(Translated Document)

Template for Program Self-Evaluation Report

Document For

Application of Accreditation of Engineering Program

6-Year Accreditation Cycle

Starting Academic year 2024

Prepared by

The Council of Engineers Thailand

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Website: http://www.coe.or.th

General Instruction

1. Guidelines for program self-evaluation report are developed to assist the program seeking for accreditation to use as a template for the self-evaluation report writing which is required by the Council of Engineers Thailand.

2. Name of the program which is printed on the report cover page must be exactly written in the same wording as it is approved for the program degree and in the same wording that is printed on an academic transcript and in the program published bulletin.

3. In the case that terminology used in self-evaluation report differs from the terminology used by the educational institute, terms and definitions should be clarified for understanding.

4. In case that curriculum tables and information are changed from tables and information given in the report, footnote or remarks of the table must be given for explanation.

5. The symbol "{word}" indicates that the program is required to prepare relevance statement or explanation replacing the symbol "{word}" on the program report template.

6. The explanation given on the report headings is printed in *italic font*.

Submission of Program Self-Evaluation Report

The educational program applying for accreditation must submit a copy of program self-evaluation report together with supporting documents, in printed electronic document format to COET Website: https://service.coe.or.th/instituteAuthen/institutelogin

Supporting Document Together with Program Self-Evaluation Report

Supporting document together with the self-evaluation report consists of

1. Program curriculum document which is approved by the board of the educational institution or else is approved by Office of The Higher Education Commission.
2. Publicized program curriculum or the general institution catalog covering course details and other institutional information applicable at the time of the review.
3. Official academic transcripts of recent graduates (1-2 years) and checklist completion of program graduation. The transcript must be accompanied by the program requirements for graduation and worksheets that the program uses to show how the graduate has fulfilled program requirements.
4. Supporting documents attached to the self-evaluation report.

Confidentiality Statement

The program self-evaluation report together with supporting documents used in program evaluation for TABEE accreditation is confidential. They are not allowed for public disclosure without written permission from the educational program, except tables and data of general information that do not specifically refer to program name or education institution.

Template for Program Self-Evaluation Report

The program may prepare self-evaluation report using report headings, tables, figures and data according to description given in the template as following;

Program Self-Evaluation Report

For 6-Year Accreditation Cycle

Starting Academic Year 2024

Submitted to

Thailand Accreditation Board of Engineering Education (TABEE)

Council of Engineers Thailand

For Accreditation of Engineering Program

{Program Name}

{Program Discipline/ Major}

{University Name}

{Address}

{Date}

Confidentiality Statement

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TABLE OF CONTENTS

Program Self-Evaluation Report

{Program Name}

{Program Discipline/ Major}

{Degree Name}

{University Name}

Part 1. General Information

1. **Program Name**

Specify program name and engineering discipline/ major of the educational program which offers to students correspondingly both in Thai and in English.

2. **Degree Name and Program Discipline**

Specify full degree name and degree abbreviation correspondingly both in Thai and in English in accordance with university's regulation of which conforms to Announcement relating to Criteria on Degree Name and Degree Abbreviation published by Office of The Higher Education Commission, or the Office of Permanent Secretary, Ministry of Higher Education, Sciences, Research, and Innovation.

3. **Program Discipline or Program Major Requesting for Accreditation**

Specify program discipline or program field, branch or major or even for multidiscipline area that the program request for accreditation.

4. **Name of Responsible Staff and Contact Address**

Specify name of responsible staff, address, telephone number, fax number and e-mail address for the TABEE to contact and communicate for program visit such as; Dean, Department Head and Program Chair according to the table given below.

No.	Name	Position	Telephone	e-mail

5. Program History

Specify when the program was started and briefly describe list of curriculum changes and revisions by highlighting on modification that has taken place after the previous program evaluation. Please also indicate the university board approval date on the program requesting for accreditation. In case that the program has been accredited or evaluated for quality education, please specify name of organization and the date of accreditation.

6. Cooperation with other organization/ industries/or other educational Institution

Specify whether the program requesting for accreditation is directly responsible for program teaching or else the program is cooperative program between educational institution and other organization/industry or another educational institution. Name of cooperative organization/educational institution.

7. Campus location

Describe clearly where the program courses and classrooms are held. In case of having cross-campus program or having classroom arrangement in another campus, list all the campus locations that offer the program courses and clearly indicate which program campus is requesting for accreditation.

8. Public Disclosure

Provide information concerning all the places; where the program educational objective, expected learning outcomes, program outcomes, annual student enrollment and graduation data are posted or made accessible to the public. For information posted on the Web, please provide the URLs.

9. Summary and Suggestion(s) for Improvement from Previous Evaluation(s) and Report on Actions Taken for improvement.

Summarize issues and suggestion for improvement from previous accreditation report including; weaknesses, concerns, observations, and suggestions for improvement. Describe the actions taken for the program improvement, including effective dates of actions. If this is an initial accreditation, please also note so.

Part 2. Criterion 1 Students

1. Criteria for Student Admission to The Program

1.1 Describe criteria and method for student admission into the program.

1.2 Specify number of students admitted to the program and minimum four years admission plan with different criteria.

1.3 Describe assessment on performance of the program students from different program admission criteria to improvement on the criteria of program admission. (This assessment can use data from program students' grade performance with different criteria on program admission plan.)

1.4 Explain improvement on criteria for program admission based on program requirement

In case that admission system does not allow program the selection of student performance as required. Please explain how the program plans an activity to improve knowledge base of students entering to the program.

2. Evaluating Student Performance

2.1 Describe the process by which student performance and program graduate are evaluated and monitored for attainment of program outcomes and student learning outcomes. Please also demonstrate number of students in each class and program graduates for at least two consecutive academic years.

2.2 Explain the result on student learning outcomes assessment (particular to student monitoring system on the courses with prerequisite condition). Demonstrate exemplar document and reports.

3. Student Transfer and Course Credit Transfer

In case of student transfer, summarize the requirements and process for accepting transfer students and transfer course credit from other institution.

4. Advising and Guidance Relating to Professional Activities

4.1 Describe the process and responsible program faculty for academic advising and providing guidance to students relating to course teaching and learning, extra curriculum activity, as well as professional activity and practice. Include information on how often students are advised, advisory schedule, and warning system when certain student requires academic attention.

4.2 The program may also demonstrate number of student advisor, number student advisee, advisory schedule and frequency, number of students per advisor, table showing activity and participation of student in that activity including exemplar document.

5. Credit Transfer for joint academic program between educational institution and another organisation

Describe the requirements and process for awarding/transfer credit for study in other institution or another organisation; including professional practicing, training, student exchanging program, etc. domestically or overseas under cooperative project.

6. Graduation Requirements

Describe the graduation requirements for the program and the process for ensuring and documenting that each graduate completes all graduation requirements for the program.

7. Transcripts of Recent Graduates

The program will provide academic transcripts from some of the most recent graduates for each program options or tracks along with any needed explanation of how the transcripts are to be interpreted.

(These exemplar transcripts (without or cross-out graduate's name) should be submitted to program evaluator team leader separately from the self-evaluation report.)

Part. 3   Criterion 2 Program Educational Objectives

1. Institutional Mission

Provide the institutional mission statement.

2. Program Educational Objectives

List the program educational objectives (PEO) and program outcomes (PO)

Illustrate publicity document relating to the program educational objectives and program outcomes on website where these can be searched by the public.

3. Consistency of the Program Educational Objectives with the Mission of the Institution

Describe how the program educational objectives are consistent with the mission of the institution which educational targets are emphasized on the attainment of students' learning outcomes. (This information may be illustrated in description and table showing alignment between program educational objectives (PEO) and institutional mission.)

4. Program Constituencies

4.1 List the program constituencies with detail description.

4.2 Describe how the program educational objectives meet the needs and requirements of these constituencies (which may be periodically and systematically derived from meetings with Industrial Advisor Committee(IAC), alumni and others).

5. Process for Review of the Program Educational Objectives

5.1 Describe the process that periodically and systematically reviews the program educational objectives through involvement of various constituencies (including industrial advisory committee (IAC)).

5.2 Explain how this process is systematically utilized to ensure that the program's educational objectives remain consistent with the institutional mission and the program constituents' needs.(Information and data should be derived from summary and reports of annual assessment on all program outcomes.)

Part 4. Criterion 3 Program Outcomes

1. Program Outcomes

1.1 Demonstrate list the program outcomes or student outcomes and indicate where the program outcomes or student outcomes are located in curriculum documents and program documents.

1.2 Mapping linkage between program outcomes(PO) and program required courses.(This may be illustrated by a table showing alignment between program outcomes(PO) and program require courses.)

If the program outcomes or student outcomes are stated differently than those listed in Criterion 3 of (TABEE's Criterion 3), the educational program must provide a mapping between the curriculum's program outcomes and the program outcomes or student outcomes listed in Criterion 3(TABEE's Criterion 3) and show mapping TABEE's program outcomes stated in Criterion 3 with the program required courses. These mapping may be expressed in explanatory description and/or in table for clear understanding.

2. Relationship of Program Outcomes to Program Educational Objectives

Explain how the program outcomes or student outcomes for the program prepare graduates to attain professional attributes as they are described in the program educational objectives. This may be illustrated by using a table mapping program outcomes (PO) with program educational objectives (PEO).

If the program outcomes or student outcomes are stated differently than those listed in Criterion 3 of (TABEE's Criterion 3), the educational program must provide a mapping the curriculum's program educational objectives (PEO) with the program outcomes or student outcomes listed in Criterion 3(TABEE's Criterion 3).

Part 5. Criterion 4 Continuous Improvement

1. Program Outcomes

Description and tables may be used to present the following information:

1.1 A listing and description of assessment processes(direct assessment and in-direct assessment) which are used in the assessment of each program outcome as stated in TABEE criterion 3 (11 Pos) such as; data collecting processes including specific exam questions used in the course learning outcomes assessment, course portfolio, student portfolio, internally developed assessment exams, engineering project presentation, review exams by other agencies, oral exams, focus group interview, industrial advisory committee meetings, or other processes that are relevant and appropriate to the program, as well as list of program courses that are required for assessment of each TABEE's criterion 3 program outcome.

1.2 Number and the frequency with which these assessment processes are carried out for each program outcome as stated in TABEE criterion 3. Describe assessment tools for each program outcome assessment with exemplar on course learning outcomes assessment for that program outcome.

Each program outcomes assessment must utilize at least 3 assessment methods consisting both direct assessment and indirect assessment.

Specifically, each PO1 to PO3 must have at least 2 direct assessments, and

each PO4 to PO11must have at least one direct assessment.

(i.e. each Pos 1-3: Minimum 2 direct and 1 indirect assessment; each Pos 4-11: Minimum 1direct and 2 indirect or Minimum 2 direct and 1 indirect assessment.)

1.3 The expected level of attainment for each of program outcome as stated in TABEE criterion 3.

1.4 The results of the assessment on level of attainment for each of program outcome as stated in TABEE criterion 3.

1.5 The program outcomes assessment data must be of at least 2 consecutive academic year.

1.6 Summary of various assessment methods of each program outcome as stated in TABEE criterion 3, and analysis on achievement of improving attainment level for each program outcome.

1.7 Description of recording and keeping of program outcomes and course learning outcomes assessment whereas educational program must be able to demonstrate details of outcomes assessment which can be reviewed either in form of embedded

questions attached to the Self-Evaluation Report or assessment documents attached to course portfolio.

2. Continuous Improvement

2.1 Describe and illustrate evident on assessments of students' attainment on each program outcome as stated in TABEE criterion 3 (11Pos) and other evident from each academic year that program outcomes assessment data has been carried out and systematically utilized for continuous improvement of the program.

2.2 Demonstrate process for continuous improvement such as; program administration procedure that allow program administrative team to utilize all result of evaluations and assessments to improve teaching and learning at course level and at program level with feedback procedures for course improvement.

2.3 Describe program improvement as a result program outcomes assessment, and describe program development plan as well as future review of program curriculum which is the result of last program evaluation such as; a procedure for utilizing result of program outcomes to obtain comments from program constituencies(students and EAC) for next curriculum review(changing PEO) and providing, and a brief rationale and concepts of planned changes at both course level and program level.

3. Additional Information

Copies of any of the assessment reports, or materials referenced in criterion 4 must be available for review at the time of the program visit. Other information such as; course portfolio, minutes from meetings where the assessment results were evaluated and where recommendations for improvement and action were made could also be included.

Part 6. Criterion 5 Curriculum

1. Program Curriculum

1.1 Complete curriculum detailed description as shown in following Table 5-1. The detailed description includes description of program track or option, information on curricular structure, knowledge contents, course and credit offerings in the form of a recommended study plan by year and semester along with maximum section enrollments for all courses in the program. If there is more than one program track or option for a program curriculum, a separate Table 5-1 must be provided for each track or option. State whether the institution operates on quarters or semesters.

In case of program outcomes assessment as described in criterion 4, the annually collected course learning outcomes are obtained from courses with different revision of program curricula, the program must describe both revisions of program curriculum.

1.2 Describe alignments between courses outcomes and knowledge profiles described in curriculum detailed description and the program educational objectives.

1.3 Describe how the curriculum and its associated prerequisite structure support the attainment of the program outcomes. The prerequisite structure of the program's required courses should be illustrated in Table 5.2.

1.4 Describe how the program's knowledge profiles and the curriculum structure meets the requirements in terms of hours and depth of study for each specified subject area; i.e. 1) Mathematics and Basic Sciences, 2) Engineering Topics including basic engineering and specific engineering subjects, and 3) General Education.

Program is allowed to demonstrate factual evident on allocated contents relating to mathematics and basic sciences in other program courses. Such factual evident must show the number of calculated credit load from full course credits based on class teaching schedule described in the related course syllabus. Endorsement letter issued by the faculty administrative unit, such as academic department is also required.

1.5 Describe how the curriculum handle the major design experience and solving of complex engineering problem that prepares students for engineering practice using the knowledge and skills acquired in earlier coursework and incorporates with appropriate engineering standards and work constraints(Capstone design course).

1.6 If the program allows cooperative study course to satisfy curricular requirements and utilize that course learning outcomes as a part of solving complex engineering problem such as capstone design project, the program must show how the cooperative study course are arranged, how the program outcomes are evaluated comparing with program outcomes obtained by a student who does not taking the cooperative study course, and how the course learning outcomes respond to the program outcomes. Describe how the course learning outcomes are monitored and supervised by industrial work place and how the learning outcomes are responded to requirements of complex engineering problem.

1.7 Describe each course learning contents and collectively arranged in course portfolio which include course syllabus, teaching notes, textbooks, exemplars of student's projects, assignments with teacher's comments, course evaluation (the exemplars on student course performance should represent student performance with good, average, and below average grade in an appropriate numbers). These course portfolios are kept available at the program for program review during the program visit and/or sent an electronic copy to program evaluating team as a part of document review prior to the program visit.

2. Course Syllabus

In Attachment 2 of the self-evaluation report, program must include a syllabus for each course used to satisfy the knowledge profiles and credit for mathematics, science, and specific engineering requirements required by Criterion 5 or by any applicable program criteria. (Course syllabus must be responding to the program course listing described in PEO and PO).

Table 5-1 Curriculum

Program Name /Option

Course **(Course Code, Title)** *List all courses in the program by semester starting with the first semester of the first year and ending with the last semester of the final year.*	Indicate Whether Course is - Compulsory(C), - Approved Elective(A), - Free Elective (F)	Credit Hours			
		Basic Sciences & Math	Basic Engineering and Specific Engineering	General Education	Other
1st Semester					
Course code, Title					
2nd Semester					
Course code, Title					
3rd Semester					
Course code, Title					
4th Semester					
Course code, Title					
5th Semester					
Course code, Title					
6th Semester					
Course code, Title					
7th Semester					

Course code, Title					
8th Semester					
Course code, Title					
Total Credit Hours for Graduation					
Ratio of Credit Hours to Total Credit Hours					
TABEE Basic Requirements for Total Credit Hours	*120*	*30*	*45*	*24*	

Description of Course Code:

Exemplar of Table 5.2

Program Name/Option

Program Outcomes	Program Courses							
	1st Year		**2nd Year**		**3rd Year**		**4th Year**	
	1st Semester	**2nd** Semester	**3rd** Semester	**4th** Semester	**5th** Semester	**6th** Semester	**7th** Semester	**8th** Semester
Program Outcome 1	▭ →	▭ →	▭ →	▭		▭		
	▭ →	▭ →	▭					
	▭ →	▭						
Program Outcome 2				▭ →		▭ →	▭	
						▭ →	▭	
Program Outcome 3						▭ →	▭ →	▭
Program Outcome 4								
Program Outcome 5								

Program Outcome 6-11								

Part 7.   Criterion 6 Faculty

Illustrated in Attachment 3. Describe faculty qualifications including published papers, professional experiences and cooperative activity with professional society and industry

1. Faculty Qualifications

1) Fulltime Faculty

Complete Table 6.1.1, List of full-time faculty of the program who is responsible for program management, teaching, academic services, and advising.

Exemplar Table 6.1.1 Fulltime Faculty

No.	Academic Rank	Name	Degree	Field of Study	Grad. Year	Experiences (Year)

2) Part-Time Faculty

Complete Table 6.1.2, List part-time faculty who is responsible for program teaching.

Tale 6.1.2 Part Time Faculty

No.	Academic Rank	Name	Degree	Field of Study	Year	Experiences (Year)

2. Faculty Workload

Complete Table 6-2, Faculty Workload Summary and describe this information in terms of workload expectations or requirements.

Table 6.2 Faculty Workload

No.	Academic Rank	Name		Status (FT or PT)	Program Course	Load Hours/week			
						Admin	Teaching	Prof. Practice	Advising

Remark: Professional practice includes professional development and industrial services and/or professional training with national/international professional society.

3. Faculty Size

3.1 Describe the adequacy of the size of the faculty and describe the extent and quality of faculty involvement in interactions with students, student advising and counseling, university service activities, professional development, and interactions with industrial and professional practitioners including employers of students.

3.2 Describe procedure and methodology to analyze the adequacy of size and quality of faculties based on program outcomes assessment, student survey, and stakeholders survey.

3.3 Describe procedure relating to student advisory including academic advice, professional advice, and student counseling (such as, new faculty orientation and periodic faculty training/seminar).

4. Professional Development

4.1 Provide detailed descriptions of professional development activities for each faculty member.

4.2 Describe process or procedure relating to professional development/practice such as; budget allocation for faculty's professional development/practice to participate in academic conference and seminar, sabbatical leave, organizing professional/industrial seminar which allow involvement of faculty, staff, and student.

5. Authority and Responsibility of Faculty

5.1 Describe the functions and responsibilities of the faculty with respect to course teaching arrangements, review of course contents, and course evaluation; their functions and responsibilities with respect to curriculum review and revision of program educational objectives, student learning outcomes, program outcomes, and level of student attainment on program outcomes as result of continuous improvement.

5.2   Describe functions and responsibilities of dean or institutional executives, program chair or program executives with respect to review and improvement of program quality for student attainment on program outcomes.

5.3 Describe each of faculty functions and responsibility toward the achievement of student attainment on program outcomes.

Part 8.   Criterion 7 Facilities

1. Offices, Classrooms and Laboratories

1.1   Summarize each of the program's facilities in terms of their ability to support the attainment of the program outcomes and to provide an atmosphere conductive to learning.

1.2   Laboratory facilities including those containing computers and software, the associated tools, and equipment that support teaching and learning, safety device and accessories used in the laboratory and instruction. Complete Attachment 4 of self-evaluation report containing a listing of the major pieces of laboratory equipment used by the program in support of teaching and learning.

1.3   Assessment on adequacy of program facilities, offices, classrooms, particularly laboratory safety devices, and safety measures to create safe environments for student to utilize program facilities, laboratories, and classrooms.

2. Learning Center and IT System

2.1   Describe and list computing resources, information technology system (workstations, servers, storage, networks including software) which are used by student of the program. Include a discussion of the accessibility of university-wide computing resources available to all students via various locations such as; student housing, library, student union, off-campus, etc.

2.2   State the hours the various learning centers are open to students to support attainment of program outcomes, academic activities, and professional development/practice, used by student and program faculty.

2.3   Assessment on the adequacy of program facilities, learning center and computer resources, information technology system to support attainment of program outcomes.

3. Guidance

Describe how students in the program are provided appropriate guidance regarding the use of the tools, equipment, computing resources, and laboratories.

4. Maintenance and Upgrading of Facilities

Describe the policies and procedures for maintaining and upgrading the tools, equipment, computing resources, and laboratories used by students and faculty in the program.

5. Library Services

5.1   Describe and evaluate the capability of the library (or libraries) to serve the program including the adequacy of the library's technical collection relative to the needs of the

program and the faculty, the adequacy of inter-library loan and book order or subscriptions, and any other library services relevant to the needs of the program.

    5.2 Assessment on the adequacy of library services.

6. Overall Comments on Facilities

Describe how the program ensures the facilities, tools, and equipment used in the program are kept up for their intended purposes. (Quality survey on user satisfaction may be included.)

Part 9   Criterion 8 Institutional Support

1. Program Leadership

1.1 Describe procedure and demonstrate evident on functions and responsibility of the university executives, institutional/faculty executives, and at program executives including program responsible faculty toward program management to ensure expected target with quality and continuous improvement of the program.

1.2 Explain how the executives and leaders (university level, institutional/faculty level) is involved in decision making that affect the program.

2. Program Budget and Financial Support

2.1 Describe procedure used to establish the program's budget, essentially based on results of program outcomes evaluation, and plan to obtain sufficient budget for program to achieve the targeted attainment.

2.2 Provide evidence of continuity of institutional support for the program, including the sources of financial support including both permanent (recurring) and temporary (one-time) funds.

2.3 Describe how teaching is supported by the institution in terms of employment funding for academic assistant, teaching assistants, course graders, teaching workshops, etc.

2.4 Describe how resources are provided to acquire, maintain, and upgrade the infrastructures, facilities, and equipment used in the program.

2.5 Assessment on the adequacy of the resources described in this section with respect to the students in the program being able to attain the program learning outcomes.

3. Staffing

3.1 Describe assessment on the adequacy of the staff including administrative, instructional, and technical.

3.2 Describe the provision on staff support from the institution

3.3 Describe and provide suggestion on recruitment, career training of supporting staff.

4. Faculty Hiring and Retention

4.1 Describe the process for hiring of new faculty.

4.2 Describe procedure to secure resources for recruiting qualified replacement for retired faculty.

4.3 Describe strategies used to retain current qualified faculty.

5. Support of Faculty Professional Development

Describe procedure and assessment on the adequacy of support for faculty professional development, how such activities such as; sabbaticals, travel, workshops, seminars, etc., are planned and supported.

Part 10.   Attachments

Attachment 1   Program Curriculum

A copy of outcome-based program curriculum, approved by university board or institutional council.

Attachment 2   Program Course Syllabus

Containing all course syllabus of the program, demonstrating alignments of course learning outcomes and program outcomes.

Attachment 3   Faculty Qualifications

Containing Faculty CV, list of published papers, academic services, professional development activities, professional experience, professional license, member of professional society.

Attachment 4   Classrooms, Library, Equipment and Laboratory

Containing a listing and brief description of the major pieces of laboratory equipment used by the program in support of teaching and learning.

Attachment 5   Institutional Information

Brief information on educational institution and academic servicing units relating to teaching and learning and faculty development such as;

- *Institutional administration system*
- *Registrar and evaluation system*
- *Library service*
- *Student internship and job placement*
- *Student cooperative study center*
- *Information technology and computer network service center*
- *Equipment center*
- *Number of student enrollment and number of students on campus*
- *Number of faculty in the institution*
- *Number of supporting staff in the institution*

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