

ABSTRACT

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Key Words: CHALLENGES, ACS WASC, ACCREDITATION, PREPARATION, KING MONGKUT'S INTERNATIONAL DEMONSTRATION SCHOOL

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Thesis Title: A QUALITATIVE CASE STUDY ON THE CHALLENGES OF ACS WASC ACCREDITATION PREPARATION IN KING MONGKUT'S INTERNATIONAL DEMONSTRATION SCHOOL

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The aim of this research study was to identify the challenges of King Mongkut's International Demonstration School (KMIDS) on Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) accreditation preparation from the perspective of school administrators, school supervisor, ACS WASC coordinators and teachers. To collect the data to generate the key challenges, the researcher built and implemented a protocol with questions to conduct the one-on-one in-depth interviews with 17 participants. The member-checking and triangulation techniques were used in combination with notes from the observations and document reviews. The researcher applied the systematic design, consisting of open coding, axial coding, and selective coding, to analyze and interprets the data. The findings led to the identified challenges in response to the main research question and six research sub-questions, oriented around ACS WASC initial visit framework as follows. Regarding organization for student learning, there were four main challenges and eight sub-challenges found: (1) administration (consisting of two sub-challenges: school boards and organizational structure); (2) staff (consisting of two sub-challenges: staff qualifications, staff training and development and staff diversity); (3) type

of school (consisting of two sub-challenges: demonstration school and science school); and (4) affiliation with KMITL (consisting of two sub-challenges: being under Office of Higher Education Commission (OHEC), Thailand and KMITL protocol and guidelines). Regarding curriculum, instruction and assessment, there were two main challenges and six sub-challenges found: (1) curriculum (consisting of three sub-challenges: hybrid curriculum, stakeholders' understanding of curriculum and connection between learner outcomes and curriculum standards); and (2) instruction (consisting of three sub-challenges: qualified teaching staff, English proficiency of students, professional learning community for teachers and courses instructed by KMITL professors). Regarding support for student personal and academic growth, there were two main challenges and two sub-challenges found: (1) university admission counselling; and (2) community involvement (consisting of two sub-challenges: language communication and parents' involvement for school improvement process). Regarding resource management and development, there was one challenge and two sub-challenges found in association with the theme: resources (consisting of two sub-challenges: facilities and resources planning). Regarding ONESQA standards for Thai language and Thai studies, there were two main challenges and two sub-challenges found: (1) Thai curriculum and instruction (consisting of two sub-challenges: Thai curriculum and Thai language instruction and learning assessment); and (2) requirements from Thai Ministry of Education (MOE) and Office of National Educational Standards and Quality Assessment (ONESQA) (consisting of two sub-challenges: ONESQA indicators and studying time requirement). Regarding boarding program, there were three challenges found: KMITL dormitory facilities, qualifications of dormitory staff and student well-being and healthcare.

Field of Study: Curriculum and Instruction

Student's signature.....

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