A STUDY OF GRADUATE QUALITIES IN ACCORDANCE WITH STANDARD FRAMEWORK FOR HIGHER EDUCATION IN ACADEMIC YEAR OF 2022

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ABSTRACT

Abstract— A study of graduate qualities in accordance with standard framework for higher education in academic year of 2022 aims to examine performance rating of graduates according to the assessment of employer. The sample group of survey was 800 graduates from the College of Logistics and Supply Chain in academic year of 2022 (semester 3/2020, semester 1/2021, semester 2/2021).

The result notes that assessment of satisfaction in terms of graduate qualifications and performance scores 4.83 or it is 96.60 percent, which represents the highest level of satisfaction. The survey of satisfaction by employers, entrepreneurs, supervisors in all 5 aspects, the score is 4.93, which indicates the highest level of satisfaction. When all aspects were classified. The top three highest comprised of intelligence with an average of 4.95 and the following aspect was moral with score of 4.94. Lastly, interpersonal relationship, responsibility and knowledge had the same average with 4.92.

The survey of satisfaction by employer, entrepreneurs and supervisors towards the development of graduates according to the university identity, it found that the total mean of the university identity in the three aspects was 4.88, which described the highest level of satisfaction. When all aspects were classified. It found that the highest level of satisfaction was practitioner with an average of 4.94, followed by voluntary with an average of 4.93 and proficiency in communication with an average of 4.77, respectively.

Keywords— 1, graduates 2, qualification standard 3, higher education .

INTRODUCTION

Thai Qualifications Framework for Higher Education (TQF: HEd). It is a tool for implementing quality development policies and standards for measuring educational quality by National Education Act. In regards to higher education standards and quality assurance for concrete implementation in educational institutions focus on learning outcomes. which is the minimum quality standard to insure the quality of the characteristics of graduates expected to have .To give qualifications or degrees to be accepted and comparable in higher education institutions in various countries. By providing opportunities for higher education institutions to organize a variety of curriculum and teaching processes by ensuring the quality of graduates who will meet the expected learning outcome standards.

College of Logistics and Supply Chain Suan Sunandha Rajabhat University Nakhon Pathom Campus It is one of the institutions of higher education that conducts teaching and learning total of 7 courses divided into bachelor's degrees, 5 courses consisting of 1) Bachelor of Business Administration Program Logistics Management Logistics Management (Nakhon Pathom Campus), Department of Logistics Management (Educational Center, Ranong Province), Logistics Management Program (Education Center, Chonburi Province) 2) Bachelor of Business Administration Program Business Supply Chain Management Program Department of Maritime Business Department of Transportation Management Air Freight Management Program 3) Bachelor of Business Administration Program Logistics Management (International Program) 4) Bachelor of Business Administration Program Logistics Management for Online Business 5) Bachelor of Business Administration Program Logistics and Supply Chain Management Program (distance education system) and graduate level, 2

programs consisting of 1) Master of Business Administration Program Logistics and Supply Chain Management Program 2) Doctor of Business Administration Program Logistics and Supply Chain Management Program.

Therefore, in the operation and management of the curriculum level, it is extremely important that the curriculum be operated in accordance with the higher education curriculum standards and other specified criteria. The researcher foresaw the importance of such research and therefore conducted this research. To study the quality of graduates according to the Thai Qualifications Framework for Higher Education for the academic year 2022 and use the information to improve the educational management process to make it more quality and in line with the needs of the labor market.

LITERATURE REVIEWS

1. Thai Qualifications Framework for Higher Education, TQF:HEd

Thai Qualifications Framework for Higher Education, TQF:HEd. It is a framework that outlines the national higher education qualification system. which includes qualification level A continuous link from one qualification to a higher level. division of courses Standards for learning outcomes at each qualification level, which increase with each qualification level. The amount of learning corresponds to the time required. Course characteristics at each qualification level Opportunities to transfer learning outcomes from experience. Which promotes lifelong learning as well as systems and mechanisms that ensure their effectiveness. Implementation of the National Qualifications Framework for Higher Education of institutions of higher education that can produce graduates to achieve quality in accordance with learning outcome standards.

2. Objectives of the Thai Qualifications Framework for Higher Education, TQF:HEd

To guarantee the minimum quality of graduates in each field/field of study or each qualification so that each branch/discipline has its own control over the quality of graduate production by graduates in the same field of study of each institution Quality is not lower than that specified in the educational qualification standards of that branch/field of study and to lead to the reduction of procedures/regulations. (deregulations) in the operation of higher education institutions that are strong and ready to manage education.

3. Structure and Components of Thai Qualifications Framework for Higher Education, TQF:HEd

3.1 Levels of Qualifications: Level 1 Diploma (3 years) Level 2 Bachelor's degree level 3, graduate certificate level 4, master's degree level 5, higher graduate diploma and level 6 doctoral degree.

3.2 The Domains of Learning standards of Thai qualifications consist of at least 5 aspects as follows: 1) Ethics and Morals 2) Knowledge 3) Cognitive Skills 4) Interpersonal skills and responsibility and 5) Numerical analysis skills Numerical Communication and Information Technology Skills.

METHODS

Measuring instruments used in this research study Created according to the framework of the operational definition, there are 5 measures consisting of 1) the general status of the respondents. 2) Graduate satisfaction assessment form and graduate performance level 3) Graduate identity 4) Summary of satisfaction level of graduate qualifications and graduate performance Suan Sunandha Rajabhat University and 5) comments and suggestions.

Finding the quality of the tool. 1) Validity test is a content validity check by presenting questionnaires to experts who have knowledge and understanding about the context of the quality of graduates according to the Thai Qualifications Framework for Higher Education. Academic Year 2022. to examine the content and use of language in communication To ensure that the information obtained will meet the objectives and be able to meet the needs of the study. The consistency index value for each question will be considered and questions that have a corresponding value greater than or equal to 0.50 will be selected. 2) Confidence Test (Reliability) is a qualification test for the quality of graduates according to the Thai Qualifications Framework for Higher Education. Academic Year 2022. To test whether the measurement results are consistent or not By experimenting with a sample group that is close to the actual sample of not less than 35 people and used to find the internal consistency type of confidence. by using the Alpha Coefficient method with the questionnaire's confidence level greater than or equal to 0.70.

RESULTS

Graduates from the College of Logistics and Supply Chain, all courses totaling 988 people, number There were 244 graduates who were assessed, representing 24.70 percent. The total score obtained from the graduate assessment was 1,166, with an average satisfaction level of graduate characteristics and graduate performance. of the assessment score equal to 4.83, in the highest level of satisfaction Representing a percentage of assessment scores equal to 96.60, higher than that of the Department of Public Safety. set at 93.00 percent in Table 1.

Table 1
Satisfaction of employers, entrepreneurs, and supervisors toward graduate students.

Major	Average rating score	Assessment score percentage
Bachelor of Business Administration Program in Logistics Management	4.77	95.40
Bachelor of Business Administration Program in Business Supply Chain Management	4.73	94.55
Program Specification Bachelor of Business Administration Program in Global Supply Chain Management (International Program)	4.83	96.60
Master of Business Administration Program Logistics and Supply Chain Management	4.75	95.00
Doctorate of Business Administration Program Logistics and Supply Chain Management	5.00	100.00
Total	**4.83**	**96.60**

As for the satisfaction survey results of employers, entrepreneurs, and graduate supervisors towards the characteristics of graduates of the College in all 5 aspects, equal to 4.93, in the highest level of satisfaction. When classifying the top 3 aspects, it was found that the first rank was intelligence with an average of 4.95, the 2nd rank was morality and ethics with an average of 4.94, and the 3rd was interpersonal skills and responsibility and knowledge. With the same mean, 4.92, respectively. in Table 2

Table 2
The satisfaction of employers, entrepreneurs, graduate supervisors towards graduate characteristics.

Rating	Graduate attributes	Average rating score	Interpret Level satisfied
1	Intellectual	4.95	Most satisfied
2	Morality and ethics	4.94	Most satisfied
3	Interpersonal skills and responsibilities	4.92	Most satisfied
3	Knowledge	4.92	Most satisfied
5	Numerical analysis, communication skills and use of information technology	4.91	Most satisfied
Total		**4.83**	**Most satisfied**

The results of the satisfaction survey of employers, entrepreneurs, and graduate supervisors towards graduate development according to the university's identity found that the average combined graduate identity of the college in all 3 aspects was 4.88, with the highest level of satisfaction. When classifying by aspect, it was found that the first rank was Practitioner with an average of 4.94, followed by Public Mind with an average of 4.93, and Communication Skill with an average of 4.77, respectively. in Table 3

Table 3

The satisfaction of employers, entrepreneurs, and graduate supervisors towards the development of graduates according to the university's identity.

Rating	Identity	Average rating score	Interpret Level satisfied
1	Be a pragmatist	4.94	Most satisfied
2	Have public mind	4.93	Most satisfied
3	Communication expert	4.77	Most satisfied
Total		**4.88**	**Most satisfied**

CONCLUSION AND FUTURE WORK

Assessment results of student characteristics according to the Thai Qualifications Framework for Higher Education (TQF) as a wholeand all aspects were at a high level The researcher therefore would like to discuss the research results in each aspect as follows.

1. Intellectual

The students assessed themselves as being qualified after the students assessed themselves as being qualified after graduation according to the National Qualifications Standards for Higher Education. Morality and ethics were at the highest level. Because the instructors used teaching strategies by allowing students to analyze, synthesize and lead to group discussions.Study tours and learn from real conditions and give students the opportunity to practice Being able to actually take action creates thinking skills and work skills Including creating initiatives to solve various problems.

2. Morality and ethics

The students assessed themselves as being qualified after the students assessed themselves as being qualified after graduation according to the National Qualifications Standards for Higher Education. Morality and ethics were at the highest level. Because cultivating morality and ethics is a learning outcome that the College of Logistics and Supply Chain has set as the main objective of teaching and learning. Learners should have morals and ethics in life. based on the philosophy of sufficiency economy Aware and aware of being Thai. Be able to demonstrate moral, ethical and sufficiency behaviors can be a good role model. including teaching strategies used to develop moral learning Ethics by organizing teaching and learning activities that include activities that develop morality. Ethics in all subjects Emphasis is placed on learning in activities that allow students to practice in real situations by applying what they have learned in no subject to practical work and learning and practicing from case studies that cover ethical issues. Ethics for students to practice solving problems.

3. Interpersonal skills and responsibilities

The students assessed themselves as being qualified after the students assessed themselves as being qualified after graduation according to the National Qualifications Standards for Higher Education. Morality and ethics were at the highest level. Determine teaching strategies by allowing teachers to use teaching strategies that focus on building relationships between learners and learners. learners with teachers Study with others who are engaged and supportive. and students with co-workers Emphasize on the responsibility of the students self and others. To promote performance as a good leader and follower. and organize teaching and learning activities that make students Learners can adapt well to the organizational conditions and corporate culture that they work with. and learning from the situation In order for students to have good interpersonal relationships with colleagues in the organization and the general public.

4. Knowledge

The students assessed themselves as being qualified after the students assessed themselves as being qualified after graduation according to the National Qualifications Standards for Higher Education. Morality and ethics were at the highest level. because it is required that teachers teach in many forms Whether it is a lecture group practice real practice in educational institutions Toy emphasizes theoretical principles and practical application in real-life environments. to keep pace with social changes according to the nature of the course As well as the

content of that subject and arrange to learn from real situations by studying on a study tour or inviting experts with direct experience as special speakers on specific subjects.

5. Numerical analysis, communication skills and use of information technology

The students assessed themselves as being qualified after the students assessed themselves as being qualified after graduation according to the National Qualifications Standards for Higher Education. Morality and ethics were at the highest level. Because it organizes courses on numerical analysis skills, communication, and the use of information technology. In addition, the instructors who teach have teaching skills that correspond to the sciences, thus allowing students to gain direct experience. As a result, students self-assess their skills in numerical analysis, communication, and use of information technology. at the highest level.

Research on the Quality Survey of Undergraduate Graduates According to the Thai Qualifications Framework for Higher Education Academic Year 2022, College of Logistics and Supply Chain, this issue can be the basis for assessing the quality of education performance appraisal and used as a guideline for education management as a basis for developing the quality of the College of Logistics and Supply Chain curriculum. Including to be used for improving the educational management process to be more quality and in line with the needs of the labor market.

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