooks to provide teaching services for lecturers and students. An additional survey found that the air conditioners in Smart Classrooms LC 1 and LC 5 Rooms were not cooling, affecting teaching and learning management for lecturers and students. The program then notified the supplies department. The technicians inspected and repaired them until they could be used commonly.

Analyzing maintenance process problems and evaluating service processes of physical resources reflects the process of maintaining physical resources. Most of them are reactive policies, which manage issues when they occur so that solutions can be found. This may affect budget allocation and sometimes makes it impossible to proceed immediately. The program, therefore, analyzed and summarized physical resources' maintenance processes to serve as a guideline for the College to consider taking further steps as follows:

1) Building problems. There should be a plan to survey and inspect the conditions inside the building regularly, with a policy to allow building users to participate more in maintaining, examining, and evaluating the use of the building.

2) Problems with energy systems in buildings. There should be more proactive policy planning to increase the efficiency and effectiveness of building energy systems, especially using large amounts of energy, such as electrical lighting and air conditioning systems. A measurement management system should be implemented to evaluate usage and various risks from the Physical Division to develop its use further to be efficient and sustainable.

3) Problems with the location and surrounding area of the building. There should be policies to improve and plan for the development of sustainable building resource management, namely:

- For the cultural aspect, there should be a policy to increase awareness of energy conservation and increase building users' participation in building maintenance. There should be a plan and public relations policy to organize activities to promote or raise awareness of energy conservation among building users.

- In terms of budget, there should be a plan to evaluate the budget for maintaining the building appropriately according to priorities in advance. It supports the modification of the building's usable space to be consistent with its objectives, and the use of the building will continue to change in the future.

- As for the organizational side, policies should increase knowledge and understanding of building use for personnel.

Req.-7.2: The laboratories and equipment are shown to be up-to-date, readily available, and effectively deployed.

Based on a survey study of the needs of stakeholders, it was found that they wanted the program to organize a laboratory format in the form of a Social Lab Workshop to create a central space for stakeholders and concerned persons to learn together, exchange, talk, think, design, develop, and make changes systematically together. They can also create awareness and understanding and exchange experiences to create a collaborative culture.

The program aims to develop students to learn and create innovation, both theoretical and practical, by integrating all 4 dimensions: physical, mental, social and intellectual, as well as conservation and development of natural resources and the environment. The program, therefore, emphasizes that students practice from actual work, field visits, agrotourism and farm management, developing resource management skills for agrotourism, and farm development in conservation agricultural areas. The course has a network of community, provincial, regional, national, and international agricultural tourism groups.

The program organized learning activities outside the classroom and assigned them to participate as follows:

1. Agricultural internship program and cultural exchange in collaboration with the International Institute of Sustainable Development (ISDSI) to enhance the intellectual life and cultural development between the two institutions, with students in the tourism management program and 40students from various prestigious university institutions from the United States joined the project, which covered topics such as agro-tourism, ecotourism, cooking, Lanna farming system, fish farming, cannabis cultivation and Thai culture on January-May 2024.

6. There was an academic service project to develop a process for providing food experiential tourism services from prototype local plants to promote a career development model for older people at San Pa Pao Subdistrict, San Sai District in Chiang Mai Province. The project aimed to increase knowledge about healthy food and food as medicine through speakers from Samuay & Sons Restaurant, led by Chef Joe and Chef Noom at the Agricultural Learning Center of San Pa Pao Subdistrict, San Sai District in Chiang Mai Province. Master's and Doctoral degree students from the Integrated Tourism Management course in Tourism Management jointly integrated learning activities outside the classroom with students from the ECHO Asia Impact Center Foundation, Asia's Native Plant Seed Bank, on July 18, 2023.

For the laboratories and equipment shown to be up-to-date, ready for use and efficient use, the College has established an International Industrial and Agricultural Innovation Research Center using a budget of 800,000 baht, operated as a laboratory for student research. It is located in a farm office space at Maejo University, where student research operations in agricultural tourism, ecotourism, and organic tourism are supported.

In addition, the university has facilities to support the teaching and learning of courses, tools, materials, equipment, and modern information technology for practical functions, including requests for services from the Institute of Quality Assurance and Product Standards. It is a laboratory that focuses on scientific testing services in food samples and agricultural products, according to the laboratory standard system ISO/IEC 17025, providing services to students, academics, lecturers, and researchers.

Based on a survey of satisfaction with the laboratory service process and equipment necessary for teaching and learning and practical training, it was found that students were satisfied with the teaching and learning management in service areas and communities. They would like the program to organize projects in a hands-on manner to create more experiences outside the classroom. As for classroom facilities, they wanted the International College to add IT equipment to be sufficient for their needs, such as computers, internet signal service points, restrooms, and research rooms. The program will consider providing materials and equipment to meet their needs as much as possible. Moreover, currently, the International College is in the process of renovating the Thammasakmontri Building to be the main office of the College, where classrooms, meeting rooms, seminar rooms, and rooms to accommodate a large number of students are planned to be in the building; the renovation is expected to be completed by 2025.

Req.-7 .3 : A digital library is shown to be set up to keep up with progress in information and communication technology.

Students can study and do their research from the university's central Library. Online Academic Resources are accessible. In 2023, the following tourism management books were available in the Library for the students' perusal.

The Digital Library has information resources available in digital form, including e-books, electronic journals, electronic databases, and programs to support learning and research that corresponds to the teaching. The details of the number of resources are as follows.

1. Books Related to Tourism Management Programs.

Programs	n. of textbooks (Copies)	n. of journals (Titles)	n. of research reports (Titles)
Doctor of Philosophy Program in Tourism Management (International Program)	31,835	12	2,172
Master of Arts Program in Tourism Management (International Program)	16,029	13	872

2. The Library Office has information resources for services that can be divided into 2 main groups as follows:

1) Resources in printed form include books, journals, and audiovisual media. Available book form resources in the automated library system include 36,803 foreign language books, 437 foreign language journals, and 3,869 names of audiovisual media.
2) Digital resources include electronic books, electronic journals, and electronic databases. They are readily accessible 24 hours a day through the online system via a digital platform named https://my.openathens.net/. It consists of 12 electronic book databases and 400- journal databases. The Library Office purchased out of 30 databases, 12 donated by the Office of the Permanent Secretary, Ministry of Higher Education, Science, Research and Innovation.

3. There are 4 ready-made programs for preparing a bibliography and supporting the preparation of academic works. They can efficiently use technology for the university's educational development and programs that allow service recipients to access information anytime and anywhere. Here are their names:

1) EndNote Bibliography Manager

2) Academic Plagiarism Check Program (Copyleaks)
3) A computer program used for statistical analysis (SPSS)
4) Authentication and Accessibility Tools OpenAthens Online Database

On March 20, 2024, lecturers in the program participated in an activity to exchange experiences using academic plagiarism checking programs and electronic databases to achieve effective notification for the fiscal year 2024, organized by the Library Office. This activity aimed to provide them with knowledge and understanding and to request that they act as a medium for using the academic plagiarism checking program and electronic databases for their students.

From the results of operations focusing on acquiring and producing electronic information resources to support the Digital Library, the Library Office has evaluated its operations to explore expectations and satisfaction with service quality. Its physical characteristics in terms of topics, books, journals, databases, research support tools, etc., are diverse, up-to-date, adequate, and easily accessible. They are always available and relevant to students' needs. Besides, it was found as follows:

1) Out of 5, the expectations of the library users, on average, was 4.43, which was the highest level.
2) Out of 5, the satisfaction of library users, on average, was 4.34, the highest level.

The Library Office has taken the suggestions from the study of expectations and satisfaction with the quality of the Library's services of Maejo University in the fiscal year 2023 to develop and improve the quality of the Library.

The lecturers introduced methods for searching for information for teaching, learning and conducting research studies and recommended that students use various supporting computer programs for searching purposes. Based on a survey on how to search for different information from the Library, it was found that international students needed help accessing the university's digital library service and needed to search for information for research purposes. Therefore, the program coordinated with the Library Office to allow library staff to train them both online and onsite on the topics of Reference Management Training, how to organize the bibliographic list, and how to use the academic plagiarism checking program (COPYLEAKS).) and how to access the Library's resources, including other skills to support and make learning, teaching and conducting research studies more effective.

Req.-7.4: The information technology systems are shown to be set up to meet the needs of staff and students.

In the academic year 2023, MJU International College facilitated communication through the university's Microsoft Teams and recently added a Zoom Meeting account to support faculties. The International College was granted a budget to create a Smart Classroom to support teaching and learning and organize future online student meetings, including using it for workspace, study, and faculty and staff recreational functions.

The International College has arranged Smart Classrooms in the ThepsartsathitBuilding, which have adequate information technology facilities such as wireless internet access points, computer projectors, etc., for students to use for long-distance communication. Faculties, staff, and students can also avail of the facilities for meetings, online teaching and learning, research projects, and other academic activities.

The university has implemented an information system to meet the needs of staff and students as follows:

Development of a central database and decision-making system

1) Management information system (ERP)
2) Information system for treasury management (e-Fin)
3) Developer information service system (API)
4) Decision Information Systems (MJU Dashboard)
5) Information system for strategic monitoring (KPI monitoring, Gantt Chart)
6) Authentication System (MJU Passport)
7) The working time monitoring system is linked to the personnel database system and an online official leave system.

A Development of Information System for Teaching and Learning

The system has been developed under the ERP system, including the teaching and learning efficiency evaluation system, employment status database system, student activities database system, advisor database system, student registration system, database system for research results and academic services, and educational article database system. The Digital Technology Division of Maejo University has developed it. An electronic examination system (e-testing) is available on the 2nd floor of the 70th university anniversary building, and the

MJU MOOC system, a form of online learning presentation together with the development of the information technology system of the Office of Academic Administration and Development to meet the needs of students and staff. The latter system consists of the following:

1. Education Service System. It can be used to publicize public relations news about education and course registration, check class schedules, check study results, and receive questions concerning the system.
2. Website of the Office of Academic Administration and Development. It will be used to publicize press releases, a class schedule-exam schedule system, an educational service support system for office staff and faculty, and an online system for student services such as requesting documents, sending expected graduation, checking debt, and waiving tuition fees.
3. New student recruitment system
4. Graduate Studies Department website. It will publicize the iThesis system, a service system for graduate students.
5. Cooperative Education and Career Development. It will publicize news and information about Cooperative Education and Career Development, registering for cooperative education preparation training, and searching for cooperative education establishments.
6.

Maejo University has set the direction of the university's digital goals. It must develop into a digital university (Digital University) by giving importance to the development of the Data Center, Dashboard, and the development of MJU Digital Platform to develop the university's teaching and learning at a world-class level. with future educational technology innovations and the development of intelligent agriculture, or IA: Intelligence Agriculture, that is continuously consistent with the digital technology strategic plan to support Maejo University towards its 100th year in 2034 to bring the university to 7-Smart, including

1) Smart Governance
2) Smart Learning
3) Smart Living
4) Smart Mobility
5) Smart Library
6) Smart People
7) Green Technology

The main purpose of developing information technology systems is to respond to personnel and student groups in the Digital Technology Division of the university. A set of satisfaction questionnaires of "users" was used in the academic year 2022 as a survey research tool to collect data from a sample group of 94 personnel and 390 students, totaling 484 respondents. Very interestingly, there were 134 personnel responding to the questionnaire and 498 students responding, totaling 632 respondents accounting for 130.89 per cent of the total sample size. It was found that out of 5, they were satisfied with using the digital service system, on average, at 3.47, and there were recommendations as guidelines for developing work processes for next year. There should be continuous development and active use, the choice of quality equipment, the development of a diverse system, and the use of the MJU Mobile App to enter the system via mobile phone in more ways.

Req.-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.

The university has a highly accessible computer and network infrastructure. This enables the campus community to take full advantage of information technology for teaching, research, service and administration:

1. University Internet System

The Digital Technology Division, under the University Office of Maejo University, is an organization that provides information and communication systems services, as well as teaching and research support. A high-speed and wireless internet network can be used 24 hours a day. The internet channel has been allocated in the fiscal year 2023 to provide the internet network service covering all 3 campuses and has enough traffic for current teaching and learning.

2. University wireless network system

A high-speed internet network system can check service status 24 hours a day, and wireless Internet is available 24 hours a day. The university has installed many signal distribution points for MJU_WLAN, MJU_WLAN_Plus, and Eduroam, which are modern wireless access points. They are comprehensive points that can distribute signals throughout every building area to provide various services, such as information, search services and reviewing courses for students,

including the student dormitory buildings. There are 839 wireless service points on the campus.

In the fiscal year 2023, Maejo University made a cooperation agreement with True Internet Corporation Company Limited and Advanced Info Service Public Company Limited, helping to have 850 wireless network signal distribution points of Advanced Info Service Public Company Limited (AIS) and 1,602 signal distribution points of True Internet Corporation Public Company Limited (True), totaling 3,291 service points.

3. Server service

Digital Technology Division under the University Office of Maejo University has provided a server system for using information systems related to teaching, research, academic service and management. There is a standardized information server service room, which includes the generator system (Generator), uninterruptible power supply (UPS), air conditioning system (Air conditioning) and security system for employee card scanning or using MJU Mobile Apps to access the server room. There are more than 160 server services available, and they can be divided into servers at departments within Maejo University deposited for service and is also a provider of servers for various agencies' information system storage whole financial system, registration system, personnel system and essential information which the Digital Technology Division has foreseen the importance. In the fiscal year 2023, a server backup system provided a backup of the server and databases critical to prevent data loss problems for delivering teaching and learning services, research, academic services and management.

In addition, a virtual private network (VPN) has been provided for the use of the Internet from outside the university as if using the Internet system within the university for use in research, search, research or documents from the system that the Library provides or able to use the information system for treasury management to help teaching or management more flexible.

4. MJU Mobile Apps

Maejo University and Krung Thai Bank Public Company Limited have developed a smart university and cashless society (MJU Smart Society). It is a system that links financial management services, the provision of mobile applications, the university's educational information system and the bank's

electronic payment system together. A digital student card and a digital personnel card (the first single card with 3 chips in Thailand) are provided for use. They can also connect with various university information systems, use Kiosk machines to issue documents automatically and use the intelligent door system. In the future, student ID cards will be used to check names for classes.

In addition, the program surveyed the needs for computer and network infrastructure services inside the International College office building. It was found that computers still needed to be improved to meet the needs of students to take advantage of information technology in teaching, learning, conducting research studies, and giving service. The program proposed that the college purchase more to provide academic services to the students. In 2023, the College received a budget to purchase 2 notebooks for instructional purposes in the Smart Classroom Rooms to replace old machines that were inefficient and did not meet the needs of lecturers and students. The College also improved the audio system by purchasing wireless microphones to connect to online teaching and meetings.

Req.-7.6: The environmental, health, and safety standards and access for people with special needs are shown to be defined and implemented.

1. Environmental Aspect

The university has arranged the environment and facilities for students according to environmental and health standards. The building is designed according to the law. Building Control Act regards fire prevention, stairs, fire escapes, parking, lighting, and ventilation, as well as providing an environment and facilities for students, such as having clean bathrooms. Staff members clean, and officials are responsible for the building. The law promotes and supports all departments to create a shady, clean environment and atmosphere according to the Green University and Green Office guidelines.

In addition, resting areas in buildings, classrooms, and laboratories have been renovated to support teaching, learning and organizing activities as outside-classroom education adequately according to the availability of space and the context of each organization. The university also arranges parking spaces at various points for students, staff, and visitors as appropriate to the area.

2. Safety Aspect

In terms of safety, safety measures have been established for material inspection and fire extinguishing equipment for the building to make them ready for use. An alarm system is inside the buildings, and a CCTV system is installed to cover common areas. There is a plan to repair, maintain and improve the existing CCTV system for efficiency. There is an emergency call center, and security guards are in charge of checking anyone entering and exiting the university 24 hours a day. Plans are prepared and practiced for fire evacuation plans at least once a year in office buildings, classroom buildings, and student dormitories.

The university has policies and actions to improve the environment, facilities and accessibility for people with special needs by improving the infrastructure in all 5 categories: ramps, restrooms, parking, and signage. To provide information services and assistance, the university has a Disabled Student Service and Support Center (DSS) for students with physical disabilities at the Amnuay-Yotsuk Building under the responsibility of the Student Development Division.

3. Biological Health Aspect

Providing health care services is under the responsibility of the Health and Nursing Sub-division, and its objectives are to provide services and welfare to meet the needs of students, to encourage them to have good health and quality of life, and to coordinate with external agencies for patients to have treatment and rehabilitation. It also provides primary medical care services so students can receive services conveniently and quickly within the university. This means they do not have to waste time visiting the hospital to receive services. Service usage information in rehabilitating sick students is recorded. Clean, safe, and sterile equipment is provided by steaming the equipment and preparing equipment such as crutches, wheelchairs, walkers, etc., for students who have health problems from injuries or are disabled and cannot walk. Besides, there are beds to observe sick students. If a student has a severe illness or condition beyond the ability of a professional nurse to provide care, s/he will be forwarded for treatment to a hospital near the university.

Moreover, the university has arranged accident insurance for all students to reduce expenses when injured in an accident and need to be hospitalized. The university recommends that students whose hometowns are far away transfer their

health insurance rights to a hospital near the university to get treatment services for illnesses without paying. There is a system for evaluating the satisfaction of health and medical care service recipients, and the evaluation results are used to plan and improve services to meet the student's needs later.

The International College appointed a Green Office Committee (Green Office) and personnel to attend the Green Office training to set standards for the environment, health, and safety in teaching and learning, environment and safety in the office building, including air, light, sound, livability, and emergency preparedness which will benefit personnel and students who have special needs when being in the building.

In the fiscal year 2022, The International College received a budget from the university to renovate the Thammasak Montri Building in the amount of 24 million, divided into the 1st floor for office rooms, the 2nd floor for classrooms and conference rooms, and the 3rd floor for student rooms. When completely renovated, the building will establish more pleasant environments and healthier and safer teaching and learning standards, especially for individuals with special needs. The building is expected to be used within the academic year 2025.

Reference 7.6
7.6.1 The appointment of the Green Office Committee
7.6.2 A Green Office trainee certificate

Req.-7.7 : The university provides a physical, social, and psychological environment conducive to education, research, and personal well-being.

The program has implemented a clean environment in the building with orderliness and decorated the classroom, focusing on various uses of the classrooms and the digital Library. The facilities are adequate and in good working condition. There is maintenance of the building to be in good condition. In terms of teaching and learning, there is an environment that encourages students to develop naturally and to their full potential. There are sufficient teaching and learning materials to make the environment conducive to learning and encourage students to think critically as follows:

1. Tourism Management Faculties rooms (LC 13 & LC 11 Rooms) are used for lecturers to work. Make appointments and advise students.
2. Administrative rooms (LC 2, LC 3 & LC 4 Rooms) are used for office documentation, student services, and facilities.
3. Smart Classrooms (LC 1 & LC 5 Rooms) manage online and onsite teaching.
4. The meeting room (LC5 Room) is used for faculty and programme meetings.
5. Study rooms (LC 7 & LC 8 Rooms) are used for students to do research studies.
6. Lunch and coffee break room (LC 10 Room)
7. Digital Libraries Searching rooms are LC 7 and LC 8 Rooms, where the students can search for their references online. The College has prepared a ready-to-use information system for students there, or they can use the computer there to link to the university's Library to search for their references.

In terms of student activities, the program organizes activities that are suitable for students and has activities inside and outside the classroom. Students can learn and have direct experiences to make them happy and enjoy the activities, which will cause the development of thinking, learning from doing activities together, helping each other, and being able to do group activities. As a result, they have self-understanding and good interaction with students. Such activities also facilitate organizing knowledge-enhancing activities, gaining experience, and teaching and learning. They are conducive to students being ready to study comfortably, including creating satisfaction for learners to learn happily through activities/projects. For example, they are agricultural internships and cultural exchanges in collaboration with the International Institute of Sustainable Development (ISDSI), a study tour of agricultural management on the highlands at Mae Hae Royal Project Development Center, Mae Na Sub-district, Mae Chaem District in Chiang Mai Province, and "Agro-tourism/Conservation and Food" activities. In addition, the International Industrial and Agricultural Innovation Research Center also supports student research operations in agricultural tourism, ecotourism, and organic tourism.

The College received from the university's annual budget for the year 2022 for 24 million baht to improve the Thammasakmontri Building. Planned into 1st floor for office room, 2nd floor for classroom and meeting room, 3rd-floor for the

accommodation of international students, this building, with these accessibilities, is expected to be open within the academic year 2025.

Req.-7.8: The competencies of the supporting staff rendering services related to facilities are shown to be identified and evaluated to ensure that their skills remain relevant to stakeholder needs.

7.8.1 Number Of Supporting Personnel of the International College

Supporting personnel Sector	Number (person)
1. Director of the Office of the Dean of the International College	1
2. Administrative and administrative work	1
3. Finance and supplies	2
4. Academic Service and Research	2
5. Educational services and student affairs	4
Total	**10**

The International College manages the limited number of supporting personnel to promote and increase the capacity of supporting personnel by sending supporting personnel to train in various fields both inside and outside the university to achieve self-development and have expertise in the responsible line of work to support the number of courses and increasing number of students.

Promoting and enhancing the potential of supporting personnel

1. Encourage personnel to take the English Proficiency Test in Academic Support. Most test results are located in the university competency level L3-L4; personnel can speak, write and grasp the gist of a message and deal with various situations that arise, and the College always encourages staff to improve their English.
2. Encourage personnel to attend the Green Office training to set standards for environment, health and safety in teaching and learning. Personnel who participated in the training received knowledge of environment management and protection in office buildings, including air, light, sound, livability, and emergency preparedness. This will be useful for personnel, students, and people with special needs who take advantage of the building.
3. Encourage personnel to participate in training courses to develop jobs according to their positions inside and outside the university.

4. Send personnel to participate in educational quality assurance training. Both the faculty level, CUPT-QMS and AUN QA 4.0, both Online and Onsite, to improve work at the faculty level and course level and conduct educational quality assurance in the agency

The International College assessed the competence of supporting staff about stakeholders' needs. It was found that they needed to improve their competence in certain aspects as follows, and some activities were provided, namely:

1. They are improving their English language skills, including listening, speaking, reading, and writing to advise students correctly.
2. The International College has planned to increase Chinese language skills for its personnel, both lecturers and supporting staff, to meet the needs of stakeholders coming from China. The training is scheduled for July 2024.
3. Organizing the IC Chat as One activity once a month. In each meeting, the supporting staff can exchange knowledge and report information about their work problems to make timely improvements and corrections.
4. Encourage supporting staff to train and develop working skills in their work to meet the needs of stakeholders.
5. Promote the supporting staff to learn about laws, rules, and regulations related to their work for accuracy and to reduce errors.
6. They had a study tour in May 2024 at Burapha University International College, Organic Agriculture Center, King Mongkut's University of Technology, North Bangkok at Rayong Campus (KMUTT Rayong) and Community Enterprise Creating Safe Food at Khao Chamao District.

The International College plans to request academic support to help drive the organization and support the program's workload.

Req.-7.9: The quality of the facilities (Library, laboratory, IT, and student services) is shown to be subjected to evaluation and enhancement.

1. Information Technology System Aspect

The Digital Technology Division under the University Office of Maejo University has various methods for evaluating the quality of services and various technological facilities by questionnaires to inquire its users about their satisfaction with technology services, including physical characteristics of information systems, their use of service, the responses that meet their needs, the ease of use, the excellent care of the system, the completeness of data they can receive, the reliability of the system, the correctness of information, the up-to-date of the information, the trustworthiness of the information and the usefulness of the data. On average, their satisfaction level was 3.70 on a scale of 5, and there were suggestions for improvement and development as follows:

1) The ERP (Enterprise Resource Planning) management information system should be developed to cover the overall use of the university and update information to be current. The database system should come from the same source and be a central system used so that the practice goes in the same direction efficiently. Besides, the executives should use the system as well.
2) Digital service systems should be continuously developed and used. Choose quality equipment and inspect the equipment once a month. Develop the system to be diverse and use the MJU Mobile App to enter the system via mobile phone in more ways.

2. Safety Standards Aspect

Product Quality and Standards Inspection Service Institute conducted an evaluation survey using a set of satisfaction questionnaires from service users via a QR code system. The results from the study have been used to improve its service, and the information has been reported to the evaluators on its website.

Based on the findings of the 2023 evaluation, service recipients were most clearly satisfied with the service process, accounting for 90.93 percent of the accuracy of the test report and convenience in using the service test analysis. A convenient contact channel such as a website, email, or line was found to be the next most satisfied at 90.81 per cent, followed by the convenience of using the analysis and test service, and enthusiasm for the service of the officials was 90.43 percent. The time taken for the test analysis and reporting test results appropriately, including satisfaction with the

entire service accord, united for 90.31 percent. They were satisfied with the officials providing information/recommendations on using the service and solved problems or obstacles appropriately for 90.19 percent. Based on a scale of 5.0, it was found that, on average, 98 percent of the respondents were highly satisfied with the service of the institute at 4.90, which was considered the highest level.

3. Library Aspect

The Library Office is an essential source of learning support for the university. It is a learning center for students, lecturers, personnel, and researchers to use research services, acquire knowledge, and as a space to support learning and create innovation. It realized the importance of supporting the production of graduates with desirable characteristics. Therefore, it tries to keep up with the changes and is committed to developing the organization to be a Smart Library that "supports teaching, learning, conducting research studies, and promotes lifelong learning." In the fiscal year 2023, a survey was conducted to evaluate its performance by studying expectations and satisfaction with the quality of the library services, as well as its physical characteristics in terms of topics, books, journals, databases, research support tools, etc. It was found that, generally speaking, its service was diverse, up-to-date, adequate, and easily accessible. Information sources were always available and relevant to users' needs. Moreover, some findings were as follows:

1) Out of a scale of 5.0, on average, the expectation of library users was 4.43 at the highest level.
2) Out of a scale of 5.0, on average, the satisfaction of library users was 4.17 at the very high level.

The Library Office has taken the suggestions and findings from the study to improve its service later in the following years.

4. Physical Environment and Facilities Aspect

The university has evaluated the environmental and facilitating arrangements on its physical aspects via Green University Ranking in 7 areas. The evaluation outcome was at a satisfactory level. As a result, the environment and facilities are more standardized and help improve the quality of learning and teaching. It develops the organization on its physical facilities, building management, and laboratories, establishing various measures to be more effective.

The university allows students to participate in joint operations with personnel and those who use the university's areas. This kind of activity is expected to lead the university to sustainable development soon. Green University's assessment is related to infrastructure, area development, increasing green space, garbage and waste management, water management, transportation, etc., which the Green University Strategy Steering Committee of Maejo University drives. As a result, it was found that, based on the Green University Ranking 2023, the university was ranked 11th among Thai universities and 143rd among world universities. In addition, regarding the Safety Fire Evacuation plan practice, the training could meet the specified criteria and time.

To sum up, based on the findings from the 4 aspects mentioned above, 1). Information Technology System Aspect, 2). Safety Standards Aspect, 3). Library Aspect, and 4). Physical Environment and Facilities Aspect: the program has considered improving its quality and facilities in terms of their readiness for use our limited sources with those available from the university by checking the condition and readiness of various equipment necessary for teaching and learning, for example:

1. Information Technology in 2 Smart Classrooms had a budget to purchase 2 notebooks and 2 wireless microphones.
2. As for the wireless network aspect, the International College informed the Information Technology Center to check the areas where the internet signal service could not be used, and repairs had been made until it was usable.
3. The International College informed the Division of Physical Systems and Environment to come and check the electrical system, air-conditioners, and a broken walkway surface in the building. As a result, 6 air conditioners were repaired, 1 light bulb was replaced, and a broken walkway surface was repaired.

Self-Assessment	1	2	3	4	5	6	7
Req.-7.1: The physical resources, including equipment, material, and information technology, are sufficient to deliver the program.				√			
Req.-7.2: The laboratories and equipment are up-to-date, available, and effectively installed.				√			
Req.-7.3: A digital library is a set-up that keeps up with information and communication technology progress.				√			
Req.-7.4: The information technology systems are set up to meet the needs of staff and students.				√			
Req.-7.5: The university provides a highly accessible computer and network infrastructure that enables the campus community to fully exploit information technology for teaching, research, service, and administration.				√			
Req.-7.6: The environmental, health, and safety standards and access for people with special needs are defined and implemented.				√			
Req.-7.7: The university provides a physical, social, and psychological environment conducive to education, research, and personal well-being.				√			
Req.-7.8: The competencies of the supporting staff rendering services related to facilities are identified and evaluated to ensure that their skills remain relevant to stakeholder needs.				√			
Req.-7.9: The facilities (Library, laboratory, IT, and student services) are tested for quality evaluation and enhancement.				√			

Criterion 8: Output and Outcomes

Req.-8.1: The pass rate, dropout rate, and average time to graduate are shown to be established, monitored, and benchmarked for improvement.

The program had meetings with the course lecturers to prepare course details. They prepared a teaching schedule and the number of students who had registered each semester and submitted their names to the Graduate Studies Department, the Office of Academic Administration and Development, to carry out the registration for students. In addition, the program carried out assessments of final-year students who would graduate within that semester or notified them to submit documents to maintain their student status. The program tracked and listed the registration, expiration, reinstatement, resignation, graduation, teaching, and learning progress. The program reports all the details to the International College Committee monthly. It prepares statistics on passing rates, dropout rates, and graduation of students to analyze the data to improve the program as follows:

8.1.1 Graduation rate and dropout rate (last 5 years)

Academic Years	Number of first-entering students	Percentage of students who graduate within			Percentage of students who drop out			Notes
		2nd Year	3rd Year	>4th Year	1st Year	2nd Year	>2nd Year	
2019	22	-	22	-	-	-	-	
2020	-	-	-	-	-	-	-	
2021	2	-	-	-	1	-	-	Termination for not paying tuition fees
2022	1	-	-	-	-	-	-	
2023	-	-	-	-	-	-	-	

Based on tracking data, pass rate data, dropout rate, and average time to graduation, it was found that the average time to graduate for students was approximately 2.5-3 years due to the COVID-19 situation. This caused a delay in students collecting research data and presenting academic work for publication in journals. The program followed up with Information from the main advisors to resolve issues together and had professors follow up and give advice on students' research studies. In 2022-2023, the program was improved by organizing a project to develop the student's potential for publishing research findings and academic

works internationally. The program ran a research clinic for students and invited two special lecturers, namely Assistant Professor Dr. Kunchorn Chuatee, from the Evaluation Development Unit, Academic Evaluation Center, Registration and Evaluation Office of Sukhothai Thammathirat Open University and Assistant Professor Dr. Kanlaya Sawangkong, Faculty of Tourism and Hospitality, Dhurakij Pundit University, to train students on data analysis using the AMOS program to publish and disseminate their academic work and to increase their potential of international research publications.

As for the dropout rate, in 2021, one female student ceased to be a student due to not paying tuition fees. The program followed up by inquiring about some information from her. It was found that she wished to refrain from continuing her studies due to her regular work duties. Therefore, she did not pay her tuition fees and finally dropped out. The program monitored, followed up, and tracked the pass rates, dropout rates, and the average time for graduation through Faculty Regular Course Lecturer Meetings.

Req.-8.2: Employability, self-employment, entrepreneurship, and advancement to further studies are shown to be established, monitored, and benchmarkedfor improvement.

The program collected data on the employment situation of students before enrolling to study from 2019-2023. It was found that the employment rate of 22 first-batch students entering in 2019 had occupations before becoming students as follows:

8.2.1 Information on the Employment Status of Students Before Enrolling to Study from 2019-2023

Occupations	Percentage
University professor	73.0
Office staff	22.5
Reporter	4.50
Total	100

From a survey, it was found that the students had their goals and expectations for their future positions. Out of 22 students, 81 percent wanted to be university professors with expertise in tourism services, 9 percent wanted to be industry experts, 4.5 percent would be university officials with special expertise, and 36.36 percent wished to continue their studies at the doctoral level.

In addition, the program monitored and followed up on the student's progress and found that out of 22 students, 27.27 percent were promoted to teaching careers, and 9 percent continued their studies at the doctoral level. Based on this information, the program will continue to follow the career paths of students who are already employed to improve the program's operations in the future.

In 2023, the program conducted a career survey of 2 current students, as shown in Table 8.2.2. One person worked as a lecturer at the college level, and another worked at the director level of a tourism organization. In the future, when the students complete their master's degree, both plan to continue their studies at the doctoral level. In addition, upon graduation, the students can work in various organizations such as administrators, lecturers in educational institutions, entrepreneurs in the service business and tourism industry, academics, and researchers for society and local communities, both domestically and abroad.

8.2.2 Student Career Survey 2023

No.	Student_ID	Name	Workplace	Current Position	Expected position in the future
1	6416301003	Mr. Md Mazharul Islam	Tourism Organization in Bangladesh	Director	Director with management experience
2	6516301001	Mr.Sor Sreng	Sleng Secondary School	Professor	College professor with management experience

References 8.2

8.2.1 A Survey and Monitoring Form on Student Employment Conditions in 2019-2023

Req.-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.

According to the criteria for completing a master's degree, the requirements for publishing academic works in each plan have been set as follows:

Plan A, Type A 1

At least 1 paper based on the thesis work or part of the thesis must be published or accepted for publication in a national journal by publication in a foreign or international language. The paper's quality must follow the announcement of the Higher Education Commission on Criteria for Consideration of Academic Journals for Academic Works.

Plan A, Type A 2

At least 1 full paper based on the thesis work or part of the thesis must be published or accepted for publication in a national journal by publication in a foreign or international language. The paper's quality must follow the announcement of the Higher Education Commission on Criteria for Consideration of Academic Journals for Academic Work. Alternatively, the full paper must be presented at an international academic conference and published in its proceedings.

Plan B

At least 1 full paper based on the independent study research report or part of it must be presented at an international academic conference and published in its proceedings.

The program has followed up on the research studies and published works of the advisors with the students through the projects to develop their potential to disseminate research findings and academic works internationally. The activity was to organize a joint research clinic between special lecturers from outside the university. In the seminar courses, graduate students, both at master's and doctoral degree levels, were assigned to present their research proposals. Their advisors listened to their presentations, asked them questions, and gave them suggestions to improve their research studies. The program followed up on students' research studies and publications to use the findings to improve its quality.

8.3.1 Type and Number of Research Publications in 2022-2023

	Type of published work					
	National Proceedings	**International Proceedings/ petty patents**	**TCI Group 2**	**TCI Group 1**	**International journals/patents/textbooks**	**Total number of published works**
2565	-	-	4	4	-	8
2566	-	-	2	4	-	6
Jan. – Mar, 2024	-	-	2	-	-	2
Total			8	8		16

In the academic year 2021, there were 22 master's degree students' academic work submitted for publication in various scholarly journals and received a response to be published in the journals of which 12 of them were in the TCI 1 database whereas1 1were in the TCI 2 database. The program followed the publication and found that in 2022, 8 articles were published; in 2023, 6 articles were published; and in 2024, January-June, 2 articles were published, totaling 16 papers. There were still 6 papers pending for publication in 2024. The program will continue to follow up on the publication of the work.

Req.-8.4: Data are provided to show directly the achievement of the program outcomes, which are established and monitored.

The Master of Arts Program in Tourism Management (International Program) has a system that monitors the performance of instructional management and the assessment of students every semester through the TQS 3 system. The program results are reported to the International College Board monthly. All lecturers have plans to assess and verify courses (TQF 3 and TQF 5) every semester. The program can monitor and follow up on students' status and thesis progress to motivate them to complete their studies and meet the PLOs and YLOs set out in the program.

The program collected data and monitored the evaluation process to measure the success of its expected learning outcomes by the lecturers responsible for the program and the other lecturers. The evaluation methods of whether the student PLOs were successful or not were performed as follows:

1. Evaluated the academic performance in each learning course using Maejo University's graduation criteria concerning graduate education in 201. They require lecturers to evaluate students' learning achievement once per semester using a grading and grade point system. When the students finish studying all subject courses as specified in the program, they must have a grade point average of more than3.00 from a 4-point system or equivalent. Based on available data, it was found that all students passed this criterion100 percent.

2. Evaluated the success of the student's attainment of YLOs each academic year and PLOs upon graduation in the last year of their studies. Their advisors had to perform the evaluation using holistic scoring rubrics and analytic scores. In summary, it was found that after the students had already defended their theses, they all passed the criteria 100 percent.

3 . The program had a data tracking system to monitor the success of the program as follows.

1) Information on the dissemination of student work is controlled and complies with the criteria set by the Office of the Higher Education Commission and Maejo University regulations concerning graduate education B.E. 2019 and as specified in TQF. 2. Students must have their thesis or part of the thesis published or at least accepted for publication in quality national or international journals in foreign languages, according to the announcement of the Higher Education Commission on Criteria for Considering Academic Journals for Publication of at least one paper. The steps of students' publication were as follows:

a) Advisor/Staff advised the students on steps and guidelines for dissemination of work and recommended sources for publishing the works and the database according to the specified criteria.
b) The program organized training to educate students on guidelines for writing articles/academic works.
c) The program had students report progress in completing their thesis and follow up on the publication of their work every 6 months.

2) Information on the academic work of the advisor was recorded because part of the academic work of the advisor was typically collaborative work with students. Therefore, tracking information was in the same direction for students. However, if the course lecturers had other academic work different than that, they must report it at every course meeting.

References 8.4

8.4.1 Information on the topic of the student's Thesis proposals

8.4.2 Control and follow up for students to complete their studies

Req.-8.5: The satisfaction levels of the various stakeholders are shown to be established, monitored, and benchmarked for improvement.

The program surveyed stakeholders on their satisfaction with the program and graduates using a questionnaire for current students. Online interviews were used for stakeholders who are alumni and graduate users.

The course has a continuous satisfaction survey process for stakeholders. The assessment topics were set in 5 areas as follows: 1) Program and Course Content, 2) Instruction, 3) Lecturers, 4) Advisors for Independent Study /Thesis/Dissertation, and 5) Learning Facilities for Instructional Management. The total level of satisfaction of all students in all 5 areas was at a level of 4.65. The program will use the findings to improve the program in the future.

8.5.1: Summarize the results of a Satisfaction Assessment Form of Students towards the Quality of the Program and Instructional Management Master and PhD Program in Tourism Management

Dimensions of Assessment Concerning the Program	Satisfaction Levels (1-5)
1. Program and Course Content	**4.73**
2. Instruction	**4.40**
3.Lecturers	**4.73**
4.Advisors for Independent Study /Thesis/Dissertation	**4.83**
5. Learning Facilities for Instructional Management	**4.60**
Total satisfaction level	**4.65**

In addition to a survey study on stakeholder satisfaction, the program used a set of questionnaires to ask the opinions of desired graduates based on the needs of learners/students in the academic year 2023 to have the findings to improve the quality of teaching and improve the program. The findings can be summarized as follows:

1. There was a need for the program to have a process that encourages graduates to solve problems, especially in immediate tourism management, and work with others.
2. There was a need for the program to add courses that increased entrepreneurial skills.
3. There was a need for the program to increase skills in applying knowledge gained from studying and doing research studies to apply to work in the agency.
4. There was a need for the program to encourage graduates always to be eager to learn and think creatively about new things.

Online interview

1. **Graduate users and tourism entrepreneurs.** The interviewees in this group comprised both graduate users and tourism entrepreneurs in 2022-2023 in government, enterprise, and private agencies, namely, educational institutions that teach tourism, travel agencies, a group of private operators including travel agencies, tourism operators, owners of tourism activity sources, farm stays, homestays, leisure farms, tourism business operators, hotels, food stores, restaurants, tourism consulting operators and the service industries. The findings were aimed at improving the quality of teaching and the program and can be summarized as follows:
    1) They wanted graduates to be able to construct research questions and write research designs.
    2) They wanted graduates to have the ability to integrate knowledge to solve problems according to the current situation.
    3) They wanted graduates to thoroughly understand tourism management principles, for example, how to apply knowledge to solve tourism management problems appropriately and ethically.
    4) They wanted graduates to have the skills to provide helpful tourism management suggestions and support them with research findings.
    5) Some current and applicable courses should be added to the graduate program, such as digital and Information, cross-cultural communication, or how to be an entrepreneur.

2. **Alumni**. The interviewees in this group comprised alumni in the academic year 2023 and alumni in the private and government sectors. The findings were aimed at improving the quality of teaching and the program and can be summarized as follows:
    1) They wanted to take a course on digital tourism to learn about changes in technology and Information.
    2) They wanted the program to add details about sustainable tourism management courses, and there should be content on zero carbon or waste management.
    3) There was a need for the program to educate graduates about morality and ethics.
    4) They wanted the program to support research resources and other related documents.
    5) They wanted the program to include research teaching through practice in natural areas because the past was during the coronavirus outbreak.

Lecturers as a stakeholder group

The program had a survey study of a group of lecturers as stakeholders on 3 aspects, namely, 1.) their opinions on the original program (2019 edition), 2.) their views on program improvements (2024 edition), and 3.) their suggestions on any issues that might affect teaching and learning. The findings can be summarized as follows:

1. **Opinions on the original program (2019 edition) consist of issues regarding the appropriateness of the program structure, such as compulsory major courses and elective major courses.** They thought that:
    1) The program should add content on research methods to the course.
    2) Some course descriptions should be modified to suit the study plan, such as the course on research methods in tourism management.
    3) There were some advantages and disadvantages in the original program (Revised version, the year 2019), for example:
        a) The program's advantages were the course lecturers who had experience in research studies and expertise in teaching tourism management. There were various major courses for students, and the course content was suitable for the tourism labor market.
        b) A disadvantage of the program was that some PLOs needed to meet the needs of some graduate users.

2. Opinions on improving the program (2024 edition) were as follows:

1) The program and courses should be improved to be more modern and congruent with the current situation.
2) The teaching style should be adjusted to suit the diversity of students while still focusing on course achievement.
3) Some courses should be added to the program so that lecturers can integrate their experiences in conducting research studies and collaborative networks into teaching and learning.
4) The program should invite more specialized experts to share their experiences and exchange knowledge with students in some courses.

3. Other suggestions for creating desirable graduate characteristics

1) The program should have more activities organized to build research skills for students that could answer the problems of the current tourism management situation.
2) The program should create activities that promote morality, ethics, and awareness of duties and responsibilities to oneself and society.

Based on the opinions of all groups of stakeholders, the program was analyzed, synthesized, and summarized, and the main points to improve the program are as follows.

1) Add courses that align with the direction of tourism management development, such as adding content to courses on digital tourism for changes in technology and Information, courses on being a social business entrepreneur in the tourism industry, etc.
2) Cancel some courses because they were not congruent with the current tourism management direction, such as the Regional Studies for Tourist Attraction Management course and the Service Organization Competency Management course.
3) Improve the details and description of the tourism management research methodology course.
4) Improve the eligibility criteria for student admissions, education, and graduation criteria to align with the 2022 graduate program standards and announcements of the Graduate Studies Department of Maejo University that have been improved.

Self-Assessment	1	2	3	4	5	6	7
Req.-8.1: The pass rate, dropout rate, and average time to graduate are shown to be established, monitored, and benchmarked for improvement.				√			
Req.-8.2: Employability and self-employment, entrepreneurship, and advancement to further studies are shown to be established, monitored, and benchmarked for improvement.				√			
Req.-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.				√			
Req.-8.4: Data are provided to show the achievement of the program outcomes, which are established and monitored.				√			
Req.-8.5: Satisfaction levels of the various stakeholders are shown to be established, monitored, and benchmarked for improvement.				√			

Part III
Strengths Analysis and Course Limitations

Part III
Strengths Analysis and Course Limitations

3.1 Strengths Analysis and Course Limitations

Strengths Analysis

1. Faculties of the program have competent in using foreign languages such as Chinese, English.
2. Faculties of the program have competence in information technology in teaching and learning management through the online system effectively.
3. Faculties of the program have expertise in tourism management
4. Faculties of the program have Has research results and has a network with universities both domestically and internationally
5. The program has a group of entrepreneurs and tourism networks in the Chiang Mai area that can be used for easy learning
6. There are academic networks and tourism operators both domestically and internationally.

Course Limitations

1. Due to the retirement of curriculum committee (Associate Professor Dr.Weerapon Thongma), the program need to change new committee and all are not promoting their academic position (submitted but still waiting for results) therefore, some course/ topic we still invite partner university professors to teach students to make them feel confident to learn with professional professor with high academic position.
2. Some courses details maybe out of date but for the new curriculum in 2024, the committee has revised and updated new courses, especially in digital era education and new trends of tourism.
3. Creating an international curriculum and teaching in foreign languages had restrictions on specific groups of learners which causing a loss of opportunity to accept some of Thai students who are interested in the program and unable to apply due to barriers to communication in foreign languages.
4. Nowadays, the world has changed, society has changed, learning methods have changed to a digital society, interested in lifelong learning and online rather than sitting in the classroom.

3.2 Curriculum development plan

1. Increasing the number of students by adding to MOU, MOA with foreign universities.
2. Improve the curriculum (program).
3. Increasing academic positions of course instructors.
4. Build a full-fledged tourism network for international learning.
5. Proactive program publicity.
6. Development of academic works.

3.3 Assessment Criteria

1. Expected Learning Outcomes	1	2	3	4	5	6	7
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				√			
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 expected learning outcomes consist of both generic outcomes (related to written and oral communication, problemsolving, information technology, teambuilding skills, etc) and subject specific outcomes (related to knowledge and skills of the study discipline)				√			
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				√			
Overall opinion AUN-1	4						

2. Programme Structure and Content	**1**	**2**	**3**	**4**	**5**	**6**	**7**
2.1 The specifications of the programme and all its courses 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 constructively aligned with achieving the expected learning outcomes				√			
2.3 The design of the curriculum is shown to include feedback from stakeholders, especially external stakeholders				√			
2.4 The contribution made by each course in achieving the expected learning outcomes is shown to be clear				√			
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				√			
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				√			
Overall opinion AUN-2	4						
3. Teaching and Learning Approach	**1**	**2**	**3**	**4**	**5**	**6**	**7**
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				√			
3.2 The teaching and learning activities are shown to allow students to participate responsibly in the learning process				√			
3.3 The teaching and learning activities are shown to involve active learning by the students				√			
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 new ideas and practices)							
3.5 The teaching and learning activities 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				√			
Overall opinion AUN-3	4						
4. Student Assessment	**1**	**2**	**3**	**4**	**5**	**6**	**7**
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				√			
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 are shown to include rubrics, marking schemes, timelines, and regulations, and these are shown to ensure validity, reliability, and fairness in assessment				√			
4.5 The assessment methods 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							
Overall opinion AUN-4	4						
5. Academic Staff	**1**	**2**	**3**	**4**	**5**	**6**	**7**
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, research, and service				√			
5.3 The programme to show that the competences of the academic staff are determined, evaluated, and communicated				√			
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				√			
5.7 The programme to show that the training and developmental needs 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				√			
Overall opinion AUN-5	4						

6. Student Support Services	**1**	**2**	**3**	**4**	**5**	**6**	**7**
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 erformance, and workload are shown to be systematically recorded and monitored. Feedback to students and corrective actions are made where necessary				√			
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				√			
Overall opinion AUN-6	4						
7. Facilities and Infrastructure	**1**	**2**	**3**	**4**	**5**	**6**	**7**
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				√			
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				√			
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				√			
Overall opinion AUN-7	4						
8. Output and Outcomes	**1**	**2**	**3**	**4**	**5**	**6**	**7**
8.1 The pass rate, dropout rate, and average time to graduate are shown to be established, monitored, and benchmarked for improvement				√			
8.2 Employability 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							
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				√			
Overall opinion AUN-8	4						
Overall verdict	4						

Part IV
Appendix

References for Curriculum Administration

No.	Curriculum/Program References
1	Report on curriculum plan with OBE concept for Master's degree in Tourism Management
2	KU 2 curriculum documents
3	Student handbook on "Regulations in Graduate Study B.E. 2562 (2019)

Basic information Academic year 2023
International College
Master of Arts Program Tourism Management (International Program)

Data set	Basic Information	Operations Output
1	**Number of curricula/programs**	
	Total number of curricula/programs offered	2
	Bachelor's degree	-
	Graduate certificate	-
	Master's degree	1
	Advanced graduate certificate	-
	Doctorate	1
2	**Number of off-site curricula/programs**	
	Number of programs taught off-site	-
	Bachelor's degree	-
	Graduate certificate	-
	Master's degree	-
	Advanced graduate certificate	-
	Doctorate	-
3	**Number of students**	
	Total number of current students	21
	Total number of current students - Bachelor's degree	-
	Total number of current students - Graduate Certificate	-
	Total number of current students - Master's degree	2
	Total number of current students – Advanced graduate certificate	-
	Total number of current students – Doctorate	19
4	Number of teaching faculty classified by academic position and educational qualifications	
	Total number of full-time faculty including those on study leave	3

Data set	**Basic Information**	Operations Output
	Total number of full-time teaching faculty and those on study leave pursuing Bachelor's degree or equivalent	-
	Total number of full-time teaching faculty and those on study leave pursuing Master's degree or equivalent	-
	Total number of full-time teaching faculty and those on study leave for pursuing Doctorate degree or equivalent	3
	Total number of full-time faculty holding Instructor position	3
	Number of full-time teaching faculty without academic position) with Bachelor's degree or equivalent	-
	Number of full-time teaching faculty (without academic position) with Master's degree or equivalent	-
	Number of full-time teaching faculty (without academic position) with Doctorate or equivalent	2
	Total number of full-time faculty holding Assistant Professor position	-
	Number of full-time teaching faculty staff holding Assistant Professor position with Bachelor's degree or equivalent	-
	Number of full-time teaching faculty holding Assistant Professor position with Master's degree or equivalent	-
	Number of full-time faculty holding Assistant Professor position with Doctorate or equivalent	-
	Total number of full-time teaching faculty holding Associate Professor position	1
	Number of full-time teaching faculty holding Associate Professor position with Bachelor's degree or equivalent	-
	Number of full-time teaching faculty holding Associate Professor position with Master's degree or equivalent	-
	Number of full-time teaching faculty holding Associate Professor position with Doctorate or equivalent	1
	Total number of full-time teaching faculty holding Professor position	
	Number of full-time teaching faculty holding Professor position with Bachelor's degree or equivalent	-
	Number of full-time teaching faculty holding Professor position with Master's degree or equivalent	-
	Number of full-time teaching faculty holding Professor position with Doctorate or equivalent	-
5	**Qualifications of a full-time teaching faculty in the Program**	
	Number of full-time teaching faculty in the program by educational background	
	Bachelor's degree	-
	Graduate Certificate	-
	Master's degree	-

Data set	**Basic Information**	Operations Output
	Advanced Graduate Certificate	-
	Doctorate	9
	Number of full-time teaching faculty holding academic positions	4
	Number of full-time teaching faculty without academic positions	5
	Number of full-time teaching faculty in the program holding Assistant Professor position	3
	Number of full-time teaching faculty in the program holding Associate Professor position	1
	Number of full-time teaching faculty in the program holding Professor position	-
6	Academic performance of teaching faculty in the Program	
	Total number of academic contributions of teaching faculty in the Program	30
	A research article or a complete academic paper published in a National Conference Proceedings	4
	An article published in an International Conference Proceedings or in a national academic journal (not in the database according to the Civil Service Commission's announcement) Or Regulations of the Office of the Commission on Higher Education Regarding Standard Criteria for Academic Journals that Disseminate Academic Output 2013 But the institution presents the institutional council for approval and makes a general announcement and notifies the ERPC/CG within 30 days from the date of issuing the announcement publication. An article published in an international Conference Proceedings or in a National academic journal (not in the database according to the Civil Service Commission's announcement) Or Regulations of the Office of the Commission on Higher Education Regarding Standard Criteria for Academic Journals that Disseminate Academic Output 2013 But the institution presents the institutional council for approval and makes a general announcement and notifies the ERPC/CG within 30 days from the date of issuing the announcement publication.	4
	Patented Works	-
	Research articles or academic articles published in academic journals that appear in Group 2 TCI database.	3
	Research articles or academic articles published in international academic journals that are not in the database according to the Civil Service Commission's announcement	17

Data set	**Basic Information**	Operations Output
	Or Regulations of the Office of the Commission on Higher Education Regarding Standard Criteria for Academic Journals that Disseminate Academic Output 2013 but the institution presents the institutional council for approval and makes a general announcement and informs the ERPC/CG within 30 days from the date of issuing the announcement (which is not on Beall's list) or published in an academic journal that appears in the TCI Group 1 database.	
	Research articles or academic articles published in international academic journals that appear in international databases in accordance with the Civil Service Commission's Announcement Or Regulations of the Office of the Commission on Higher Education Regarding Standard Criteria for Academic Journals that Disseminate Academic Output 2013	2
	Patented work	-
	Academic contributions/service to society that have been assessed through the criteria for applying for academic positions	-
	Research results commissioned by a national agency or organization	-
	Newly discovered and registered plant and animal species	-
	Textbooks or books or translations that have been assessed through the criteria for applying for academic positions	-
	Textbooks or books or translations that have been considered in accordance with the Academic Placement Assessment Criteria but have not been submitted for the Academic Placement Assessment.	-
	The amount of creative works that has been released to the public in any way or through electronic media online	-
	Number of creative works published at the institutional level	-
	Number of creative works published nationally.	-
	Number of creative works published at the international cooperation level.	-
	Number of creative works published in the ASEAN region	-
	Number of creative works published internationally	-
	Number of articles by teaching faculty with doctorate referenced in the TCI and Scopus databases per curriculum/program	22
7	Employment of graduates (only for bachelor's degree)	
	Total number of bachelor’s degree graduates	-
	Number of bachelor's degree graduates who responded to the survey about having a job within one year after graduation	-

Data set	**Basic Information**	Operations Output
	Number of bachelor's degree graduates who are employed after graduation (not including self-employed)	-
	Number of self-employed bachelor's degree graduates	-
	Number of graduates with bachelor's degrees who were employed before their studies	-
	Number of self-employed bachelor's degree graduates who already have a regular income	-
	Number of bachelor's degree graduates pursuing graduate studies	-
	Number of bachelor's degree graduates who are ordained	-
	Number of bachelor's degree graduates enlisted in the Military	-
	Salary or monthly income of bachelor's degree graduates who are employed or self-employed (average)	-
	Assessment results based on employer satisfaction with bachelor's degree graduates according to the average TQF framework (full score 5).	-
8	Academic Performance of Master's Degree Graduates	
	Total number of master's degree graduates (Academic year that is an assessment cycle)	-
	Total number of academic output that have been published or disseminated by students and Master’s degree graduates	7
	Number of articles published	-
	Number of articles published in a national conference proceedings	-
	Number of articles published in an international conference proceedings or in a national academic journal that is not in the database according to the Civil Service Commission's announcement Or Regulations of the Office of the Commission on Higher Education Regarding Standard Criteria for Academic Journals that Disseminate Academic Output 2013 But the institution presented the institutional council for approval and made a general announcement and notified the Civil Service Commission/OCC within 30 days from the date of the announcement.	-
	patented Works /academic output	-
	Number of articles published in academic journals listed in Group 2 TCI database	3
	Number of articles published in international academic journals that are not in the database according to the Civil Service Commission's announcement Or Regulations of the Office of the Commission on Higher Education Regarding Standard Criteria for Academic Journals that Disseminate Academic Output 2013	4

Data set	**Basic Information**	Operations Output
	But the institution presents the institutional council for approval and makes a general announcement and informs the ERPC/CG within 30 days from the date of issuing the announcement (which is not on Beall's list) or published in an academic journal that appears in the TCI Group 1 database.	
	Number of articles published in international academic journals that appear in the international database as announced The Civil Service Commission Or Regulations of the Office of the Commission on Higher Education Regarding Standard Criteria for Academic Journals that Disseminate Academic Output 2013	-
	Patented works	-
	Amount of creative work that has been released to the public or through electronic media online	-
	Number of creative works published at the institutional level	-
	Number of creative works that have been published nationally.	-
	Number of creative works published at the international cooperation level.	-
	Number of creative works published in the ASEAN region	-
	Number of creative works published internationally	-
9	Academic Output of Doctoral Graduates	
	Total number of PhD graduates (Academic year that is an assessment cycle)	-
	Total number of academic output of student and PhD graduates that have been published or disseminated ~~published~~.	-
	Number of articles published in the a national conference proceedings	-
	Number of articles published in ~~the report from~~ an international conference proceedings or in a national academic journal that is not in the database according to the Civil Service Commission's announcement Or Regulations of the Office of the Commission on Higher Education Regarding Standard Criteria for Academic Journals that Disseminate Academic Output 2013 But the institution presented the institutional council for approval and made a general announcement and notified the Civil Service Commission / OHEC within 30 days from the date of the announcement.	-
	patented research work	-
	Number of articles published in academic journals listed in Group 2 TCI database	-
	Number of articles published in international academic journals that are not in the database according to the Civil Service Commission's announcement Or Regulations of the Office of the Commission on Higher Education Regarding Standard	-

Data set	**Basic Information**	Operations Output
	Criteria for Academic Journals that Disseminate Academic Output 2013 But the institution presented the institutional council for approval and made a general announcement and notified the Civil Service Commission/OCC within 30 days from the date of the announcement. (which is not on Beall's list) or published in an academic journal that appear in the TCI Group 1 database	
	Number of articles published in international academic journals that appear in the international database as announced The Civil Service Commission Or Regulations of the Office of the Commission on Higher Education Regarding Standard Criteria for Academic Journals that Disseminate Academic Output 2013	-
	Patented works	-
	Amount of creative work that has been released to the public or through electronic media online	-
	Number of creative works published at the institutional level	-
	Number of creative works that have been published nationally.	-
	Number of creative works published at the international cooperation level.	-
	Number of creative works published in the ASEAN region	-
	Number of creative works published internationally	-