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# THE PROCESS OF REPORTING RESULTS OF INTERNAL EDUCATIONAL QUALITY ASSURANCE FACULTY LEVEL, FACULTY OF FINE AND APPLIED ARTS SUAN SUNANDHA RAJABHAT UNIVERSITY

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## ABSTRACT

This study on the process of reporting results of internal educational quality assurance in faculty level, Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University, aims to study on and develop the process of reporting results of internal educational quality assurance in faculty level as well as to build the system to reduce operational procedures as management practices on development of the process of reporting results of internal educational quality assurance in faculty level.

The results revealed that there were 5 procedures of the process of reporting results of internal educational quality assurance in faculty level including Quality System, Quality Control, Quality Audit, Quality Assessment, and Quality Improvement. From performing operations, it was also found that there were written operational details in data collection that were hard to write explanation on actual operational process and report writing of responsible persons lacked of understanding on criteria of quality assurance. Reporting results process must consist of storytelling methods, activates, and projects that were operated in such academic year reflecting practical operations during the academic year. Persons responsible for indicators must make understanding on context of criteria or evaluation of each indicator. Consequently, Self-Assessment Report (SAR) writing would contain understanding on indicators and they could reply questions of the Committee rapidly.

**Keywords:** process, reporting results, internal educational quality assurance

## INTRODUCTION

There were 4 major missions that must be performed by universities including graduates production, researches, provision of academic services to society, culture and art maintenance. These missions are highly important for both long-term and short-term national development. Currently, there are several internal and external factors making educational quality assurance in higher education level is important and its operations must be accelerated, i.e., 1) Quality of domestic universities tend to be highly different from one another causing some bad results to overall society of Thailand in long-term ; 2) There were some challenges of globalization against higher education on cross-border education service, students and graduates mobility,

future occupations of graduates caused by assembling of ASEAN countries; 3) It was necessary for universities to ensure society that they can develop knowledge and produce graduates to respond to national development strategies increasingly through building international competitive capacity, developing actual production sector including industries and development service on occupations, quality of life, local and community living; 4) Universities must provide public information that is beneficial for interested persons including students, employers, parents, government, and general people; 5) Society needs higher education system that provides opportunities to interested persons with participation, transparency, responsibility, and accountability under Good Governance Principle; 6) National Education Act defines that all universities must establish internal educational quality assurance and it shall be deemed that internal educational quality assurance is considered as a part of educational management process that must be performed continuously with preparation of annual report for proposing to original affiliations, related units, and public; 7) The Ministry of Education issued the Notification of the Ministry of Education to improve higher education standard to be consistent with national education standard as the mechanism in ministry level and higher education commission level to promote educational quality assurance to meet with the principles. This operation was performed with supervision, monitoring, inspection, evaluation, and consecutive development; 8) The Ministry of Education issued the Ministerial Regulation on Educational Quality Assurance prescribing that each university must establish internal educational quality assurance to meet with educational standard of each level as well as establish educational management plan with emphasis on quality under education standard with actual operations. They are also required to evaluate and inspect internal educational quality assurance, follow-up performance for developing their universities to meet with quality under education standard, and submit self-evaluation report to original affiliations or governing university units every year; 9) The Ministry of Education issued the Notification of the Ministry of Education to manage higher education to meet with higher education standard and quality assurance of graduates in each degree level and program. With such necessity, universities are required to develop their educational quality assurance systems and mechanisms.

As a result, the researchers were interested in studying on the process of reporting results of internal educational quality assurance in faculty level in order to study on and develop the process of reporting results of internal educational quality assurance in faculty level and build the system to reduce operational procedures as management practices on development of the process of reporting results of internal educational quality assurance in faculty level. From studying on development of the process of reporting results of internal educational quality assurance in faculty level, Faculty of Fine and Applied Arts, the practices on development of the process of reporting results of internal educational quality assurance were obtained. These practices helped to improve efficiency of operations that could be accessed efficiently as the guidelines for improving and developing operational efficiency of personnel with responsibility on reporting.

## **OBJECTIVES**

1. To study on the process of reporting results of internal educational quality assurance in faculty level
2. To develop the process of reporting results of internal educational quality assurance in faculty level

## **METHODOLOGY**

Research tool off this research were: interview foam on concepts and attitude towards the process of reporting, understanding on internal educational quality assurance in faculty level; and questionnaire on development of operations based on procedures and data accessibility of evaluation quality of each indicator reflecting operations of development of the process of reporting results of internal educational quality assurance in faculty level.

## **DATA COLLECTION**

1. The researcher studied on related concepts, theories, and researches to create interview form that was appropriate with content and scope of studied topic.
2. The researcher created complete questionnaire for collecting further data.
3. The researcher analyzed data obtained from interviewing to find the process of reporting results of internal educational quality assurance in faculty level, Faculty of Fine and Applied Arts, for developing operational process.
4. The researcher built the guidelines for developing the process of reporting results of internal educational quality assurance in faculty level, Faculty of Fine and Applied Arts, for developing operational process.
5. The guidelines for developing the process of reporting results of internal educational quality assurance in faculty level, Faculty of Fine and Applied Arts, was evaluated by the experts on appropriateness and feasibility.

### **Data Analysis**

The researcher analyzed data obtained from interview and questionnaire by using Analytical Table and content analysis in order to conclude interview and build the guidelines for developing the process of reporting results of internal educational quality assurance in faculty level.

## **RESULTS**

From studying, the results of the research on the process of reporting results of internal educational quality assurance in faculty level, Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University for developing the process of reporting results of internal educational quality assurance in faculty level were beneficial for operators and persons responsible for indicators on reporting results of internal educational quality assurance in

faculty level. These results made them understand context and guidelines before applying to practical operations in order to reduce procedures and time while obtaining potential as defined by the context of internal educational quality assurance. In this research, the researcher conducted the research in the form of qualitative research by synthesizing documents, conducting an in-depth interview, and using questionnaire. The sample group consisted of 13 persons responsible for indicators on reporting results of internal educational quality assurance in faculty level, educators, general administration staffs, and strategic and planning analysts. The results were as follows:

1.) For operations on reporting results of internal educational quality assurance, persons responsible for indicators had different understanding on system and mechanisms of criteria of indicators based on their responsibilities and operations of each section. The frequency of reporting results of each semester was 2 times/academic year. This frequency may fade away understanding on system and mechanisms of educational quality assurance in faculty level therefore understanding on context of system and mechanisms must be made in every semester.

2.) To accept inspection of internal educational quality assurance in faculty level, Self-Assessment Report (SAR) must be written. It was found that it was required to be considered on Input/Output Process and connection reflecting development of educational quality of each semester for writing Self-Assessment Report (SAR). This was success obtained from educational management and internal educational quality assurance for developing educational quality in the following academic years.

3.) Improvement of operational effectiveness via information technology system made operations convenient and rapid. After applying Google information technology system, operational procedures and documents were reduced whereas communication, coordination, documentation, data processing and storage were more rapid and flexible. Consequently, persons responsible for indicators had higher satisfaction level towards operations and they could visualize the process of educational quality assurance process under quality cycle, i.e., Plan, Do, Check, and Act.

## **Recommendations**

This internal educational quality assurance system met with the university's policies. If this system may be required to be developed in the future for keeping up with Aun QA or EdPex system that has been internationally accepted and can assure quality from curriculum level to faculty and institution levels. It may cause persons responsible for indicators to make new understanding on context, criteria, and standard of educational assurance in order to meet with international standards and standard of each type of education. It would help to control quality, monitoring, quality checking, and development of educational management.

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