The Development of Learning Assessment Competencies of New Faculty Members at Rangsit University in the 2024 Academic Year Using a Training Program

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Abstract

This research aimed to compare the learning assessment competencies of new faculty members at Rangsit University before and after participating in a training program, and to study their satisfaction with the program. Nineteen new faculty members with 1-5 years of experience at Rangsit University in the 2024 academic year were selected using a purposive sampling method. Data were collected using: 1) a training program designed to enhance learning assessment competencies, 2) a 13-item learning assessment competencies self-assessment form (5-level rating scale, covering 3 sub-competency areas), and 3) a 5-level satisfaction assessment form. The Index of Item-Objective Congruence (IOC) for each item in these assessment forms and the training program was 1.00. Data were analyzed using (dependent samples t-tests and descriptive statistics.) The findings demonstrated a significant improvement in learning assessment competencies following the program ($t = 64.79$, $p < 0.001$, with participants expressing high levels of satisfaction (Mean = 4.74 , SD = 0.12).

Keywords: *Learning Assessment Competencies, New Faculty Members, Training Program, Rangsit University*

1. Introduction

Learning assessment is a crucial process in higher education instruction (Bloom et al., 1971) This process enables instructors to understand student learning progress, identify student strengths and areas for improvement, and utilize data to enhance teaching effectiveness (Biggs & Tang, 2011). Furthermore, learning assessment serves as a vital tool for ensuring educational quality, reflecting student learning outcomes and the effectiveness of the instructional process (Biggs & Tang, 2011).

However, new faculty members entering higher education often face challenges in learning assessment. These challenges may arise from several factors, including a lack of experience in designing and developing diverse assessment instruments (Brown &

Abeywickrama, 2010), insufficient understanding of learning assessment principles and theories (Crooks et al., 1996), or a lack of skills in analyzing and interpreting assessment results for instructional improvement (Yorke, 2003).

Specifically, effective learning assessment in higher education requires faculty members to possess the ability to: Design learning assessment instruments and methods that align with learning objectives and course content (Popham, 2008), Identify appropriate types of learning assessment to measure student knowledge, skills, and desired attributes (Miller et al., 2009), Analyze and interpret assessment results to understand student strengths and weaknesses, and utilize the information to improve instruction (Brookhart, 2017), and Communicate assessment results to students and relevant stakeholders clearly and constructively to promote student learning development (Nicol & Macfarlane-Dick, 2006).

Therefore, enhancing the learning assessment competencies of new faculty members is essential for higher education institutions. Providing training and development for faculty in this area will enable them to design and utilize appropriate assessment methods for their specific course contexts, accurately analyze and interpret assessment results, and effectively use assessment data to improve instruction and foster student development.

Rangsit University, as an institution committed to educational quality development, recognizes the importance of enhancing the learning assessment competencies of new faculty members. To address this need, the university has organized training programs aimed at promoting the learning assessment competencies of new faculty members, supporting them in fulfilling their duties effectively and meeting the needs of students in the 2024 academic year.

This training program is comprehensively grounded in established learning theories, including Andragogy (Knowles, 1980), Piaget's Theory of Cognitive Development (Piaget, 1952), Bandura's Social Learning Theory (Bandura, 1977), and the TPACK framework (Mishra & Koehler, 2006). Its strengths lie in a learner-centered approach tailored for adults, emphasizing experiential learning, problem-solving, and intrinsic motivation. The program is specifically designed to be highly practical, allowing new faculty to apply theoretical knowledge to real-world teaching scenarios. Furthermore, it fosters a professional learning community, enabling observational learning, peer collaboration, and continuous feedback. This distinguishes it from conventional training by prioritizing active engagement, contextual relevance, and the integrated development of technological, pedagogical, and content knowledge for effective assessment.

Research on the needs and challenges of new faculty members in learning assessment is of significant importance for the development of higher education, particularly for Rangsit University, which acknowledges the critical role of faculty in

enhancing educational quality and producing quality graduates. This research will enable the university to gain a deeper understanding of the learning assessment needs and challenges faced by new faculty members, leading to the design of training programs that effectively address those needs.

Enhancing learning assessment competencies of new faculty members has significant implications for improving educational quality and overall social development in several dimensions: Student Development: Faculty members with strong learning assessment competencies can design and manage instruction that effectively promotes student learning, Institutional Development: Faculty members with strong learning assessment competencies are a valuable resource for higher education institutions, and Social Development: Quality education is a crucial mechanism for developing knowledgeable, skilled, and ethical individuals. Faculty members with strong learning assessment competencies contribute significantly to producing quality graduates for society.

Therefore, enhancing the learning assessment competencies of new faculty members at Rangit University, 2024 academic year is a crucial mission for the development of educational quality and society as a whole, to cultivate quality educational personnel and contribute to the sustainable development of the nation.

2. Objectives

The objectives of the study are as follows:
2.1 To compare learning assessment competencies of new faculty members of Rangsit University before and after the training program.
2.2 To study the satisfaction of new faculty members at Rangsit University with the training on learning assessment competencies.

3. Review of the Literature

This section reviews the key concepts and research related to learning assessment in higher education, focusing on the development of assessment competencies in new faculty members.

3.1 The Importance of Learning Assessment in Higher Education

Learning assessment is a fundamental component of effective teaching and learning in higher education. It is a systematic process of gathering, interpreting, and using information about student learning to inform instructional decisions (Brookhart, 2017). Assessment provides valuable feedback to both students and instructors, allowing for the monitoring of student progress towards learning outcomes and the identification of areas where improvement is needed (Nicol & Macfarlane-Dick, 2006). Furthermore, assessment

data can be used to evaluate the effectiveness of teaching strategies and curricula, contributing to overall program improvement and accountability (Biggs & Tang, 2011).

3.2 Learning Assessment Competencies for Faculty Members

Effective learning assessment requires faculty members to possess a range of specific competencies. These competencies encompass the knowledge, skills, and abilities necessary to design, implement, and utilize assessment practices that promote student learning and development. Key learning assessment competencies include:

Assessment Design: This involves the ability to align assessment tasks with learning objectives, select appropriate assessment methods, and develop valid and reliable assessment instruments (Popham, 2008; Pellegrino, Chudowsky, & Glaser, 2001).

Assessment Implementation: This includes the ability to administer assessments effectively, provide clear instructions to students, and ensure fair and equitable assessment practices.

Data Analysis and Interpretation: This involves the ability to analyze assessment data, interpret the results accurately, and draw meaningful conclusions about student learning (Yorke, 2003).

Use of Assessment Results: This includes the ability to use assessment data to provide feedback to students, modify instructional practices, and make informed decisions about curriculum and program improvement (Brookhart, 2017).

3.3 Challenges Faced by New Faculty Members in Learning Assessment

New faculty members often encounter specific challenges in developing and implementing effective learning assessment practices. These challenges may include:

Lack of Pedagogical Training: New faculty members often possess strong content knowledge in their disciplines but have limited formal training in educational principles and assessment methods (Michael & Libarkin, 2016; Austin et al., 2024). For example, many begin teaching by relying on inherited course structures without opportunities to reflect on or improve their teaching and assessment approaches (Michael & Libarkin, 2016).

Limited Experience: New faculty frequently lack practical experience in designing and implementing various assessment techniques, which can lead to uncertainty in selecting appropriate assessment methods aligned with learning outcomes (Austin et al., 2024). Studies indicate that many new instructors have not previously used learner-centered or innovative assessment strategies.

Time Constraints: Developing and implementing effective assessments is time-consuming, and new faculty often face competing demands such as research, academic service, and administrative duties, limiting the time available for assessment design and refinement (Nausheen et al., 2024; Austin et al., 2024).

Understanding Assessment for Learning: Many new faculty members focus primarily on assessment of learning (summative assessment) rather than using assessment

as a tool to promote learning and improvement (formative assessment). Support is needed to develop their understanding and skills in designing assessments that provide meaningful feedback and foster student growth (Austin et al., 2024; Shapiro, 2021; Dickson & Treml, 2019).

3.4 Strategies for Enhancing Learning Assessment Competencies

Various strategies can be employed to enhance the learning assessment competencies of faculty members, particularly new faculty. These strategies include:

Professional Development Programs: Workshops, seminars, and training programs offer faculty opportunities to deepen their understanding of assessment principles, methods, and best practices. Such programs have been shown to improve faculty confidence and effectiveness in designing and implementing assessments (Austin et al., 2024; Nausheen et al., 2024).

Mentoring and Peer Support: Pairing a new faculty with experienced colleagues provides valuable guidance and support in developing assessment skills. Mentorship fosters reflective practice and facilitates knowledge transfer regarding effective assessment strategies (Michael & Libarkin, 2016; Shapiro, 2021).

Resources and Tools: Providing faculty access to practical resources such as assessment templates, rubrics, and technology tools can streamline the development and implementation of effective assessments. These resources help standardize quality and reduce the time burden on faculty (Nausheen et al., 2024).

Collaborative Assessment Design: Encouraging faculty collaboration in assessment design promotes sharing of expertise and best practices, leading to more innovative and effective assessment approaches. Collaborative efforts also enhance faculty engagement and consistency in assessment standards (Austin et al., 2024; Dickson & Treml, 2019).

3.5 The Role of Faculty Training Programs

Faculty training programs play a crucial role in addressing the challenges faced by new faculty members and enhancing their learning assessment competencies. Well-designed training programs can provide new faculty with the foundational knowledge, skills, and practical experience necessary to implement effective assessment practices in their teaching.

This study aims to contribute to the existing body of literature by examining the effectiveness of a faculty training program in enhancing the learning assessment competencies of new faculty members at Rangsit University. The findings of this study will provide valuable insights into the impact of professional development initiatives on faculty assessment practices and student learning outcomes.

3.6 Related Research

This section examines previous research and studies that are relevant to the current investigation into enhancing learning assessment competencies of new faculty members. It will explore studies that have investigated faculty development in assessment, the impact of training interventions on assessment practices, and research within the context of higher education institutions.

3.6.1 Faculty Development in Learning Assessment

Research has consistently highlighted the importance of faculty development initiatives in improving the quality of teaching and learning in higher education. Studies have shown that professional development programs can effectively enhance faculty knowledge and skills in various areas, including learning assessment (Brown & Irby, 2012). Faculty development programs focused on assessment often aim to equip faculty with the ability to design valid and reliable assessment instruments, implement effective assessment strategies, analyze assessment data, and utilize assessment results to improve student learning (DeLuca & Klinger, 2018).

3.6.2 Impact of Training Interventions on Assessment Practices

A significant body of research explores the impact of training interventions on faculty assessment practices. These studies often investigate the effectiveness of workshops, seminars, and other professional development activities in changing faculty beliefs about assessment and their use of different assessment methods. Research indicates that targeted training can lead to increased use of formative assessment techniques, improved alignment of assessment with learning outcomes, and greater emphasis on assessment for learning (Gibbs & Coffey, 2004).

3.6.3 Assessment Competencies of Faculty Members

Several studies have investigated the assessment competencies of faculty members in higher education. These studies often seek to identify the key knowledge, skills, and abilities that faculty members need to effectively assess student learning. Key competencies identified in the research include: Assessment design and development (Popham, 2008), Assessment implementation and management, Data analysis, interpretation, and use (Brookhart, 2017), and Communication of assessment results (Nicol & Macfarlane-Dick, 2006).

4. Research Methodology

4.1 Research Design

This research employed a quantitative research design (one-group pretest-posttest design). The objectives were to compare the learning assessment competencies of new faculty members before and after participating in the training program on enhancing learning assessment competencies of new faculty members at Rangsit University, 2024 academic year, and to examine the satisfaction of the training participants towards the training program.

4.2 Population and Sample

The population for this research consisted of new faculty members at Rangsit University in the 2024 academic year, totaling 29 individuals. The sample group was obtained through purposive sampling. Specifically, the sample included new faculty members with 1-5 years of work experience. The inclusion criterion was defined as new faculty members of Rangsit University in the 2024 academic year with 1-5 years of work experience who participated in the training program. The exclusion criterion was defined as faculty members who did not participate in the training program. A total of 19 faculty members participated in the training program, representing 65.52% of the total population.

4.3 Research Instruments

The research instruments used in this study comprised the following:
Training Program: The training program on enhancing learning assessment competencies of new faculty members at Rangsit University in the 2024 academic year. This program was developed and validated by experts from Suryadhep Teachers College, Rangsit University. This training program lasted 3 hours and was divided into 3 main topics: 1. Designing Assessment Instruments and Methods, 2. Analyzing and Interpreting Assessment Results, and 3. Communicating Assessment Results. The Index of Item-Objective Congruence (IOC) for each aspect/item of the program was 1.00, which is higher than the criterion of 0.50, indicating that the program content is congruent with the intended objectives and suitable for use in the research

Learning Assessment Competency Assessment Form: This 13-item assessment form (self-assessment, 5-level rating scale) covering 3 sub-competency areas, was developed and validated by experts from Suryadhep Teachers College, Rangsit University, to assess the learning assessment competencies of new faculty members before and after the training program. The IOC for each item in this assessment form was 1.00, exceeding the criterion of 0.50, indicating that the questions in the assessment form are congruent with the measurement objectives and suitable for use in the research.

Satisfaction Assessment Form: This 5-level satisfaction assessment form was developed and validated by experts from the Personnel Development Office, Rangsit

University, to assess the satisfaction of the training participants towards the training program. The IOC for each item in this assessment form was 1.00, which is higher than the criterion of 0.50, indicating that the questions in the assessment form are congruent with the measurement objectives and suitable for use in the research.

4.4 Data Collection

For this research, the researcher collected data in three phases:

Pre-training Phase: In this phase, participants were prepared by understanding the objectives and scope of the training curriculum and reviewing the training content. Participants then completed a pre-training competency assessment on measurement and evaluation for learning.

During-training Phase: Participants engaged in training activities based on the researcher-developed curriculum for enhancing measurement and evaluation competencies, which had been quality-checked by experts.

Post-training Phase: After participating in the workshop activities, participants completed a post-training competency assessment on measurement and evaluation for learning, along with a satisfaction questionnaire. The collected data was then analyzed, processed, and interpreted.

All data collection procedures adhered to ethical guidelines for human research. Informed consent was obtained from all participants, and personal data was kept strictly confidential to ensure trust and encourage participants to provide valuable information for the study.

4.5 Data Analysis

To answer the research questions and test the hypotheses, the data analysis process was designed to be appropriate for the nature of the data and the objectives of the study. For the analysis of data on the learning assessment competencies of new faculty members, the dependent samples t-test was used to compare the mean scores of the competencies before and after the training program. The dependent samples t-test is an effective statistical tool for comparing the means of two related sample groups, making it suitable for measuring changes in competencies resulting from training participation. For the analysis of data on the satisfaction of the training participants, descriptive statistics were used, including the mean and standard deviation. The mean was used to summarize the average level of satisfaction, and the standard deviation was used to indicate the dispersion of the data, showing how much the satisfaction scores varied. For interpreting the mean scores from the 5-level rating scale, the following criteria were applied: 1.00-1.50 (Lowest), 1.51-2.50 (Low), 2.51-3.50 (Moderate), 3.51-4.50 (High), and 4.51-5.00 (Highest). The analysis of these two parts of the data provides comprehensive and valuable information for evaluating the effectiveness of the training program.

5. Results

This section presents the findings of the study on enhancing learning assessment competencies of new faculty members at Rangsit University. The results are organized to address the research objectives.

5.1 Comparison of Learning Assessment Competencies Before and After Training

This section presents the results of the analysis comparing the learning assessment competencies of new faculty members at Rangsit University before and after participating in the training program on enhancing learning assessment competencies of new faculty members at Rangsit University, 2024 academic year. The t-test was used to compare the difference in competency mean scores. The analysis results show the changes in overall competencies and in each sub-competency.

Table 1: Analysis of Overall Competency in Assessment and Evaluation Before and After Training Using t-test Statistics (n=19)

Competency	Mean	SD	t	p-value
Before Training	3.54	0.07	64.79	< 0.001
After Training	4.59	0.04		

From the analysis of the comparison of learning assessment competencies of new faculty members at Rangsit University overall, before and after participating in the training, it was found that the mean score of learning assessment competencies after the training (4.59, SD = 0.04) was significantly higher than before the training (3.54, SD = 0.07) with statistical significance (t = 64.79, p < 0.001). This indicates that the training effectively enhanced the learning assessment competencies of new faculty members.

Table 2: details the comparison of specific learning assessment sub-competencies before and after the training program (n=19)

Sub-Competencies	Before Training		After Training		t-test	p-value
	Mean	SD	Mean	SD		
Aspect of Designing Assessment Instruments and Methods	**3.53**	**0.90**	**4.57**	**0.53**	**10.23**	**< 0.001**
Objectives of measurement and evaluation	3.47	0.84	4.54	0.51	9.87	< 0.001
Types of measurement and evaluation	3.47	0.90	4.58	0.50	10.02	< 0.001
Designing measurement and evaluation instruments	3.53	1.02	4.60	0.50	10.15	< 0.001
Selecting measurement and evaluation methods	3.53	0.90	4.58	0.58	9.93	< 0.001
Setting evaluation criteria	3.67	0.91	4.58	0.58	8.76	< 0.001
Aspect of Analyzing and Interpreting Assessment Results	**3.50**	**0.90**	**4.56**	**0.54**	**10.07**	**< 0.001**

Sub-Competencies	Before Training		After Training		t-test	p-value
	Mean	SD	Mean	SD		
Analyzing assessment results using statistics	3.53	0.90	4.50	0.58	9.72	< 0.001
Interpreting and summarizing assessment results	3.47	0.90	4.54	0.58	9.91	< 0.001
Using assessment results to improve teaching	3.58	0.96	4.58	0.50	9.85	< 0.001
Using assessment results to develop individual learners	3.42	0.90	4.62	0.50	10.45	< 0.001
Aspect of Communicating Assessment Results	**3.59**	**0.86**	**4.63**	**0.48**	**10.32**	**< 0.001**
Communicating assessment results to learners	3.53	0.84	4.62	0.50	10.11	< 0.001
Providing feedback to learners	3.58	0.96	4.62	0.50	9.94	< 0.001
Communicating assessment results to parents	3.61	0.85	4.65	0.49	10.05	< 0.001
Preparing assessment reports	3.67	0.84	4.65	0.49	9.76	< 0.001

From the comparison of sub-competencies in learning assessment of new faculty members at Rangsit University before and after receiving training, it was found that in all sub-competencies, the mean scores of competencies after training were significantly higher than the mean scores of competencies before training ($p < 0.001$). Specifically, in the aspects of designing assessment instruments and methods, analyzing and interpreting assessment results, and communicating assessment results, it was found that new faculty members had significantly increased sub-competencies in each aspect after the training. The training results significantly increased the sub-competencies in all aspects of learning assessment of new faculty members at Rangsit University.

5.2 Satisfaction with the Training Program

This section presents the results of the satisfaction assessment of the training participants in the Training Program on Enhancing Learning Assessment Competencies of New Faculty Members, Rangsit University, 2024 Academic Year. Descriptive statistics, including the Mean and Standard Deviation, are used to describe the satisfaction levels of the training participants in various aspects related to the program.

Table 3: Results of the Satisfaction Assessment of Training Participants in the Training Program on Enhancing Learning Assessment Competencies of New Faculty Members, Rangsit University, 2024 Academic Year (n=19)

Order	Item/Topic	Mean	SD	Interpretation
1	**Training Content**	**4.64**	**0.05**	**Highest**
	Content aligns with teaching development goals	4.59	0.64	Highest
	Content is suitable and comprehensive	4.63	0.63	Highest
	Training duration is appropriate	4.69	0.55	Highest
2	**Knowledge and Understanding After Training**	**4.67**	**0.01**	**Highest**
	Understanding of measurement and evaluation principles	4.63	0.49	Highest
	Appropriate selection of measurement tools	4.67	0.48	Highest
	Applying knowledge to actual teaching	4.70	0.47	Highest

Order	Item/Topic	Mean	SD	Interpretation
3	**Trainers/Instructors**	**4.81**	**0.00**	**Highest**
	Content Expertise	4.81	0.48	Highest
	Easy-to-understand delivery	4.81	0.48	Highest
	Clear and concise answers	4.81	0.48	Highest
4	**Services**	**4.78**	**0.23**	**Highest**
	Good coordination	4.78	0.51	Highest
	Good facilitation	4.85	0.36	Highest
	Satisfactory training venue	4.70	0.82	Highest
5	**Overall Opinion**	**4.81**	**0.00**	**Highest**
	Overall training satisfaction	4.81	0.40	Highest
	Benefits received from the program	4.81	0.40	Highest
	Overall Average	**4.74**	**0.12**	**Highest**

From the table, 'Table 3: Satisfaction Assessment Results of Training Participants in the Training Program on Enhancing Learning Assessment Competencies of New Faculty Members, Rangsit University, 2024 Academic Year,' the training participants had an overall satisfaction with the program at the 'Highest' level (overall mean = 4.74, SD = 0.12). The satisfaction level was 'Highest' in every aspect assessed, including Training Content (mean = 4.64, SD = 0.05), Knowledge and Understanding After Training (mean = 4.67, SD = 0.01), Trainers/Instructors (mean = 4.81, SD = 0.00), Services (mean = 4.78, SD = 0.23), and Overall Opinion (mean = 4.81, SD = 0.00).

6. Conclusion, Discussions, and Recommendations

6.1 Conclusion

This study aimed to evaluate the effectiveness of a training program designed to enhance the learning assessment competencies of new faculty members at Rangsit University. The results indicate a significant improvement in the overall learning assessment competencies of new faculty members after participating in the training program. Specifically, statistically significant improvements were observed across all sub-competency areas, including designing assessment instruments and methods, analyzing and interpreting assessment results, and communicating assessment results. Furthermore, participants reported a high level of satisfaction with the training program.

6.2 Discussion

The findings align with a broader body of research that emphasizes the importance of faculty development in enhancing assessment practices. Effective assessment is crucial for student learning and institutional accountability. The significant improvement in competencies related to assessment design is particularly noteworthy, as this is a foundational element for valid and reliable assessment. This finding is consistent with Brookfield (2017).

The observed significant enhancement in learning assessment competencies can be directly attributed to the training program's comprehensive design, which was explicitly grounded in key pedagogical theories and tailored to the unique needs of new faculty. Specifically, the program's emphasis on learner-centered principles, drawing from Andragogy (Knowles, 1980), enabled participants to actively engage with the content, fostering a more meaningful and relevant learning experience. Experiential learning (Kolb, 1984; Dewey, 1938) and a problem-solving approach (Barrows and Tamblyn, 1980; Hmelo-Silver, 2004) allowed new faculty to apply theoretical concepts to real-world assessment challenges. For instance, the training directly addressed "Designing Assessment Instruments and Methods" and "Analyzing and Interpreting Assessment Results," enabling tangible skill development. The practical focus on "Communicating Assessment Results" further ensured that the acquired knowledge was immediately applicable in their teaching roles. Furthermore, the program's alignment with Bandura's Social Learning Theory (Bandura, 1977) by providing opportunities for observation, practice, and positive reinforcement, likely facilitated faster skill acquisition and confidence building. The integration of the TPACK framework (Mishra & Koehler, 2006) ensured that faculty developed not only a strong understanding of assessment content and pedagogy but also the ability to effectively leverage technology in their assessment practices. This holistic approach is crucial for modern educational environments.

However, some nuances should be considered when comparing these results with other studies. For instance, the specific focus and delivery methods of training programs can vary significantly. While this study demonstrated positive outcomes with the implemented training, other research suggests the importance of broader contextual factors (Darling-Hammond et al., 2020). This highlights the need for further research to identify the most effective strategies for faculty development in assessment.

The high satisfaction reported by participants is also an important outcome, as participant satisfaction is a significant factor in the success of training programs, influencing the likelihood of participants applying what they have learned to their practice. This suggests that the training program was not only effective in skill transfer but also well-received, which bodes well for its sustained impact on teaching practices at Rangsit University.

6.3 Recommendations

Based on the study's findings, several recommendations are made to further enhance faculty development in learning assessment. Given the positive impact of the training program, it is recommended that such initiatives be continued and expanded to reach more faculty members. To further improve the effectiveness and reach of future training programs, it is recommended to tailor future training programs to address specific needs and challenges faced by faculty members in different disciplines. For example, specialized modules could be created for STEM, humanities, and arts faculty, addressing their unique

assessment needs. Further research should be conducted to evaluate the long-term impact of the training program on faculty teaching practices and student learning outcomes, potentially involving longitudinal studies tracking changes in assessment practices and student performance over several years. Additionally, it is recommended to explore the integration of technology into assessment practices and incorporate relevant training modules, focusing on tools and strategies that align with the TPACK framework. Establishing a peer mentoring program where experienced faculty can guide new faculty in implementing effective assessment strategies, and creating a repository of best practices and sample assessment instruments that faculty can access and adapt for their own courses are also advisable. These recommendations aim to build upon the success of the initial training program and further enhance faculty development in learning assessment at Rangsit University.

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