Study of important indicators for internal educational quality assurance Course level Faculty of Fine and Applied Arts . Faculty of Fine and Applied Arts. Suan Sunandha Rajabhat University

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Abstract

The study titled "An Investigation of Key Indicators for Internal Quality Assurance at the Program Level: Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University" aims to examine the key indicators for implementing internal quality assurance at the program level. Additionally, it seeks to develop key indicators for internal quality assurance at the program level within the Faculty of Fine and Applied Arts.The findings revealed that the study of key indicators for implementing internal quality assurance at the program level within the Faculty of Fine and Applied Arts involves a five-step process: Establishing a Quality System Quality Control Monitoring and Auditing Quality Evaluation Quality Development The internal quality assurance process comprises six key components: Standards Supervision Graduates Students Faculty Members Curriculum, Teaching and Learning, and Student Assessment Learning Support Resources. Standards Supervision (Component 1) must align with the curriculum standards, the National Qualifications Framework for Higher Education, and other relevant criteria. It includes one indicator whose specific criteria depend on the degree level. If any criterion is not met, the program is considered "non-compliant" or "below standard," receiving a score of "zero." Programs meeting all criteria are deemed to comply with the established standards. Quality scores for the program are then assessed across Components 2–6.

Keywords: Key Performance Indicator (KPI)¸ Educational Quality Assurance, Curriculum

1. Introduction

The quality assurance system of Suan Sunandha Rajabhat University emphasizes the components of educational quality, comprising five key elements: (1) graduate production, (2) research, (3) academic services, (4) preservation of arts and culture, and (5) administration. This system serves as a tool to monitor, evaluate, and stimulate the implementation of the university's missions with the aim of ensuring quality and fostering a quality culture among faculty members, staff, and students. It also emphasizes the establishment of a quality cycle (PDCA) in the implementation of all missions at both the university and faculty levels.

An annual self-assessment report is prepared, covering the operations in line with the specified components of educational quality. This process involves the establishment of a quality system, quality control, quality monitoring, quality evaluation, and quality improvement.

The researcher, therefore, aims to study the key performance indicators in the internal quality assurance process at the course level within the Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University. This study seeks to enhance the efficiency of operational outcomes and ensure that the process can be effectively implemented by others.

1.1 Research Objective

1. To study the key performance indicators for the implementation of internal quality assurance at the program level within the Faculty of Fine and Applied Arts.

2. To develop key performance indicators for the implementation of internal quality assurance at the program level within the Faculty of Fine and Applied Arts.

2. Body of paper

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Methodology

The tools used in this research include a study of concepts and principles from books, texts, relevant documents, and research. The gathered information serves as a guideline for developing a framework of questions to study key performance indicators for implementing internal quality assurance at the program level in the Faculty of Fine and Applied Arts. Primary Data Collection: Data was collected through interviews using an Interview Guide with open-ended questions. This method allows for flexibility in the scope of questions, ensuring that all research topics are covered. Additional methods included observation, photo documentation, and the use of audio recorders.

Interviews :The researcher conducted in-depth interviews, using a broad framework of questions as a guideline. These questions were flexible and not fixed, allowing for dynamic adjustments based on the situation. The interview process was designed to be informal and conversational to minimize respondent anxiety and ensure the reliability of the data. The sequence of questions could be adjusted as necessary, depending on the context and appropriateness during the interview. Observation :The researcher employed non-participant observation, collecting data by observing various activities and collaborative processes between

quality assurance personnel and the Policy and Planning Division. Observations included recording details, capturing photographs of events, and interpreting the observed data for further consideration and analysis.

Results

The establishment of well-defined educational standards that are aligned with the institutional context, appropriately challenging, and developed through effective communication and stakeholder participation in setting shared success goals is a critical factor influencing the success of internal quality assurance management in educational institutions. These standards serve as a strategic framework for guiding the development of educational management plans, overseeing implementation, monitoring progress, and evaluating quality to ensure alignment with the desired standards and collective objectives. (Chunyanuch Prakrongjai, Nuntiya Noichun, 2024)

The researcher analyzed the data based on the research objectives, incorporating insights from literature, related documents, and previous research. The analysis also included data from in-depth interviews and non-participant observation to identify connections and relationships among the data. The researcher categorized and synthesized the information into relevant themes or types. After completing the analysis and synthesis, the data was summarized, and its accuracy was verified to ensure reliability.

3. Conclusion

This research employed a qualitative research methodology to study the key performance indicators for implementing internal quality assurance at the program level within the Faculty of Fine and Applied Arts. The primary participants consisted of 10 staff members responsible for educational quality assurance at Suan Sunandha Rajabhat University. Secondary data was gathered from literature, manuals, documents, and related research. The researcher conducted in-depth interviews using a broad framework of questions. These interviews focused on processes and steps in quality assurance operations, guided by operational calendars that regulate educational quality and ensure efficient management, serving as a foundation for institutional development.

Key Findings: The findings emphasized that program-level operations and administration are critical to producing graduates with the desired qualities. A robust internal quality assurance system at the program level was deemed essential, and the following principles were identified: Internal Quality Assurance at the Program Level:

Ensures that the curriculum complies with higher education curriculum standards and other related standards. The main components include standards oversight, graduates, students, faculty, teaching and learning, student assessment, and learning support systems to produce high-quality graduates.

Integration with the National Qualifications Framework (NQF):

The internal quality assurance at the program level should align with indicators defined in the National Qualifications Framework for Higher Education B.E. 2552 (2009). This ensures the curriculum meets quality and standard dissemination guidelines as outlined by the Office of Higher Education Commission (OHEC).Indicators for Internal Quality Assurance:

Indicators are divided into : Quantitative indicators, including academic qualifications, academic positions, and scholarly works of faculty.

Qualitative indicators, focusing on processes evaluated through peer review with guiding questions for evaluators. These are context-sensitive to institutions and include a scoring framework for evaluators and participants.

Establishment of Quality Assurance Systems by Institutions : Higher education institutions are encouraged to create internal quality assurance systems that align with the standards of the Office of the Higher Education Commission. These systems must be approved by the university council and reviewed by the higher education internal quality assurance committee. Evaluation results and foundational data must be submitted to the Office of the Higher Education Commission for public dissemination. Examples include program evaluations under AUN-QA (ASEAN University Network Quality Assurance).

Summary of Internal Quality Assurance at the Program Level : The quality assurance process at the program level consists of six components :

Standards Oversight: Ensures adherence to the curriculum standards of the National Qualifications Framework and related criteria. If any criterion is not met, the program is considered "non-standard" with a score of "zero." Programs meeting all criteria are rated according to quality scores for the remaining components.

Graduates: Focuses on the production of high-quality graduates.

Students: Addresses student development and outcomes.

Faculty: Evaluates faculty qualifications, expertise, and performance.

Curriculum, Teaching, and Learning Assessment: Assesses the quality of instructional design, delivery, and evaluation methods.

Learning Support: Examines the infrastructure and resources supporting effective learning.

These components guide the evaluation of program-level quality assurance systems and serve as benchmarks for continuous improvement and alignment with national and international standards.

Figure 1: The curriculum in Components 2–6 is illustrated as shown in the figure.
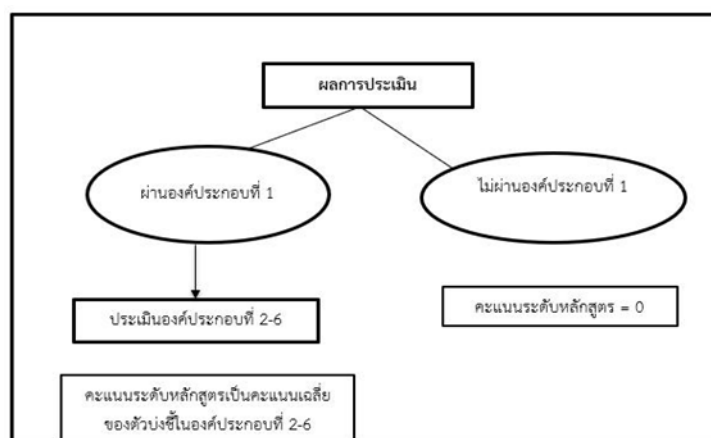
Source: (Valaya Alongkorn Rajabhat University under Royal Patronage)

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