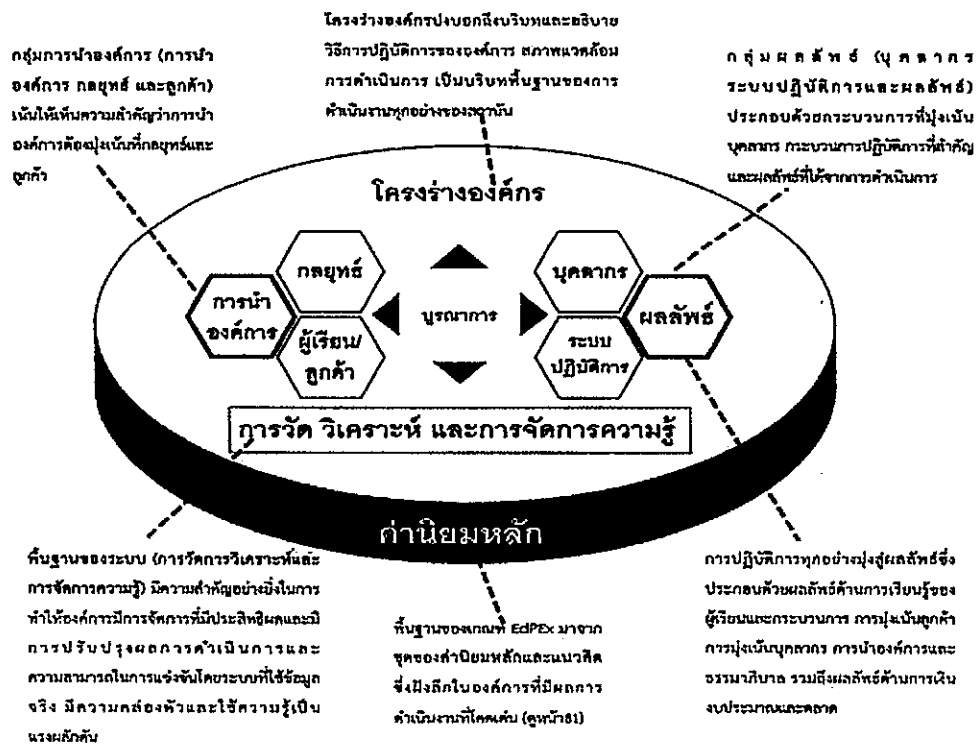# EdPEx (Education Criteria for Performance Excellence)

" EdPEx เป็นเกณฑ์สำนักงานคณะกรรมการการอุดมศึกษาโดยคณะอนุกรรมการทำงานขับเคลื่อนกระบวนการพัฒนาคุณภาพการศึกษาสู่ความเป็นเลิศ แปลงมาจากเกณฑ์ Baldrige Criteria for Performance Excellence 2013-2014 และ Baldrige Excellence Framework 2015-2016 ของสหรัฐอเมริกา เพื่อให้เหมาะสมกับบริบทของการศึกษาไทย และสถาบันการศึกษา สามารถใช้เป็นกรอบในการพัฒนาเพื่อก้าวสู่ความเป็นสถาบันชั้นเลิศในระดับนานาชาติ "

(จากเกณฑ์คุณภาพการศึกษาเพื่อการดำเนินการที่เป็นเลิศ ฉบับปี 2558-2561 : แนวทางที่เป็นระบบสู่การปรับปรุงผลการดำเนินการขององค์การ สำนักมาตรฐานและประเมินผลอุดมศึกษา สำนักงานคณะกรรมการการอุดมศึกษา)

China-ASEAN International College (CAIC), Dhurakij Pundit University

Organization Characteristics

A. Organizational Environment

Programs and Services

China-ASEAN International College (CAIC), Dhurakij Pundit University (DPU) established in 2013 by DPU administrators' forsees a decreasing number of Thai students entering higher education institutions. Especially for a private institution, to survive in the highly competitive education business, the institution has to find a body of students from other counties. Since China has a very large population and demand for quality education is very high, so DPU launched a college offering Chinese programs for Chinese students.

CAIC provides quality programs at all levels, bachelor, master, and doctoral degree programs. The college offers 9 programs, 4 bachelor programs in International Business, Tourism Management, Finance and Accounting, Art and Design; 3 master programs in Business Administration, Finance, and Education Management; 2 doctoral programs in Business Administration and Education Management.

In addition to providing degree programs, CAIC performs other mission as other Thai higher education institutions, i.e., produce quality research in the areas of the offering programs, provide academic services, and preserve arts and culture. CAIC also emphasizes the nurture of students since they are away from their homes. CAIC provides dormitories with a good and secure environment and 24-hour student services. It is important that CAIC supports and promotes good relationships between Thailand and China, as CAIC indicates this sentiment in its vision.

Mission, Vision and Values

CAIC's mission is stated as follows :

1. To produce graduates in Chinese programs with adequate Thai and English skills
2. To produce cutting edge research
3. To provide academic service to society
4. To preserve Thai and Chinese arts and culture
5. To provide a good study atmosphere and environment
6. To support the relationship between Thailand and China

CAIC is now in the 6th year of operation, it is necessary that it should develop vision and a strategic 5 -year plan (Academic year 2017-2021). CAIC's vision is "the best college providing chinese education programs with a good atmosphere and environment as well as supporting good relationships a between Thailand and China."

Values

CAIC aims to be a quality and professional tertiary organization, as CAIC considers the following issues to be its' values.

1. Goals Oriented. The systems and operations have to be measured on their effectiveness and/or efficiency by indicators and goals.
2. Professionalism. Every member of CAIC performs his/her duties professionally.
3. Integrity. CAIC community believes in good morals, acts ethically and works in harmony.

Core Competencies

As a quality and professional tertiary organization, CAIC promotes these core competencies for CAIC personnel.

Academic personnel :

1. Management of learning process.
2. Research skills for developing new knowledge.
3. Having experiences in the teaching areas.
4. Understanding and ability to solve student's problems.
5. Using quality circle to improve works.

Supportive Personnel

1. Management of work process
2. Problem analysis and resolution
3. Using quality circle to improve works.

Personnel

As of January 2018, CAIC has 63 instructors and 22 supportive staff. Description of the personnel body is presented in the following table.

2

Instructors

Gender		Education		Nationality		
Male	Female	Master Degree	Doctoral Degree	Chinese	Chinese - Taiwanese	Others
38	25	46	17	27	29	7

** Others are British, Hungarian, Canadian and Thai

Supportive staff

Gender		Education		Nationality	
Male	Female	Bachelor Degree	Master Degree	Chinese	Thai
7	15	12	10	8	14

Since 79 percent of the total number of personnel are from abroad, it is quite a challenge for CAIC management to keep personnel engaged and retained in the College. The College has several strategies and policies to retain personnel. These strategies and policies are :

- Competitive compensation and fringe benefits

- Research fund and research skills coaching system

- Opportunity for career development

- Participative management

- Once a year free trip home

One of the important reasons that CAIC can recruit Chinese-speaking personnel from abroad is its location in Thailand. They would like to come and work in Thailand because of the beauty of the people and the country.

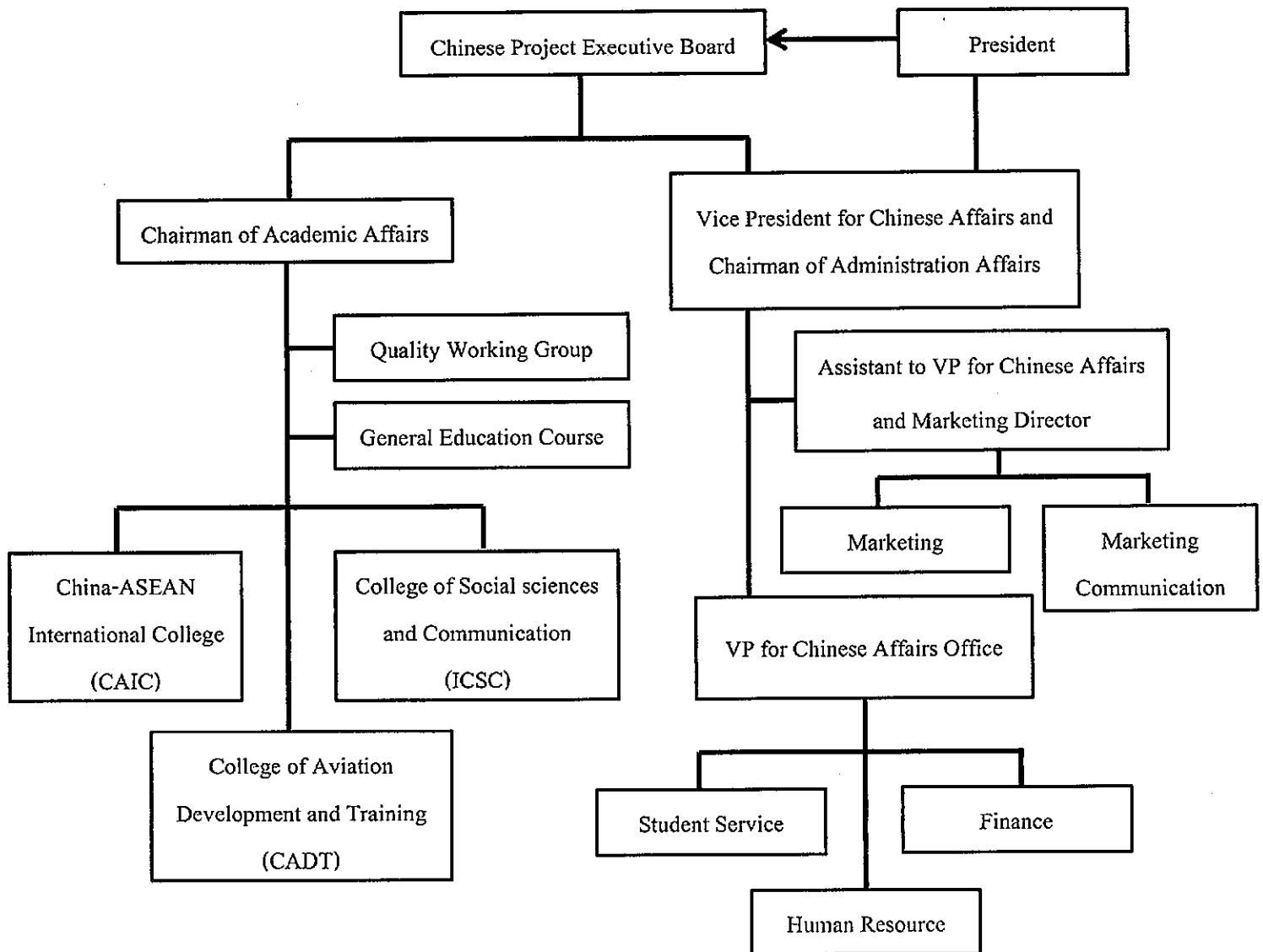**Assets and Regulatory Requirements**

CAIC is a college in DPU . DPU arrange and support buildings, classrooms, facilities, learning resources and technologies. CAIC does not take responsibility for acquiring and maintaining all there assets. CAIC has to only provide quality programs to students, according to the academic standards set by the Office of Higher Education Commission.

B. Organizational Relations

Organization Structure

CAIC is a college (equivalent to a faculty) of DPU. The line of command at the university level and college level are showned in the following charts.

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                    ┌─────────────────────────────────┐        ┌──────────────────┐
                    │ Chinese Project Executive Board │◄───────│    President     │
                    └─────────────────────────────────┘        └──────────────────┘
                                    │
              ┌─────────────────────┴──────────────────────────────┐
   ┌──────────────────────────────┐              ┌──────────────────────────────────────┐
   │ Chairman of Academic Affairs │              │ Vice President for Chinese Affairs and │
   └──────────────────────────────┘              │   Chairman of Administration Affairs   │
              │                                   └──────────────────────────────────────┘
              │    ┌───────────────────────────┐        │
              ├────│   Quality Working Group   │        │   ┌──────────────────────────────┐
              │    └───────────────────────────┘        ├───│ Assistant to VP for Chinese Affairs │
              │    ┌───────────────────────────┐        │   │     and Marketing Director     │
              ├────│ General Education Course  │        │   └──────────────────────────────┘
              │    └───────────────────────────┘        │            │
   ┌──────────┼──────────────────┐                      │      ┌─────┴──────────┐
┌──────────────────┐  ┌──────────────────────┐   ┌──────────────────┐  ┌──────────────────┐
│   China-ASEAN    │  │ College of Social sciences│ │    Marketing     │  │    Marketing     │
│International College│ │   and Communication   │   └──────────────────┘  │  Communication   │
│     (CAIC)       │  │       (ICSC)         │   ┌──────────────────────┐  └──────────────────┘
└──────────────────┘  └──────────────────────┘   │ VP for Chinese Affairs Office │
     ┌──────────────────────┐                     └──────────────────────┘
     │ College of Aviation  │                          │
     │Development and Training│              ┌──────────┼──────────┐
     │      (CADT)          │         ┌──────────────┐  ┌──────────────┐
     └──────────────────────┘         │Student Service│  │   Finance    │
                                      └──────────────┘  └──────────────┘
                                             │
                                      ┌──────────────┐
                                      │Human Resource│
                                      └──────────────┘
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Stakeholders

External stakeholders of CAIC and their expectations are explained in the following tables.

Stakeholders	Expectations	Services Provided
1. Students	To be quality graduates	- Quality programs - Personal counselling - Safe and pleasant living and studying environments
2. Parents	Good student nurturing	- Same as students - Student information

Alliance

CAIC has developed collaboration with many higher institutions in China. The cooperation of CAIC with these institutions has several models. The institutions encourage their candidates who do not successfully pass the entrance criteria to apply to be CAIC students. The institutions provide 2+2 or 1+3 programs with CAIC. The institutions provide joint programs with CAIC. All these are examples of collaboration models. CAIC also welcomes new and innovative models of collaboration. All models have to maintain quality standards set by Office of Higher Education Commission of Thailand, and align with conditions and criteria set by China Embassy of Thailand.

Organization Situation

A. Competition

Education for Chinese students in Thailand is steadily increasing year by year. The programs offered are Thai language programs, exchange programs for Chinese students who have some Thai language proficiency to study various disciplines in the Thai language, international programs taught in English and programs taught in Chinese. The following table shows the number of Chinese students in the top five universities in the academic year 2013, the most up to date data from the office of Higher Education Commission website.

Institution	Chinese Students (Not include from Hong Kong)	
	Number	%
1. Assumption University	1,010	15.2
2. Chiang Rai Rajabhat University	700	10.5
3. Dhurakij Pundit University	661	9.9
4. Kasem Bundit University	519	7.8
5. Huachiew Chalermprakiet University	336	5.0
Total in Thailand	6,663	100

The numbers shown in the above table were data from 5 years ago. As of now, the number of Chinese students of CAIC, Dhurakij Pundit University is believed to be the biggest, among all universities in Thailand. The number of CAIC students from start to present is shown in the following table.

		Academic Year					Total
		2013	2014	2015	2016	2017	
Bachelor Degree	International Business	13	120	259	330	523	1,245
	Tourism Management	4	21	44	44	68	181
	Finance and Accounting		66	227	247	352	892
	Arts and Design		23	47	40		110
Master Degree	Business Administration	15	19	38	109	84	265
	Education Management	1	3	59	53	64	180
	Finance			14	91	74	179
Doctoral Degree	Business Administration	43	1				44
	Education Management	37				8	45
	Total	113	253	688	914	1,173	3,141

B. Strategic Context

The Strategic advantages which will lead CAIC to fulfill its vision are as follows :

1) provide variety of quality programs to serve China's demand for manpower

2) retain qualified instructors

3) nurture Chinese students in an alien environment

4) build "trust" from parents and Chinese Institutions

C. Performance Improvement System

Since CAIC has been growing and expending in a short period of time, many operations are not systematized. The annual plan consists of only routine works. Quality circle (Plan-Do-Check-Act) has not been embedded in every operation. Existing data cannot support decision making. CAIC then, should set the following steps for performance improvement.

1. Set up strategic indicators to reflect the success of the vision.

2. Develop 5-year strategic plans to drive for fulfillment and success of strategic indicators.

3. Review, revise and/or redesign the processes to make sure that the strategic plan can be implemented effectively and efficiency by embedding the quality circle.

4. Review, revise and/or redesign the information system to provide accurate and timely information supporting management and decision making.

5. Develop annual action plans showing both routine works and projects or activities for improvement and development.

Strategic Plan Formulation (Academic Year 2017 – 2021)

College Vision

The vision of China-ASEAN International College (CAIC) could be stated, as follows:

CAIC will be the best college providing Chinese education programs with a good atmosphere and
environment as well as supporting good relationships between Thailand and China.

In this vision, there are noteworthly references to three principles such as providing the best education,
maintaining good atmosphere and environment, and supporting friendly relationship between Thailand and China.

SWOT Analysis

(S)trength	(W)eakness
1. Diversified backgrounds of instructors	1. Low Instructor-student ratio
2. Bilingual teaching (Chinese/English)	2. Insufficient class facilities
3. Professional experience	3. Skills of using technology by students
4. Cross-cultural understanding	4. Lack of database for conducting research
5. Student-centered teaching style	5. Low quantity of article publications in leading journals
6. Financial support from College	6. Lack of experience of journal publication
7. Dorm services	7. Lack of clear responsibility and improvement in management
(O)pportunity	**(T)hreats**
1. Educational Cooperation between China and Thailand is expanding	1. High competition of Chinese programs in Thailand
2. High demand for Chinese students studying aboard	2. Potential attractive job opportunity for instructors
3. Mutual recognition of educational qualification between China and Thailand	
4. Cooperation with other institutions	
5. One-belt-one-road, Chinese new perspective and support	
6. More companies running in Thailand which requires a highly qualified Chinese labor force	

Indicators to Measure the Success of the Plan

1. Proportion (percentage) of Chinese students in CAIC to other higher education institutions in Thailand

2. Student satisfaction

3. Change in average GPA at the 2nd and the 4th year of study, for students in bachelor programs

4. Number of curriculum certified by OHEC

5. Instructor satisfaction

6. Employment rate of graduates of bachelor programs one year after graduation

7. Number of cases of conflict and behavioral misconduct by students

8. Number of programs to strengthen the relationship between Chinese and Thai peoples

9. Students' opinion on Chinese-Thai relationship

The relationship between vision and indicators with annual target

Indicator	Vision			Annual Target				
	Provide the best education	Good atmosphere and environment	Good relationship between China and Thailand	2017	2018	2019	2020	2021
1. Proportion (percentage) of Chinese students in CAIC to other higher education institutions in Thailand	✓		✓	≥9.50% (3,341/35,000)	≥10%	≥12%	≥13%	≥15%
2. Student satisfaction	✓	✓		≥4.00 (out of 5)	≥4.10	≥4.15	≥4.20	≥4.25
3. Change in average GPA at the 2nd and the 4th year of study of students in bachelor programs	✓			+0.15	+0.20	+0.35	+0.45	+0.5
4. Number of curriculum certified by OHEC	✓			1	2	3	6	8
5. Instructor satisfaction		✓		≥4.00 (out of 5)	≥4.10	≥4.15	≥4.20	≥4.25
6. Employment rate of graduates of bachelor programs one year after graduation	✓			≥50%	≥55%	≥60%	≥70%	≥75%

Indicator	Vision			Annual Target				
	Provide the best education	Good atmosphere and environment	Good relationship between China and Thailand	2017	2018	2019	2020	2021
7. Number of cases of conflict and behavioral misconduct by students		✓		≤ 6	≤ 5	≤ 4	≤ 3	≤ 2
8. Number of programs to strengthen the relationship between Chinese and Thai peoples			✓	1	2	3	4	5
9. Students' opinion on Chinese-Thai relationship			✓	≥ 3.5 (Out of 5)	≥ 3.6	≥ 3.8	≥ 4.0	≥ 4.1

11

Strategies

Strategy 1: Collaboration between CAIC and Chinese enterprises in Thailand

Strategy 2: Activating Research Potential

Strategy 3: New-Era of Curriculum and Learning Management

Strategy 4: Sharping New Management Model

Strategy 5: Refreshing Study Atmosphere

Strategy 1:   Collaboration between CAIC and Chinese enterprises in Thailand

Tactic 1.1:   Consulting services to solve management problems

Tactic 1.2:   Training seminar for business

Strategy 2:   Activating Research Potential

Tactic 2.1:   Promotion of inter-disciplines research projects

Tactic 2.2:   Conducting research workshop in research methodology, data analysis, and publication

Strategy 3:   New-Era of Curriculum and Learning Management

Tactic 3.1:   Recruiting more instructors

Tactic 3.2:   Learning-outcome based education

Tactic 3.3:   Using Learning Breeze and IT in teaching

Strategy 4:   Sharping New Management Model

Tactic 4.1:   Developing Standard Operating Procedures (SOP)

Tactic 4.2:   Utilizing IT tools for management and decision making

Strategy 5:   Refreshing Study Atmosphere

Tactic 5.1:   Developing an academic practice program in student development plans

Tactic 5.2:   Transforming to a green college

Tactic 5.3:   Enhancing 21st century abilities

A summary of the strategies and corresponding activities with person(s) in charge and the related SWOT and indicators is shown in the table below.

Strategy and Its Activities	Person in Charge	SWOT	Indicator
Strategy 1: Collaboration between CAIC and Chinese enterprises in Thailand			
Tactic 1.1: Consulting services to solve management problems	Associate Dean for Academics	S1, S3, O5, T1	6, 8, 9
Tactic 1.2: Training seminar for business			
Strategy 2: Activating Research Potential			
Tactic 2.1: Promotion of inter-disciplines research projects	Associate Dean for Research	W4, W5, W6, T2	4, 6
Tactic 2.2: Conducting research workshop in research methodology, data analysis, and publication			
Strategy 3: New-Era of Curriculum and Learning Management			
Tactic 3.1: Recruiting more instructors	Dean, Associate Dean for Academics, Directors, Instructors	O1, W1, W2, W3, S2, S3	1, 2, 3, 4, 5
Tactic 3.2: Learning-outcome based education			
Tactic 3.3: Using *Learning Breeze* and IT in teaching			
Strategy 4: Sharping New Management Model			
Tactic 4.1: Developing Standard Operating Procedures (SOP)	Dean, Management Team, Dr. John	W7	1, 2, 5
Tactic 4.2: Utilizing IT tools for management and decision making			
Strategy 5: Refreshing Study Atmosphere			
Tactic 5.1: Developing an academic practice program in student development plans	Director of Faculty and Student Affairs and Services	T1, S1, S3	3, 5, 7, 9
Tactic 5.2: Transforming to a green college			
Tactic 5.3: Enhancing 21st century abilities			

Mapping of CAIC Indicators to Performance Results in Category 7 of EdPEx

Indicator	Strategic Plan	EdPEx
1. Proportion of Chinese students in CAIC to other higher education institutions in Thailand	√	7.5 ก
2. Student satisfaction	√	7.2 ก
3. Change in average GPA at the 2nd and the 4th year of study for students in bachelor programs	√	7.1 ก
4. Number of curricula certified by OHEC	√	7.1 ข
5. Instructor satisfaction	√	7.3 ก
6. Employment rate of graduates of bachelor programs one year after graduation	√	7.1 ก
7. Number of cases of conflict and behavioral misconduct by students	√	7.1 ข
8. Number of programs to strengthen the relationship between Chinese and Thai peoples	√	7.4 ก
9. Student's opinion on Chinese-Thai relationship	√	7.4 ก
10. Proportion of instructors holding doctoral degrees		7.3 ก
11. Proportion of instructors having academic ranks		7.3 ก
12. Staff satisfaction		7.3 ก
13. Graduates'employer satisfaction		7.2 ก
14. Proportion of strategic indicators achieving the targets		7.1 ข 7.4 ข

CAIC Systems to Drive for Performance Indicators
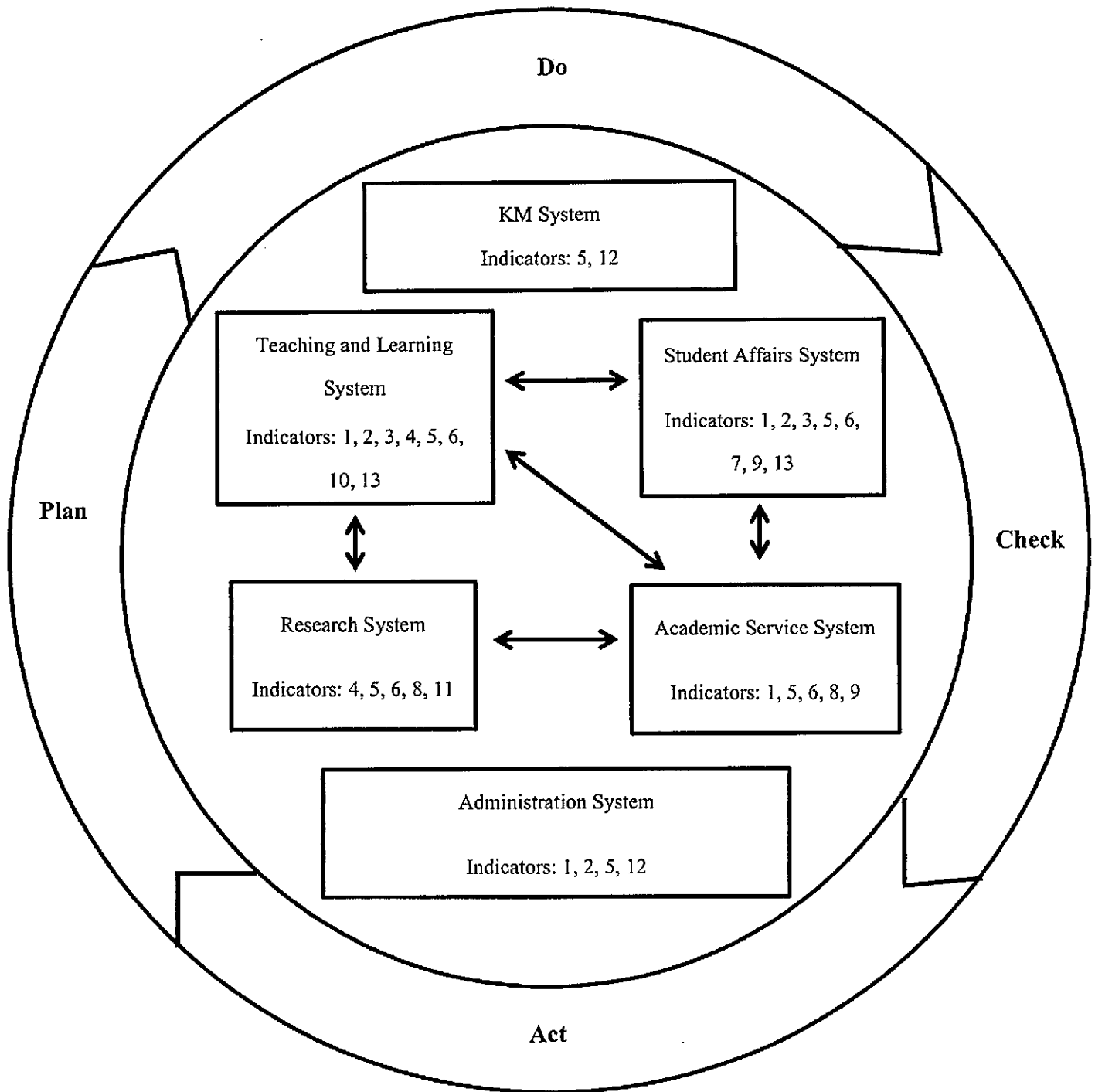
System	Sub-System
1. Teaching and Learning System	1.1 Curriculum Design and Revision
	1.2 Teaching and Learning Process
	1.3 Student Analysis
2. Research System	2.1 Research Approval and Grant
	2.2 Research Quality Control
3. Student Affair System	3.1 Extra Curriculum Activities
	3.2 Student Counselling
	3.3 Student Well-Being
	3.4 Internship and Placement
4. Academic Service System	4.1 Training
	4.2 Research and Consulting
5. Administration System	5.1 Strategic Plan Implementation, Monitoring and Evaluation
	5.2 Personnel Management and Development
	5.3 Budget and Finance
	5.4 Marketing and Value Chain
6. KM System	