# State Universities and Colleges External Campuses Profile and Readiness for Accreditation: Its Implication To Policy Formulation

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## ABSTRACT

The research study was conducted to determine Institutional profile and the level of readiness for accreditation of State Universities and College external campuses in Region VI: Its implication to policy formulation during the second semester of the Academic Year 2007-2008. The descriptive research design was used in this study. The respondents were randomly chosen from the population of 765 faculty members, 42 campus deans and 7,633 students proportionately distributed to different external campuses of the SUCs in Region VI. The instrument used was a researcher made adopted from the AACCUP data gathering instrument that had undergone validity and reliability. The statistical tools used were frequency count, percentage, mean and ANOVA set at .05 level of significance. Majority of faculty members in the SUCs external campuses were bachelor's degree with MA units, specialization in general education curriculum and their academic ranks were instructors and assistant professors. Curriculum and number of units of students follow the standard of CHED. The educational qualifications of SPS Head were MA degree holder and above, most of the State Universities and Colleges external campuses teacher student ratio was 1:30, all have guidance and other students services. The educational qualifications of research director were MA and Ph. D., with few students and faculty members who were involved in research, and have not published research locally or in the refereed journal. Majority of the educational qualifications of the extension heads was MA, majority had few extension linkages conducted by the school for the last 3 years. The educational qualification of librarian was bachelor's degree with MA units. Majority of the State Universities and Colleges external campuses had campus development plan, dental/medical clinic and school accreditation center. Majority of the State Universities and Colleges external campus had school laboratory manual, laboratory supplies, apparatuses and devices. All of the State Universities and Colleges external campuses had organizational chart duly approved by the board of trustees in schools, admission and Selection requirements and registration and Policy procedures for transferees. The level of readiness for accreditation of the SUCs as evaluated by the respondents was moderately ready. There were significant differences that existed in the school level of readiness for accreditation as evaluated by the dean, teachers and students as a whole curriculum and instruction, support to student, research, library, laboratory, and administration. There were no significant differences in the level of readiness for accreditation as evaluated by the dean, teachers and students in the area of extension and community development and physical plant and facilities.

Key Words: SUCS External Campuses, Profile, Readiness for Accreditation, Implication, Policy Formulation

# INTRODUCTION

## Background of the Study

To achieve excellence in education is one of the expectations of education leaders. The only way an education institution could be at par with other educational institutions would be through an accreditation. Parents would prefer to send their children to those universities and colleges who have an accreditation credentials. It is a good income in future of some universities or colleges having accredited program offerings by the recognized accrediting bodies. Enrolment of schools tends to increase, thus giving more revenues to the school.

Programs that have passed the standards, and are awarded accreditation status can lend prestige to member institutions, justified by the possession of quality standards and unrelenting efforts to maintain them at high level, help parents to know which program they may send their children to for quality education, make all those engaged in education aware of standards of excellence which they should strive to attain, make possible for those proposing funding and those who fund to know what to support and how much support is needed, and make possible for an evaluated program to know its strength and weaknesses, and in what aspects it needs to develop.

Accreditation is viewed as a process by which an institution at the tertiary level evaluates its educational activities, in whole part, and seeks an independent judgment to confirm that it substantially achieved its objectives, and generally equal in quality to comparable institutions.

Currently, accreditation in State Colleges and Universities (SUCs) is by program. A program identified as a course or a group of related courses packaged in a curriculum and leading to a graduate or undergraduate.

Aside from being program-focused, accreditation is: (a) based on standards of the accrediting agency, which are normally higher than those set by the Commission on Higher Education and other appropriate agencies, e.g. Professional Regulation Commission,; (b) voluntary on the part of the higher education institution that may want to be accredited;

(c) an evaluation by peers, i.e. the external accreditors are mostly faculty members from other higher education institutions; and (d) non-governmental.

Accreditation has also been as a criterion in administrative decision-making in a variety of such ways as applicants for teaching in the Department of Education who are graduates of accredited programs are granted credit points, used as a criterion in the leveling of State Universities and Colleges (SUCs), used as a criterion in the selection of schools for foreign students, some agencies consult AACCUP about the accreditation status of colleges and universities attended by their employees for purposes of promotion and sometimes foreign universities consult AACCUP regarding the accreditation status of programs attended by Filipino students seeking admission.

The achievement of quality education is the vision not only of the SUCs main campuses but also of their external campuses which had been institutionalized much later than the main campuses. Indeed, quality education in schools is necessary which need all the necessary ingredients such as competent and appropriate support services and facilities and it is only then that everyone can say that tertiary education of the Filipino is in the right direction.

The aforecited conditions do not hold true to all the SUC's in the country. After CMO No. 18. S.1999 which have allowed the merging of all small government collegiate schools into the umbrella of big SUCs on a per province base, these smaller or external campuses as we commonly called them, who not given much attention because they have to wait for the mercy of the big SUCs who heads and manages their management teams. Their statuses were shielded by the status and prestige of the big SUCs who managed them.

SUCs' external campuses should subject themselves to accreditation as a means of stimulating and accelerating the institutional growth and development as well as their desire to achieve excellence, relevance and effectiveness in the search of quality education. It is only through this process wherein people can say that external campuses are really functioning par with the giants SUCs who are their counterparts.

It is along this premise that the SUCs external campuses profile and readiness for accreditation, its

### Statement of the Problem

This study aimed to find out the SUCs external campuses profile and readiness for accreditation; its implication to policy formulation for Region VI for the second semester of the Academic Year 2007-2008.

More specifically, the study seeks to answer the following questions:

1. What is the institutional profile of SUCs external campuses as to faculty, students, curriculum, research, extension, library, physical facilities, laboratories and administration?

2. What is the level of readiness for accreditation in each area of SUCs external campuses?

3. Are there significant differences in the level of readiness for accreditation in each area as evaluated by the deans, Department Heads, faculty and students?

## METHODOLOGY

The research design used in this study was the descriptive research design. Descriptive research design was used to determine the level of readiness for accreditation. It is a design which aims to describe the nature of particular phenomena.

Likewise the descriptive research was appropriate for studies which aim to find out what prevail in the present: conditions or relationships, held opinions and beliefs, processes and effects, and developing trends. In as much as this investigation seeks answers to questions on current issues, a survey technique was also considered.

This research design was appropriate for studies which aim to find out the SUCs external campuses profile and the readiness for accreditation; its implication to policy formulation in Region VI for the second semester of the Academic year 2007-2008.

## MAJOR FINDINGS

### Profile of the External Campuses

Table 1 presents the profile of SUCs' external campuses profile as to faculty, students, curriculum, research, extension, library, physical facilities, laboratories and administration. Results revealed that $SUC_5$ got the highest number of faculty members with an Educational Qualification of Doctoral Degree, Master's Degree w/ Doctoral units, Master's Degree and Bachelor's Degree w/ Masteral units out of 223 faculty members while both $SUC_2$ and $SUC_3$ got the highest number of faculty w/ Bachelor's Degree with a total number of 80 & 107 faculty members, respectively. In terms of Field of Specialization, still $SUC_5$ got the highest number of faculty with specialization of General Education and Professional Education with 248 faculty members. In terms of Academic rank, only $SUC_1$ has an academic rank which is professor while $SUC_5$ again got the

highest number of faculty members w/ an academic rank of Associate Professor, Assistant Professor and Instructor w/ 213 faculty members.

In the area of Curriculum & Instruction, all SUCs are adhering to CHED minimum required units for the general area as well as the professional education. With regard to Support to Students, majority of the SPS head of 10 SUCs are educationally qualified, have a teacher-student ratio of 1:30 and offering guidance services. Majority of heads in the Area of Research & Extension are educationally qualified with more students and teachers involved in research especially in $SUC_5$. Majority also has local publication and linkages with $SUC_4$ and $SUC_5$ which got the most number of locally published research work while $SUC_6$ got the highest number of linkages. $SUC_2$ got the highest budget allocation for research activities amounted to P500, 000 while SUC8 got the highest budget allocation in the area of Extension. Majority of the librarians are BS w/ MA units. Majority also of available materials are visuals like maps & globes. $SUC_1$ got the highest fund allocation amounted to P1, 200,000. All SUCs have existing Campus Development Plan and School Accreditation Center. There are laboratories available in all SUCs, majority have Laboratory Supplies and Device Available. There are also existing campus development plan w/ organizational chart in all SUCs w/ admission and selection that are in place.

**Level of Readiness for Accreditation**

Table 2 presents the level of readiness for accreditation of SUCs external campuses as examined by the group of evaluators composed of the deans, department head/ chairs and students. It was found out that 10 SUCs are 28% very ready especially in the areas of Vision, Mission, Goals and Objectives (VMGO), Support to Students & Administration while 69% ready in the rest of the areas namely; Faculty, Curriculum & Instruction, Research, Extension, Library, Physical Facilities and Laboratories while majority are very ready in the area of Administration. The over-all mean is ready which means that 10 SUCs are ready to submit themselves for accreditation. However there are still areas within these SUCs which need further improvement to elevate the present status of the program offering and can attract more students to enroll in their schools.

Table 1 Profile of SUCs' External Campus

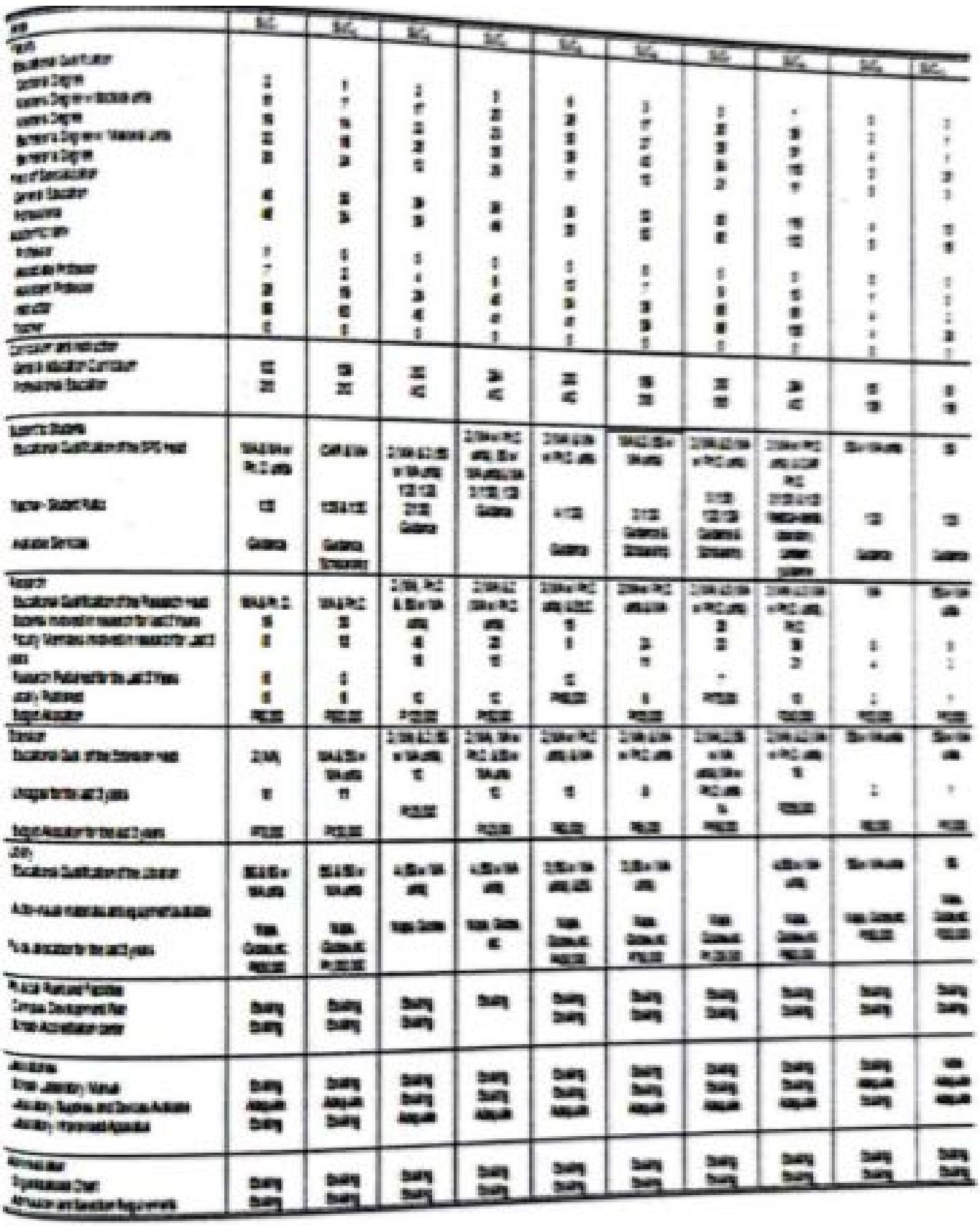

Table 2 - Level of Readiness for Accreditation

| Areas | $SUC_1$ | $SUC_2$ | $SUC_3$ | $SUC_4$ | $SUC_5$ | $SUC_6$ | $SUC_7$ | $SUC_8$ | $SUC_9$ | $SUC_{10}$ |
|---|---|---|---|---|---|---|---|---|---|---|
| | Overall Mean/ Int. | Overall Mean/ Int. | Overall Mean/ Int. | Overall Mean/ Int. | Overall Mean/ Int. | Overall Mean/ Int. | Overall Mean/ Int. | Overall Mean/ Int. | Overall Mean/ Int. | Overall Mean/ Int. |
| VMGO | 3.51 Very Ready | 3.43 Very Ready | 3.46 Very Ready | 3.46 Very Ready | 3.42 Very Ready | 3.45 Very Ready | 3.42 Very Ready | 3.45 Very Ready | 3.51 Very Ready | 3.41 Very Ready |
| Faculty | 3.32 Ready | 3.31 Ready | 3.36 Ready | 3.39 Ready | 3.21 Ready | 3.36 Ready | 3.29 Ready | 3.19 Ready | 3.32 Ready | 3.32 Ready |
| Curriculum & Instruction | 3.32 Ready | 3.31 Ready | 3.29 Ready | 3.36 Ready | 3.29 Ready | 3.3 Ready | 3.32 Ready | 3.35 Ready | 3.32 Ready | 3.28 Ready |
| Support to Students | 3.48 Very Ready | 3.47 Very Ready | 3.42 Very Ready | 3.45 Very Ready | 3.42 Very Ready | 3.41 Very Ready | 3.42 Very Ready | 3.44 Very Ready | 3.42 Very Ready | 3.42 Very Ready |
| Research | 2.82 Ready | 2.76 Ready | 2.82 Ready | 2.94 Ready | 2.93 Ready | 3.26 Very Ready | 2.98 Ready | 3.25 Ready | 3.48 Very Ready | 3.21 Ready |
| Extension | 3.17 Ready | 3.17 Ready | 3.19 Ready | 3.03 Ready | 3.15 Ready | 3.2 Ready | 3.08 Ready | 3.05 Ready | 2.82 Ready | 3.11 Ready |
| Library | 3.15 Ready | 3.14 Ready | 3.27 Ready | 3.11 Ready | 2.98 Ready | 3.2 Ready | 3.27 Ready | 3.04 Ready | 3.17 Ready | 3.21 Ready |
| Physical Facilities | 3.29 Ready | 3.29 Ready | 3.2 Ready | 3.17 Ready | 3.2 Ready | 3.1 Ready | 2.56 Ready | 3.02 Ready | 3.15 Ready | 2.9 Ready |
| Laboratories | 2.73 Ready | 2.72 Ready | 3.18 Ready | 3.15 Ready | 3.05 Ready | 3.1 Ready | 2.57 Ready | 3.00 Ready | 3.26 Ready | 2.7 Ready |
| Administration | 3.41 Very Ready | 3.42 Very Ready | 3.43 Very Ready | 3.47 Very Ready | 3.41 Very Ready | 3.41 Very Ready | 3.42 Very Ready | 3.33 Ready | 3.41 Ready | 3.43 Very Ready |
| Mean | 3.22 Ready | 3.19 Ready | 3.26 Ready | 3.26 Ready | 3.17 Ready | 3.28 Ready | 3.13 Ready | 3.12 Ready | 3.29 Ready | 3.19 Ready |

Level of Readiness for Accreditation in each Area as Evaluated by Deans, Faculty and Students

For the level of readiness for accreditation of the State Universities and Colleges as evaluated by the deans, teachers and students, the researcher used the mean. In the area of Mission, Vision, Goals and Objectives, deans, teachers and students are very ready with a mean of 3.86, 3.78 & 3.43. In the area of Faculty, both deans and teachers are very ready with a mean of 3.83 and 3.59, respectively while the students are only ready with a mean of 3.08. In the area of Curriculum and Instruction, both deans and teachers are still ready with a mean of 3.99 & 3.64, respectively and students are ready with a mean of 3.02. In the area of Support to Students still both deans & teachers are very ready with a mean of 3.85 & 3.74, respectively and students are ready with a mean of 3.25. In the area of Research, deans, teachers and students are ready with a mean of 3.21, 3.09 & 2.62, respectively. In the Extension and Community Development, still the deans, teachers and students are ready with a mean of 3.23, 3.29 & 3.24, respectively. In the area of Library, deans are only ready with a mean of 3.63 while both teachers and students are ready with a mean of 3.21 & 3.05, respectively. In the area of Physical Plant and Facilities, deans are very ready with a mean of 3.65 while teachers & students are both ready with a mean of 3.31 & 3.26, respectively. In the area of Laboratories, deans, teachers and students are ready with a mean of 3.29, 2.77 & 2.71, respectively. In the area of Administration both deans and teachers are ready with a mean of 3.64 & 3.41, respectively and the students are only ready with a mean of 3.21. Data revealed that the deans got the highest mean rating while students obtained the lowest rating in all ten areas. This implies that the deans have a better and more realistic perception than the faculty and students.

The Differences in the Level of Readiness for Accreditation of State Universities and Colleges in Region VI as Evaluated by the Deans, Faculty Members and Students

Table 4 presents the differences in the level of readiness for accreditation of 10 SUCs in Region VI as evaluated by deans, faculty members and students. The ANOVA result showed significant differences in the eight (8) areas namely: Vision, Mission, Goals and Objectives (VMGO); Faculty; Curriculum and Instruction; Support to Students; Research having a p-value of .000 which was less than the set probability equal to 0.05, interpreted significant; Library with p-value of .028; Physical Facilities and Laboratory with p-value of .055, and Administration with p-value of .038, which all are interpreted as significant. This implies that there were significant differences in the level of school readiness towards accreditation as evaluated by the deans, faculty members and students in the said eight areas for accreditation.

Areas of Extension & Community Development and Physical Plant & Facilities showed no significant differences in the level of readiness for accreditation with p-value of .861 and .055, respectively, which was greater than the set probability equal to 0.05, interpreted as no significant. This means that there were no significant differences in the school readiness towards accreditation in the said two areas as evaluated by the deans, faculty members and students. This means that the deans, teachers and students are fully aware of the Physical Plant and Facilities of the School and their involvement in extension and community.

Table 3
Level of Readiness for Accreditation in each Area as Evaluated by Deans, Faculty and Students

| Variables | Mean | Description |
|---|---|---|
| Area 1 VMGO | | |
| Deans | 3.86 | Very Ready |
| Teachers | 3.78 | Very Ready |
| Students | 3.43 | Very Ready |
| Area 2 Faculty | | |
| Deans | 3.83 | Very Ready |
| Teachers | 3.59 | Very Ready |
| Students | 3.08 | Ready |
| Area 3 Curriculum & Instruction | | |
| Deans | 3.99 | Very Ready |
| Teachers | 3.64 | Very Ready |
| Students | 3.03 | Ready |
| Area 4 Support to Students | | |
| Deans | 3.85 | Very Ready |
| Teachers | 3.74 | Very Ready |
| Students | 3.25 | Ready |
| Area 5 Research | | |
| Deans | 3.21 | Ready |
| Teachers | 3.09 | Ready |
| Students | 2.62 | Ready |
| Area 6 Extension & Community Development | | |
| Deans | 3.23 | Ready |
| Teachers | 3.29 | Ready |
| Students | 3.24 | Ready |
| Area 7 Library | | |
| Deans | 3.63 | Very Ready |
| Teachers | 3.21 | Ready |
| Students | 3.05 | Ready |
| Area 8 Physical Plant & Facilities | | |
| Deans | 3.65 | Very Ready |
| Teachers | 3.31 | Ready |
| Students | 3.26 | Ready |
| Area 9 Laboratories | | |
| Deans | 3.29 | Ready |
| Teachers | 2.77 | Ready |
| Students | 2.71 | Ready |
| Area 10 Administration | | |
| Deans | 3.64 | Very Ready |
| Teachers | 3.41 | Very Ready |
| Students | 3.21 | Ready |

Table 4 The Difference in the Level of Readiness for Accreditation as Evaluated by Deans, Faculty Members and Students

| Areas | Sig. |
|---|---|
| VMGO | .000* |
| Faculty | .000* |
| Curriculum & Instruction | .000* |
| Support to Students | .000* |
| Research | .000* |
| Extension & Community Development | 0.861 |
| Library | .028* |
| Area 8 Physical Plant & Facilities | 0.055 |
| Laboratory | .012* |
| Administration | .038* |

p* < .05

As a Whole Group, the ANOVA result showed significant differences existed in the level of school readiness towards accreditation as evaluated by the deans, teachers and students. The mean squares between groups were 11.714 and within groups was 1.205. The F-value equals to 0.722 at degrees of freedom (2, 682) equal to 684. The p-value was 0.000 which was less than the set probability equal to 0.05, interpreted as significant. This meant that there were significant differences in the school readiness towards accreditation as a whole group as evaluated by the deans, teachers and students. As a whole, the students had a less perception of the readiness of the college for accreditation in the ten areas; VMGO, Faculty, Curriculum and Instruction, Support to Students, Research, Extension and Community Involvement, Library, Physical Facilities, Laboratories and Administration.

Table 5. Summary of ANOVA on Readiness towards Accreditation

| | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 23.428 | 2 | 11.714 | 9.722 | .000* |
| Within Groups | 812.098 | 674 | 1.205 | | |
| Total | 835.526 | 676 | | | |

p* < .05

## CONCLUSIONS AND RECOMMENDATIONS

The institutional profile of State Universities and Colleges external campuses in the area of: a) Faculty, majority of faculty members were bachelor's degree with MA units, only few masters' degree and Ph.Ds/ Ed D.; b) The fields of specialization were in general education and their academic ranks were instructors and assistant professors. c) The curriculum and instruction of SUCs follow the standard set by the CHED as to the number of units the students carry for the semesters. d.) As to student services, the educational qualification of SPS Head majority were MA degree holder and above, most of the teacher student ratio was 1:30, all have guidance and other services. e) In the area of Research, the educational qualification of research director were MA and Ph. D., few students and faculty members were involved in research, and have not published research locally or in the refereed journal. f) In the area of extension and community involvement, majority of the educational qualification of the extension head was MA; majority had minimal extension linkages conducted by the school for the last 3 years. g) In the area of library, the educational qualification of librarian was bachelor's degree and bachelors degree with MA units. h) The physical plant and facilities, majority have campus development plan, dental/medical clinic and school accreditation center. i) In the area of Laboratories, most of the SUCs had school laboratory manual, had available laboratory supplies apparatuses and devices. j) In the area of Administration, most of the SUCs had organizational chart duly approved by the board of trustees in schools, Admission and Selection Requirements and Registration and Policy Procedures for Transferees. k) In the level of readiness for accreditation of the State Universities and Colleges as evaluated by the dean, teachers and students classified as a whole group was somewhat ready. The level of readiness for accreditation as evaluated by the dean, teachers and students and administration and ready as to faculty, curriculum and instruction, research, extension, library, physical plant and facilities as well as in laboratories. There were significant differences that existed in the school level of readiness for accreditation as a whole group as to areas of Vision, Mission, Goals and Objectives, faculty, curriculum and instruction, support to students, research, library, laboratory, and administration while no significant difference in the area of extension and community development; physical plant and facilities.

Based on the foregoing findings, it is recommended that as to the institutional profile: a) The school administrators must keep on updating the educational qualification of faculty members by encouraging teachers to enroll in graduate school and earn their masters degree. b) The school administrator must prepare and implement not only a sustainable faculty development program based on identified priorities and needs of the teachers but also a system of promotion and ranking and salary based on identified policies and issuance. c) The instructional materials must be reviewed by a local committee and recommended for use by the faculty members. Classroom instruction must be enriched through symposia, seminars, workshops and fieldwork. d) The guidance office must give a variety of tests and evaluative tools to student as bases for counseling services. The school must maintain the medical/dental clinics and provide them with supplies and equipment. e) The institution must allocate funds for the conduct of faculty and student research activities, the school must also have its institutional research manual. f) There must be a periodic monitoring and evaluation of extension activities by the faculty and students and feedbacks on the program must be considered. The activities in the extension and community involvement must also complement to the curricular offerings of the school. g) Library holdings must be improved by purchasing books of current edition, copyright within the last 2 years. h) The administration must maintain the schools surroundings and buildings and must be periodically checked for pest in the area. They must also build dormitories for students who live far from the school. i) The laboratory in charge must restock perishable laboratory supplies often used by the students and laboratory room must follow the standard of it having at least two exit doors

that open outward.
j) The school administration must have a system or scheme and mechanism of supply management and procurement. It must have a planning unit which is responsible in the planning, monitoring and evaluation of all activities of the students and teachers. Since the institutions are very ready in terms of VMGO, support to students and administration, some measures should be done in the areas of faculty, curriculum and instruction, research, extension, library, laboratories and facilities such as periodic procurement of supplies, materials and equipment to upgrade and update the present set-up. Inasmuch as there is a significant difference in the perception of the 3 groups of evaluators in all areas except in the area of extension and community development as well as in physical plant and facilities with the students having the lowest rating, it is recommended that awareness sessions be held among students in these areas in the form of symposia among others. Replication of this study be conducted in other regions.

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