STAKEHOLDERS' NEEDS ASSESSMENT
Academic Year 2023

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EXECUTIVE SUMMARY

The Institute for Research and Academic Services (IRAS), Assumption University, has conducted a survey project entitled "Stakeholders' Needs Assessment". The purpose of this survey is to enhance and improve the efficiency and effectiveness of the curriculum in various academic disciplines, contributing to the ongoing development of the university.

This study adopted a sample survey design, and the data were collected from six groups of AU stakeholders, including Students, AU's Students, AU Members, Parents, Alumni, and Employers.

Profile of the Respondents

Out of the total number of 3,324 respondents, 30.9% are Employers; 27.6% are AU's Students; 26.6% are Students; 6.1% are AU Members; 5.1% are Alumni; and 3.7% are Parents.

Table 1: Numbers and Percentages of Respondents Based on General Data

Item	AU Stakeholder	Total*	
		n	%
1	Employers	1,027	30.9
2	AU's Students	916	27.6
3	Students	885	26.6
4	AU Members	204	6.1
5	Alumni	170	5.1
6	Parent	122	3.7
	Total	3,324	100.0

Research Findings

This study employed descriptive statistics, including frequency, percentage and mean to analyze the data, aiming to achieve the following research objectives:

1. The Interest in studying at AU of high school students

- **The universities where high school students plan to study further**

The survey results found the universities where high school students plan to study further at CU are 16.1%, TU are 12.7%, CMU are 9.3%, SWU are 9.0% and KU are 8.1%. While private universities where high school students plan to study further at AU are 6.9% and BU are 4.4%.

When asked about private universities that on top of mind, Private universities were outstanding in the minds of a sample of high school students 46.2% are AU, 43.0% are 43.0% and RSU are 10.7%.

Interest in studying at AU of high school students of 40.8% are interested high to very high while 40.8% interested moderate, and 10.7% are interested low to very low. (As follow table 1-3)

Table 1 Percentages of University to plan to study further (More than one answer)

Item	University to plan to study further	Students
1	Chulalongkorn University: CU	16.1
2	Thammasat University: TU	12.7
3	Chiang Mai University: CMU	9.3
4	Srinakharinwirot University : SWU	9.0
5	Kasetsart University : KU	8.1
6	Mahidol University: MU	7.7
7	Silpakorn University: SU	7.1
8	Assumption University: AU	6.9
9	Bangkok University: BU	4.4
10	King Mongkut's Institute of Technology Ladkrabang: KMITL	3.1

The percentage of 678 respondents.

Table 2 Percentages of Private universities that on top of mind (Only one answer)

Item	Private universities	Students
1	Assumption University: AU	46.2
2	Bangkok University: BU	43.0
3	Rangsit University: RSU	10.7

Table 3 Percentages of Interest in studying at AU of high school students

Item	Interest in studying at AU	Students
1	High – Very high	40.8
2	Moderate	40.8
3	Low – Very low	18.4
Total		**100.0**
Mean		3.20
S.D.		0.91

- **The curriculum that make you interested in studying at AU**

The curriculum that make you interested in studying at AU shows that 86.0% are "the curriculum that makes it easy to find a job upon graduation", 85.9% are "the curriculum meets students needs", 83.4% are "learning by doing", 82.6% are "the curriculum is up-to-date", 73.3% are "participatory learning", 69.6% are "the curriculum is diverse and aligned with the needs of leading companies" and "the international curriculum" are 26.1% (As follow table 4)

Interest of high school students in the AU Curriculum
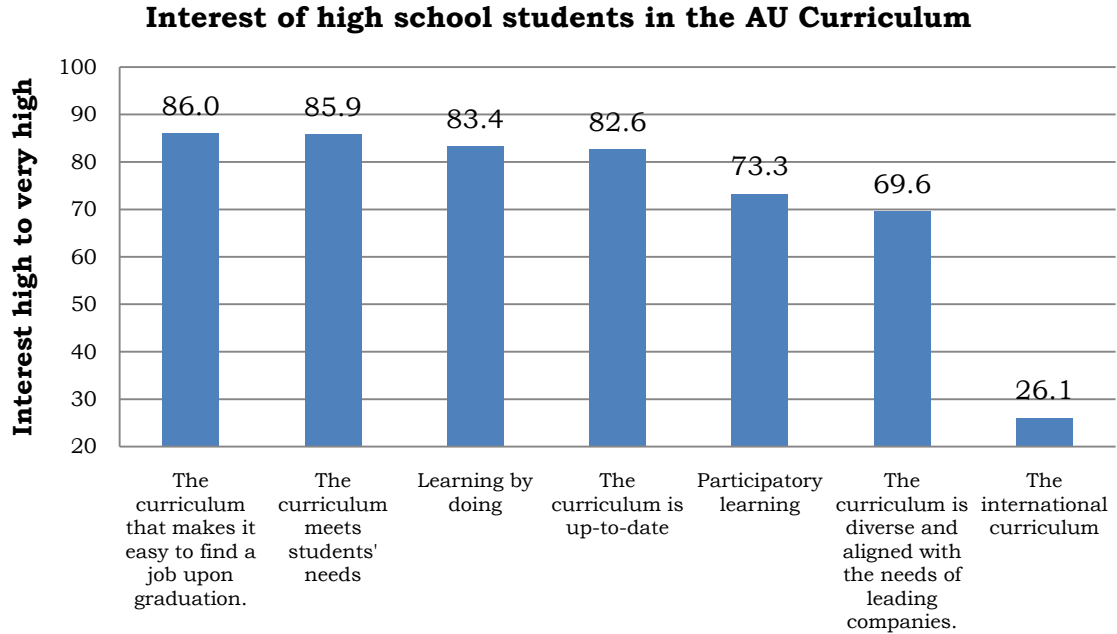
The survey results found that high school students of level understanding the AU curriculum 52.5% are moderate understanding, 37.2% are high to very high and 10.3% are low to very low. (As follow table 5)

Channels for information about the AU curriculum 42.6% are "Teachers", 40.9% are "Friends", 37.2% are TikTok, 31.0% are "Parents or Relatives", and 26.0% are "Instagram". (As follow table 6)

Table 4 Percentages of the curriculum that make you interested in studying at AU

Item	Curriculum	Level of interested					
		High	moderate	Low	Total	Mean	S.D.
1	The curriculum that makes it easy to find a job upon graduation.	86.0	12.5	1.5	100.0	4.43	0.77
2	The curriculum meets students' needs	85.9	12.3	1.8	100.0	4.33	0.78
3	Learning by doing	83.4	14.9	1.7	100.0	4.30	0.79
4	The curriculum is up-to-date	82.6	15.7	1.7	100.0	4.23	0.78
5	Participatory learning	73.3	23.3	3.4	100.0	4.01	0.85
6	The curriculum is diverse and aligned with the needs of leading companies.	69.6	26.1	4.3	100.0	3.95	0.87
7	The international curriculum	26.1	38.2	35.7	100.0	2.87	1.14

Table 5 Percentages of Understanding of the AU curriculum

Item	Level understanding	Students
1	High – Very high	37.2
2	Moderate	52.5
3	Low – Very low	10.3
Total		100.0
Mean		3.35
S.D.		0.86

Table 6 Percentages of Channels for information about the AU curriculum

Item	Channels	Students
Person		
1	Teachers	42.6
2	Friends	40.9
3	Parents or Relatives	31.0
4	Tutor	13.6
AU		
5	Guidance Team of AU	22.7
6	AU Open House	19.8
Social Media		
7	TikTok	37.2
8	Instagram	26.0
9	AU Website	22.3
10	Youtube	17.8
11	AU Facebook	14.0

2. AU's Students and AU Member Needs Assessment on the AU Curriculum

- **The importance and necessity of the AU curriculum**

The results of the survey indicate the importance and necessity of the AU curriculum among students and lecturers.

The top 5, AU curriculum that are considered the most important and necessary for AU members, 96.5% are "Lecturers have expertise", 94.7% are "Easy to find a job after graduation", 93.9% are "The curriculum taught is beneficial to students", 90.4% are "Fit with Leading company needed curriculum", and 88.6% are "Participatory learning". While expressing less satisfaction compared to other issues 73.7% are "Integrated curriculum" and 79.8% are "Active Learning".

The top 5, AU curriculum that are considered the most important and necessary for AU's Students, 69.7% are "Lecturers have expertise", 65.1% are "The curriculum taught is beneficial to students", 63.0% are "Teaching and learning activities align with the curriculum objectives", 62.1% are "Fit with Leading company needed curriculum", and 60.5% are "Participatory learning". While expressing less satisfaction compared to other issues 52.3% are "Internship Opportunity" and 53.7% are "The curriculum is up-to-date". (As follow table 7)

The importance and necessity of the AU curriculum

Category	AU's Students	AU Member
Integrated curriculum	55.0	73.7
Active Learning	58.3	79.8
Curriculum is up-to-date	53.7	83.3
Learning by doing	57.0	83.3
International curriculum	58.6	84.2
Internship Opportunity	52.3	87.7
Teaching and learning activities fit with the objective	63.0	87.7
Participatory learning	60.5	88.6
Fit with Leading company needed curriculum	62.1	90.4
Curriculum taught is beneficial to students	65.1	93.9
Easy to find a job after graduation	58.6	94.7
Lecturers' expertise	69.7	96.5

■ AU's Students   ■ AU Member

Table 7 Percentages of AU's students and AU members needs assessment on
the AU curriculum

Item	Curriculum	Needs				Mean	S.D.
		High	moderate	Low	Total		
1	The international curriculum						
	AU's Students	58.6	36.6	4.8	100.0	3.73	0.84
	AU Members	84.2	15.8	0.0	100.0	4.18	0.69
2	The curriculum is up-to-date						
	AU's Students	53.7	37.4	8.8	100.0	3.65	0.90
	AU Members	83.3	14.9	1.8	100.0	4.11	0.76
3	Integrated curriculum						
	AU's Students	55.0	40.3	4.7	100.0	3.68	0.82
	AU Members	73.7	22.8	3.5	100.0	3.97	0.87
4	Learning by doing						
	AU's Students	57.0	31.9	11.1	100.0	3.66	0.95
	AU Members	83.3	13.2	3.5	100.0	4.04	0.79
5	Active Learning						
	AU's Students	58.3	33.3	8.4	100.0	3.76	0.95
	AU Members	79.8	14.9	5.3	100.0	3.95	0.85
6	Participatory learning						
	AU's Students	60.5	31.1	8.4	100.0	3.79	0.94
	AU Members	88.6	6.1	5.3	100.0	4.18	0.87
7	Internship Opportunity						
	AU's Students	52.3	36.2	11.5	100.0	3.60	1.01
	AU Members	87.7	8.8	3.5	100.0	4.20	0.81
8	Lecturers have expertise in teaching according to the curriculum.						
	AU's Students	69.7	24.3	6.0	100.0	3.94	0.89
	AU Members	96.5	1.8	1.8	100.0	4.34	0.65
9	Teaching and learning activities align with the curriculum objectives.						
	AU's Students	63.0	31.6	5.5	100.0	3.85	0.91
	AU Members	87.7	10.5	1.8	100.0	4.27	0.76
10	The curriculum is diverse and aligned with the needs of leading companies.						
	AU's Students	62.1	29.8	8.1	100.0	3.75	0.91
	AU Members	90.4	7.9	1.8	100.0	4.25	0.71
11	The curriculum that makes it easy to find a job upon graduation.						
	AU's Students	58.6	32.1	9.3	100.0	3.71	0.91
	AU Members	94.7	3.5	1.8	100.0	4.25	0.69
12	The curriculum taught is beneficial to students.						
	AU's Students	65.1	30.2	4.7	100.0	3.86	0.90
	AU Members	93.9	4.4	1.8	100.0	4.32	0.72

The survey results found AU members understand the AU curriculum better than AU students. And 84.2% of AU members have high to very high level of understanding regarding the curriculum, while 49.5% AU's students have high to very high level of understanding, and 45.6% have moderate level of understanding regarding the curriculum. (As follow table 8)
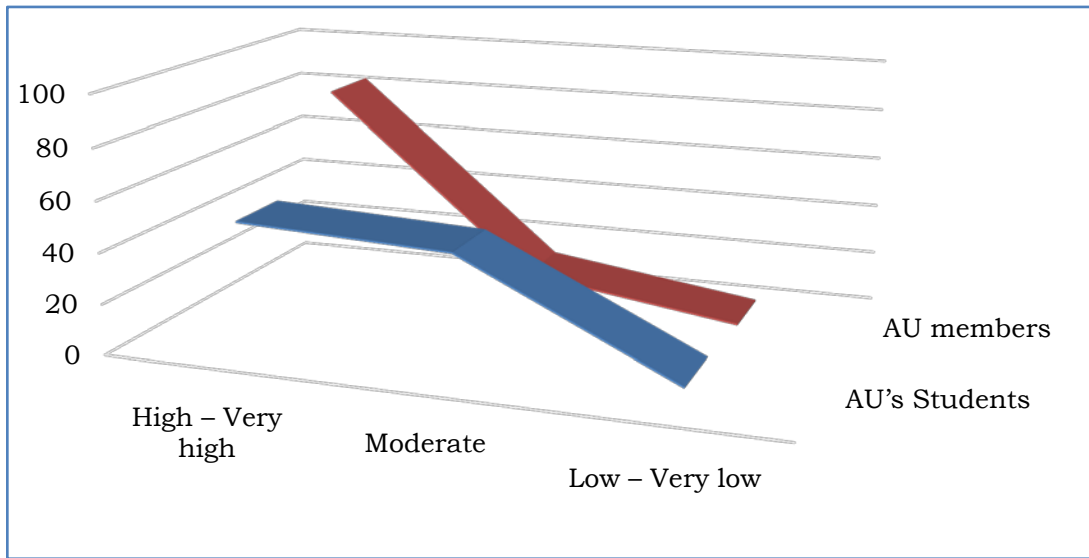
Understanding on the AU curriculum

Table 8 Percentages of Understanding on the AU curriculum

Item	Level understanding	AU's Students	AU members
1	High – Very high	49.5	84.2
2	Moderate	45.6	14.0
3	Low – Very low	4.9	1.8
Total		**100.0**	**100.0**
Mean		3.56	4.15
S.D.		0.81	0.76

Additionally, it was found that the curriculum meets the needs of users. 76.3% of AU members and 49.3% of AU's Students have high to very high, 39.2% of AU's Students have moderate. (As follow table 9)
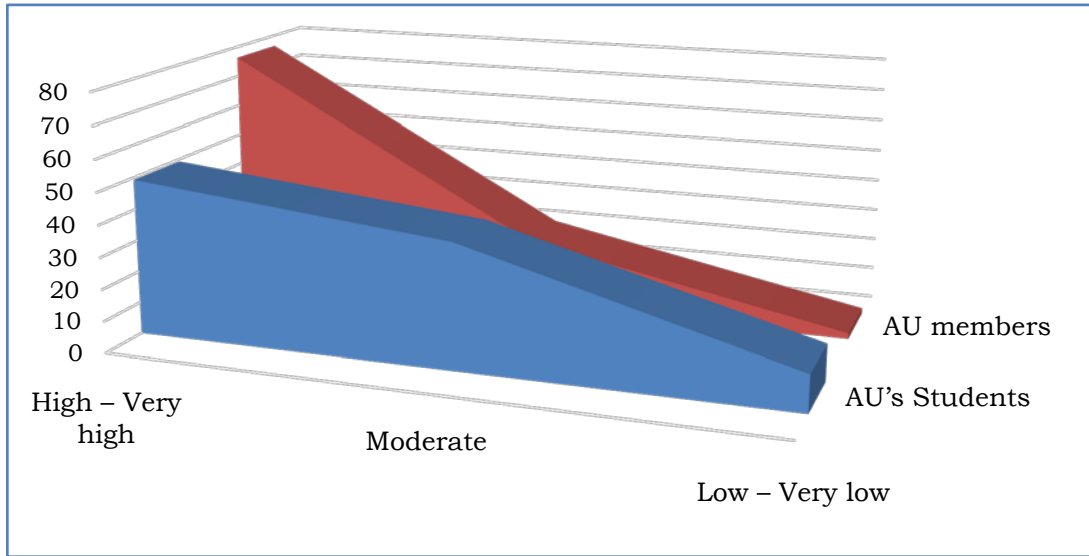
The AU curriculum matching user needs

Table 9 Percentages of Curriculum matching AU's Students and AU Members Needs.

Item	Curriculum matching user needs	AU's Students	AU members
1	High – Very high	49.3	76.3
2	Moderate	39.2	21.9
3	Low – Very low	11.5	1.8
Total		**100.0**	**100.0**
Mean		3.50	3.97
S.D.		0.92	0.76

Aak to AU'Students about complete the studies within the time period specified in the AU curriculum, 68.0% are Sure, 25.7% are 25.7%, and 6.3% are Graduated later than the specified curriculum. (As follow table 10)

Table 10 Percentages of complete the studies within the time period specified in the AU curriculum.

Item	The time period specified in the curriculum	AU's Students
1	Sure	68.0
2	Not sure	25.7
3	Graduated later than the specified curriculum	6.3
Total		**100.0**

3. Parents needs assessment on the AU curriculum.

Parents' needs assessment of the AU curriculum that "Importance and necessity of AU curriculum" have 85.2% in high to very high, "Understanding of AU curriculum child studies" have 72.1% in high to very high, and "The curriculum is up-to-date and meets students' needs" have 71.3% in high to very high. (As follow table 11)

Table 11 Percentages of Parents' needs assessment of the AU curriculum

Item	Curriculum	Needs					
		High	moderate	Low	Total	Mean	S.D.
1	Importance and necessity of AU curriculum	85.2	14.8	-	100.0	4.17	0.66
2	Understanding of the curriculum your child studies.	72.1	27.9	-	100.0	4.02	0.77
3	The curriculum is up-to-date and meets students' needs	71.3	28.7	-	100.0	3.87	0.66

The survey results of Reasons for having children study at AU show that 96.7% choose because of "The international curriculum", 49.2% are "Children choose for themselves and Famous University", 43.4% choose because "The curriculum is up-to-date", 39.3% choose because "The curriculum meets students' needs". (As follow table 12)

Table 12 Percentages of Reasons for having your children study at AU

Item	Reasons for having your children study at AU	Parents
1	The international curriculum	96.7
2	Children choose for themselves	49.2
3	Famous University	49.2
4	The curriculum is up-to-date	43.4
5	The curriculum meets students' needs	39.3
6	Tuition fees are reasonable	37.7
7	The curriculum that makes it easy to find a job upon graduation and aligned with the needs of leading companies.	32.0
8	No require TCAS result	23.0
9	There are complete facilities	21.3
10	Good environment	18.9
11	Convenient travel	13.1

Channels for receiving information about the AU curriculum show that 74.6% are "Ask from children and Social Media", 34.4% are "AU Website", 27.0% are "Ask from relatives and alumni", 24.6% are "Faculty Website" and 11.5% are "Parents Group Line". (As follow table 13)

Table 13 Percentages of Channels for receiving information about the AU curriculum

Item	Channels	Parents
1	Ask from children	74.6
2	Social Media	74.6
3	AU Website	34.4
4	Ask from relatives and alumni	27.0
5	Faculty Website	24.6
6	Parents Group Line	11.5

4. The curriculum that will help develop graduates to be of high quality from the employers' perspective

The survey results found "the curriculum that would help develop high-quality graduates to be of high quality" that, 89.4% are "Participatory learning", 87.8% are "Learning by doing", 85.7% are "Active Learning", 82.7% are "Integrated curriculum", 82.1% are "Internship Opportunity", 80.0% are "The curriculum is up-to-date", and 47.9% are "The international curriculum". (As follow table 14)
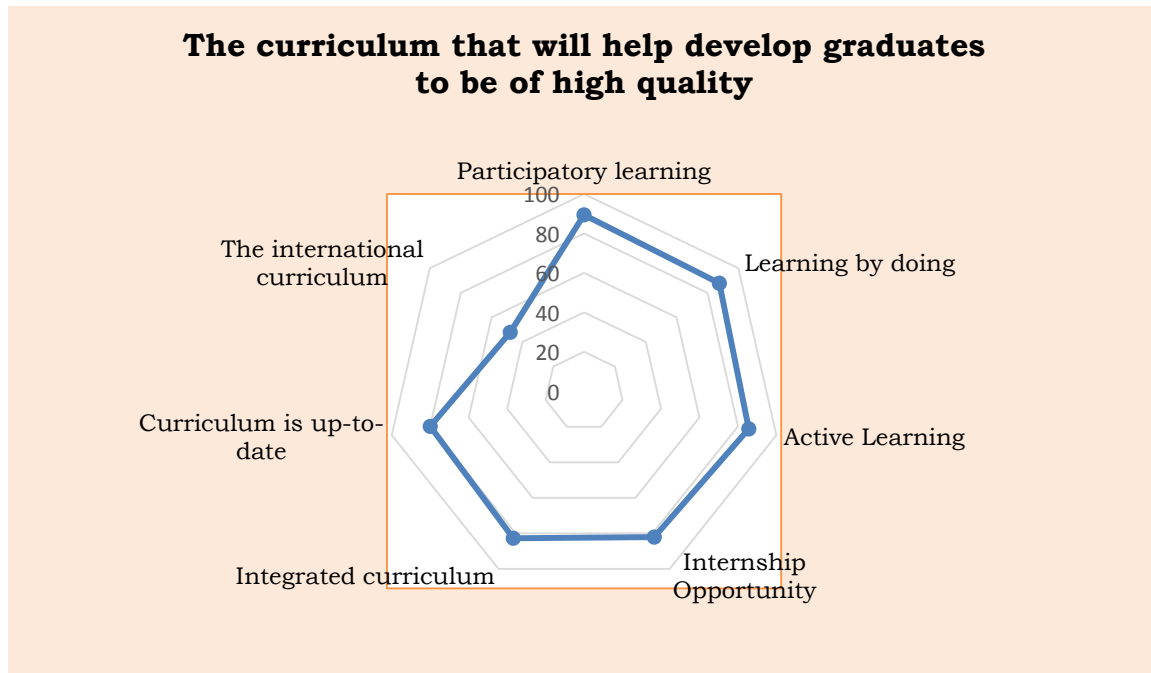
Table 14 Percentages of the curriculum that will help develop graduates to be of high quality from the employers' perspective.

Item	Curriculum	Needs					
		High	moderate	Low	Total	Mean	S.D.
1	Participatory learning	89.4	10.6	-	100.0	4.24	0.63
2	Learning by doing	87.8	12.2	-	100.0	4.16	0.62
3	Active Learning	85.7	14.3	-	100.0	4.15	0.64
4	Internship Opportunity	82.1	17.9	-	100.0	4.15	0.70
5	Integrated Curriculum	82.7	17.3	-	100.0	3.94	0.53
6	The curriculum is up-to-date	80.0	19.5	0.5	100.0	3.93	0.59
7	The international curriculum	47.9	48.5	3.6	100.0	3.56	0.75

The survey results found "the graduates from institutions that employers want to work with" that at CU are 53.0%, TU are 30.0%, AU are 28.4%, KU are 27.7%, KMITL are 22.4%, MU are 16.4% and BU are 9.2%. (As follow table 15)

Table 15 Percentages of graduates from institutions that employers want to work

| Item	Graduates of University	Employer
1	Chulalongkorn University (CU)	53.0
2	Thammasat University (TU)	30.0
3	Assumtion University (AU)	28.4
4	Kasetsart University (KU)	27.7
5	King Mongkut's Institute of Technology Ladkrabang (KMITL)	22.4
6	Mahidol University (MU)	16.4
7	Bangkok University (BU)	9.2
8	Chiang Mai University (CMU)	6.5
9	Silpakorn University (SU)	5.0
10	Srinakharinwirot University (SWU)	4.6

5. The importance and necessity of graduate characteristics in the 21st century from the perspective of AU stakeholders

- **The importance and necessity of 3Rs+8Cs Skills**

The survey results found the most important and necessary "3Rs+8Cs skills" high to very high for each stakeholder group:

- 97.1% of AU Member, 86.0% of Employer and 82.8% of High school students are "Compassion", it's the most important and necessary skill compared to others.
- 74.5% of AU's Students are "Career and Learning Skills", it's the most important and necessary skill compared to others.
- 100% of Parents are "Communications Information and Media Literacy", and "Critical thinking and Problem Solving", it's the most important and necessary skill compared to others.
- 99.4% of Alumni are "Communications Information and Media Literacy" and "Reading, Writing and Arithmetics", it's the most important and necessary skill compared to others.
- 86.0% of Employer are "Collaboration Teamwork and Leadership", it's the most important and necessary skill compared to others.

Overall, considering the perspectives of all AU stakeholder groups, 85% up emphasized the importance and necessity of skills such as "Communication Information and Media Literacy", "Collaboration Teamwork and Leadership", and "Critical thinking and Problem-solving" more so than any other skills. For skills whose importance and necessity were less than 80%, it was found that "reading, writing, and arithmetic" and "computer and ICT knowledge". (As follow table 16)
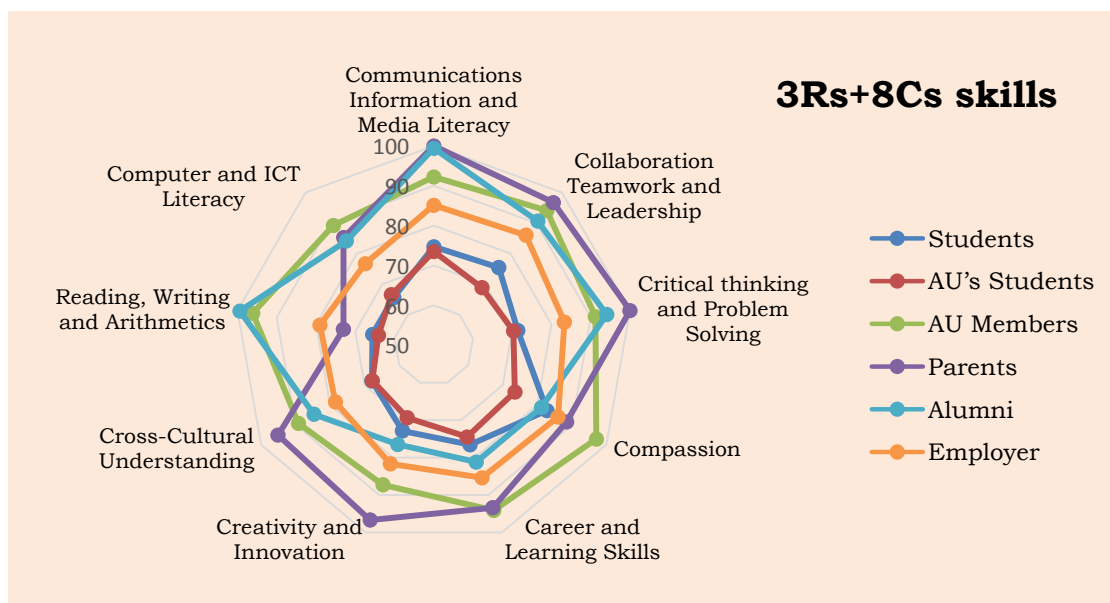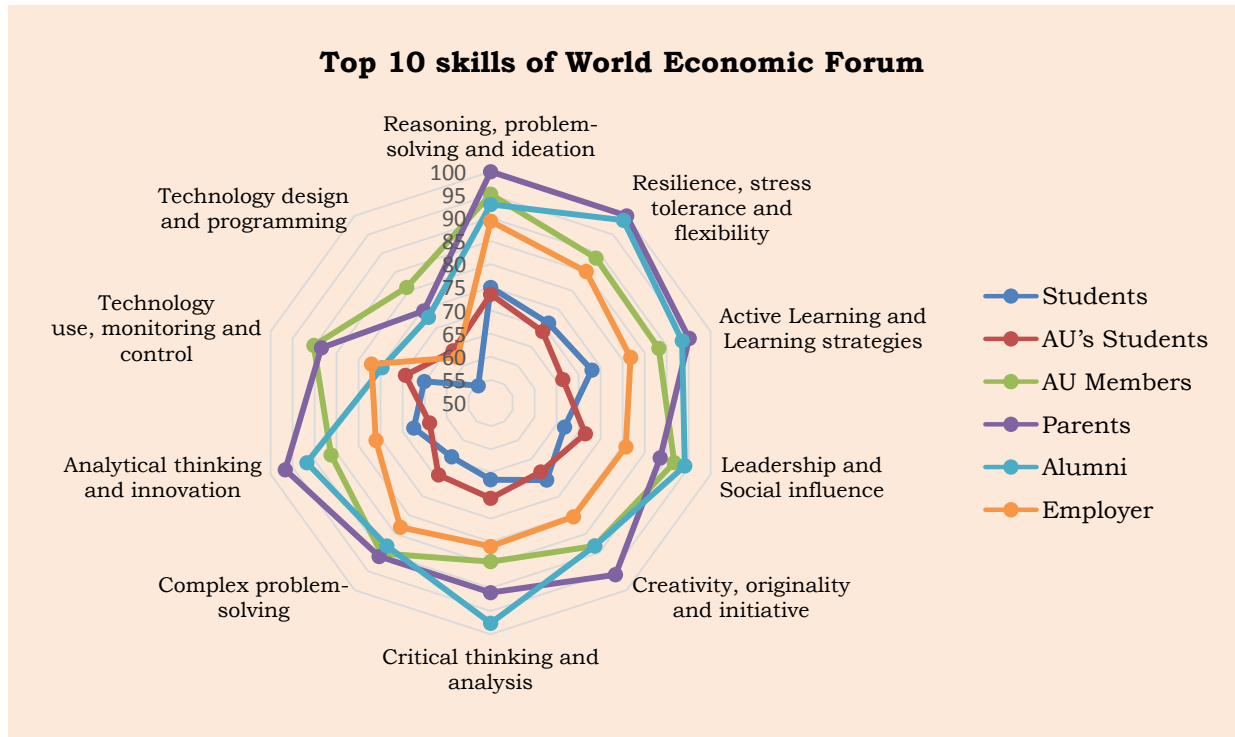
- **The importance and necessity of Top 10 Skills of World Economic Forum**

        The survey results found the most important and necessary "Top 10 Skills of World Economic Forum" skills high to very high for each stakeholder group:

- 100% of Parents, 95.1% of AU Member, 89.3% of Employer, 75.0% of High school students, and 73.5% of AU's Students are "Reasoning, problem-solving and ideation", it's the most important and necessary skill compared to others.
- 100% of Parents and 98.8% of Alumni are "Resilience, stress tolerance and flexibility", it's the most important and necessary skill compared to others.

        Overall, considering the perspectives of all AU stakeholder groups, 85% up emphasized the importance and necessity of skills such as "Reasoning, problem-solving and ideation", "Resilience, stress tolerance and flexibility", and "Critical thinking and Problem-solving" more so than any other skills.
        For skills whose importance and necessity were less than 80%, it was found that "Technology use, monitoring and control" and "Technology design and programming". (As follow table 16)

Top 10 skills of World Economic Forum

- **The importance and necessity of AU Students Identity (3Es)**

The survey results found the most important and necessary "AU Students Identity" skills high to very high for each stakeholder group:

Nearly all AU stakeholders recognize the importance and necessity of ethics, except for the group of parents who prioritize and consider English as their top priority.

While, when it comes to Entrepreneurial Spirit, AU members perceive it as more important and necessary compared to any other stakeholder group.

In the English Proficiency, Parents and alumni groups place greater importance and emphasis on this area than any other AU stakeholder group.

Overall, AU stakeholders prioritize ethics and English language proficiency more than entrepreneurial spirit. (As follow table 16)
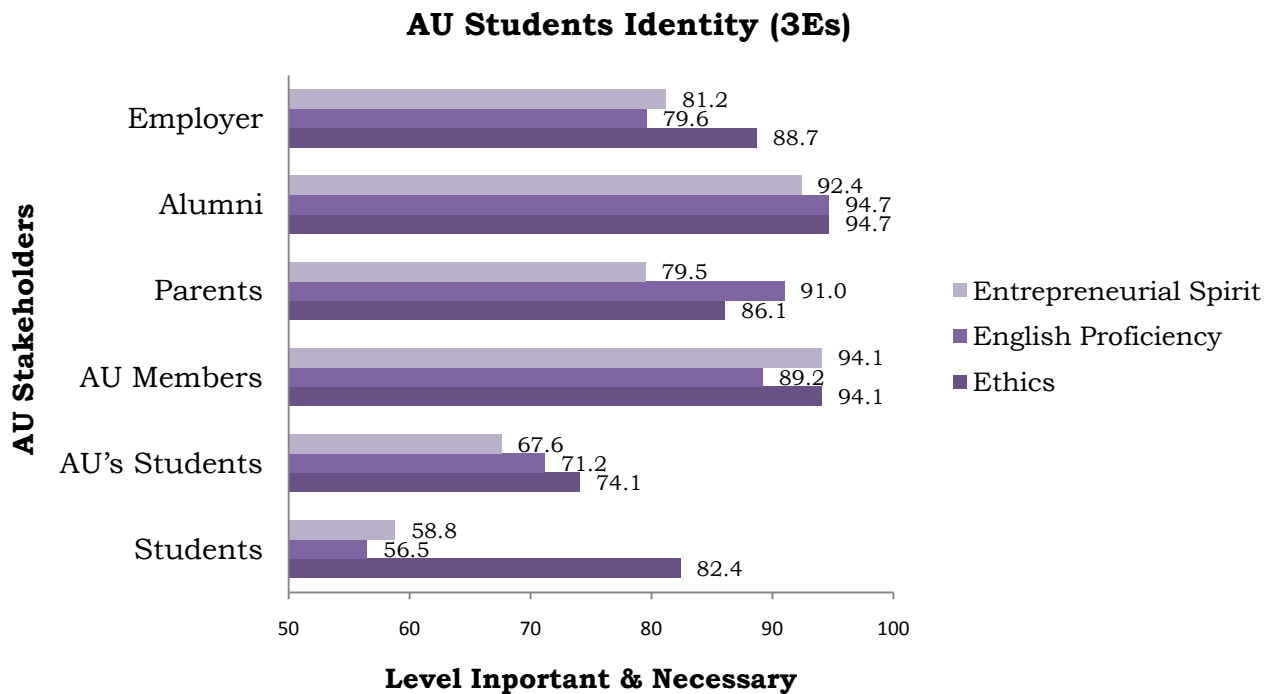
AU Students Identity (3Es)

Table 16 Percentage of level high importance and necessary of skills for graduates in their future work.

Item	Skills	Stakeholder of AU						Total
		Students	AU's Students	AU Members	Parents	Alumni	Employer	
(1) 3Rs+8Cs skills								
1	Communications Information and Media Literacy	74.7	73.5	92.2	100.0	99.4	85.1	**87.5**
2	Collaboration Teamwork and Leadership	75.4	68.8	94.1	96.7	90.6	86.0	**85.3**
3	Critical thinking and Problem Solving	71.4	70.3	91.2	100.0	94.1	83.3	**85.1**
4	Compassion	82.8	73.5	97.1	88.5	81.2	86.0	**84.9**
5	Career and Learning Skills	76.6	74.5	94.1	93.4	81.2	85.4	**84.2**
6	Creativity and Innovation	72.9	69.4	87.3	96.7	76.5	81.7	**80.8**
7	Cross-Cultural Understanding	67.9	67.8	89.2	95.1	84.7	78.5	**80.5**
8	Reading, Writing and Arithmetics	65.6	64.1	96.1	73.0	99.4	79.0	**79.5**
9	Computer and ICT Literacy	65.6	66.5	89.2	85.2	84.1	76.7	**77.9**
(2) Top 10 skills of World Economic Forum								
1	Reasoning, problem-solving and ideation	75.0	73.5	95.1	100.0	92.9	89.3	**87.6**
2	Resilience, stress tolerance and flexibility	71.3	69.1	88.7	100.0	98.8	85.1	**85.5**
3	Active Learning and Learning strategies	73.0	66.4	88.2	95.1	93.5	81.8	**83.0**
4	Leadership and Social influence	66.8	71.5	91.7	88.5	94.1	80.7	**82.2**
5	Creativity, originality and initiative	70.6	68.4	88.2	95.9	88.2	80.4	**82.0**
6	Critical thinking and analysis	66.6	70.6	84.3	91.0	97.6	81.0	**81.9**
7	Complex problem-solving	64.4	69.2	90.2	91.0	88.2	83.2	**81.0**
8	Analytical thinking and innovation	67.5	63.9	86.3	96.7	91.8	76.1	**80.4**
9	Technology use, monitoring and control	65.1	69.4	90.2	88.5	74.7	77.1	**77.5**
10	Technology design and programming	54.6	63.9	80.9	74.6	72.9	62.2	**68.2**
(3) AU Students' Identity (3Es)								
1	Ethics: Integrity, Discipline and Social consciousness	82.4	74.1	94.1	86.1	94.7	88.7	**86.7**
2	English Proficiency	56.5	71.2	89.2	91.0	94.7	79.6	**80.4**
3	Entrepreneurial Spirit: Leadership, Business & Marketability Understanding and Perseverance	58.8	67.6	94.1	79.5	92.4	81.2	**78.9**

5. The Curriculum Field of study that should be taught in the future

The survey results found that the curriculum or field of study that should be taught in the future. Overall, that 29.5% are The Innovative Digital Marketing, 15.2% are Medicine, 12.5% are Finance and Accounting, Psychology, 11.8% are Psychology, 9.5% are Designer, 8.2% are Linguistic, 7.7% are Logistic, 6.8% are Engineering, 5.5% are Innovation Creative, and 5.1% are Robot.

Additionally, it was found that Industrial business groups interested in future working Overall, that 31.7% are "Professional services industry", 21.8% are "Finance and Marketing Communication", 18.8% are "Smart Electronics", 18.7% are "Construction-related industry", and 9.5% are "Aviation and Logistics". (As follow table 17-18)

Table 17 Percentages of Curriculum or Field of study that should be taught in the future.

Item	Curriculum or Field of study	AU Stakeholder
1	The Innovative Digital Marketing: Big-Data Analysis and AI Digital (Digital Management, Digital communication in metaverse era,)	29.5
2	Medicine	15.2
3	Finance and Accounting (International)	12.5
4	Psychology	11.8
5	Designer (Fashion, Clothing)	9.5
6	Linguistic	8.2
7	Logistic	7.7
8	Engineering	6.8
9	Innovation Creative	5.5
10	Robot	5.1

Table 18 Percentages of Industrial business groups interested in future working

Item	Industrial business groups interested	AU Stakeholder
1	Professional services industry	31.7
2	Finance and Marketing Communication	21.8
3	Smart Electronics	18.8
4	Construction-related industry	18.7
5	Aviation and Logistics	16.3
6	Medical Hub	13.3
7	Digital	12.6
8	Food for the Future	12.5
9	Affluent, Medical and Wellness Tourism	12.3
10	Next-Generation Automotive	10.3
11	Robotics	7.9
12	Biofuels and Biochemicals	7.7
13	Agriculture and Biotechnology	7.5
14	Jewelry and Craft-related industry	4.7