

ACCREDITATION PARAMETERS OF CENTRAL MINDANAO COLLEGES: A BENCHMARK FOR RESEARCH-BASED CURRICULUM

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INTRODUCTION

Accreditation has now become an academic reality of Central Mindanao Colleges (CMC). The school administration has come to recognize it as an "aid in the exercise of its regulatory functions" (DepEd Order No. 38, S. 1988). It is viewed as a parameter by which an institution voluntarily pursues educational quality through self-evaluation and peer-visitation.

Through voluntary accreditation, the institutional growth and development of CMC are stimulated and accelerated, and it thus achieves its relevance and effectiveness. The rationale is for voluntary effort, self-control, and self-regulation in the pursuit of excellence in education. This is to meet the standards of accrediting agencies for the institutions continuously improve and upgrade their programs beyond the minimum requirements set by DepEd and CHED.

Educational institutions are encouraged to undergo accreditation, which is inextricably linked to educational system improvement. For many accreditation is both a significant achievement pronouncing an institution's quality of education as well as a remarkably enriching process for the institutions recognizing the tremendous competitive and performance gains it affords.

Central Mindanao Colleges continuously and earnestly desires to serve the academic community by providing quality education. The school submits herself for a voluntary accreditation of its academic programs.

The researcher finds the study valuable and significant. Being the one who takes charge of the accreditation of the college, the researcher sees the importance of how accreditation parameters could predict management aiming to achieve quality instruction and research. There are the main thrust and goal of the school administration and the Commission on Higher Education. Through this study, the college may open another milestone to be

accredited to the next level in all academic programs offered not only in the province of North Cotabato but also in other provinces in Mindanao.

METHOD

This study utilized the descriptive method of research. As a focal point of this undertaking which deals with a single variable study to measure the quality of education as evaluated by the faculty members of the different departments using the survey modality formulated in accordance with the survey questionnaire as modified by the Association of Christian School, Colleges and Universities Accrediting Agency (ACSCU-AAI).

This study was conducted at Central Mindanao Colleges located in Kidapawan City. The respondents of this study were composed of 97 faculty members clustered in the elementary, secondary, college and graduate level of Central Mindanao Colleges.

RESULTS AND DISCUSSIONS

Accreditation Parameters of Central Mindanao Colleges in terms of Vision, Mission, Goals, and Values

Table 1 presents the accreditation parameter of Central Mindanao College in terms of its vision, mission and goals. As seen in the table, this parameter has an overall mean of 3.98 which means higher extensive.

Moreover, the statement of vision, mission, goal, and values of the school are presented inductively as follows: integrating and dissemination of the vision, mission, goal and values in respective courses of the college (4.10); providing quality education for the people in Mindanao (4.01); taking into consideration the development of the students into globally competitive and responsible persons in their chosen profession (4.00); involving in the formulation, review, and/or revision the mission, vision, goals and values (3.90); adapting to educational needs of the college to ensure that the subjects offered are consistent with the vision, mission, goal and values(3.88). All these statements are perceived highly extensive by the respondents. This means that the vision, mission, goal and values of the school are oftentimes observed in

the expected level.

Table 1. The Accreditation Parameters of Central Mindanao Colleges in terms of Vision, Mission, Goal and Values

No.	Statement The School....	Mean	Descriptive Equivalent
1	Provides quality education for the people in Mindanao	4.01	Highly Extensive
2	Integrates and disseminates of the vision, mission, goal and values in respective courses of the college	4.10	Highly Extensive
3	Adapts to the educational needs of the college to ensure that the subjects offered are consistent with the vision, mission, goal and values.	3.88	Highly Extensive
4	Takes into consideration the development of the students into globally competitive and responsible persons in their chosen profession.	4.00	Highly Extensive
5	Involves in the formulation, review, and/or revision of the vision, mission, goal and values	3.90	Highly Extensive
	Overall mean	3.98	Highly Extensive

The findings imply that the school is the hallmark of quality education in Mindanao; with its mission focused on product service commitment, customer satisfaction, employee commitment, stakeholders commitment, and social responsibility commitment. Meanwhile, the goal is to produce graduates and professionals who are globally competitive in their chosen field of expertise. The values are anchored on love of God, integrity, family orientation, and excellence. The accreditation parameters of the school demonstrate ongoing development based on planning, regular assessment, reassessment, program implementation, and evaluation.

Accreditation Parameters of Central Mindanao Colleges in terms of Faculty

Presented in Table 2 are data on the accreditation parameters of Central Mindanao Colleges in terms of Faculty. The overall mean value of indicator is 3.85 which means highly extensive.

Furthermore, the statement in the area of faculty is presented inductively ranging from 3.67 to 4.00 in the following: devoting time to formal and informal consultation with students outside the classroom (4.00); following the syllabi and enriching them through additional readings (3.92); showing evidence of professional growth through research activity and publication (3.89); endeavoring to implement the vision, mission, goals and values of the college

(3.79); and handling subjects only in line with major or minor field of specialization (3.67).

Table 2. The Accreditation Parameters of Central Mindanao Colleges in terms of Faculty

No.	Statement The School....	Mean	Descriptive Equivalent
1	Endeavors to implement the vision, mission, goals and values of the college.	3.79	Highly Extensive
2	Devotes time to formal and informal consultation with students outside the classroom	4.00	Highly Extensive
3	Follows the syllabi and enriching them through additional readings.	3.92	Highly Extensive
4	Handles subjects only in line with major or minor field of specialization	3.67	Highly Extensive
5	Shows evidence of professional growth through research activity and publication	3.89	Highly Extensive
	Overall mean	3.85	Highly Extensive

These statements are perceived as highly extensive by the respondents. This means that the faculty as instructional leaders are observed competent in consulting with students in the implementation of vision, mission, goal and values of the school. They also manifest professional growth through research activity.

The finding implies that teachers exhibit foresight, conviction, creativity and innovation. They possess not only a mastery of the subject matter they teach but also acquire skills in confidence-building, flexibility in teaching style, demonstrate commitment and cooperation, and above all, they are open to adequate knowledge, proficient skills and trustworthiness. Worthwhile values of compassion and commitment provide the fine ingredients that make teaching truly humane and enriched with a sincere feeling of accountability.

Accreditation Parameters of Central Mindanao Colleges in terms of Instruction.

Presented in Table 3 is the result on accreditation parameters of Central Mindanao Colleges in terms of Instruction.

Table 3. Accreditation Parameters of Central Mindanao Colleges in terms of Instruction

No.	Statement The School....	Mean	Descriptive Equivalent
1	Provides a plan for education with clear-cut goals for human and national and regional development and practical experiences directly which the students are being prepared.	3.78	Highly Extensive
2	Gives co-curricular activities proportionate role in the over-all academic program	4.01	Highly Extensive
3	Relates rules and practices of classroom management to make instruction effective.	3.90	Highly Extensive
4	Adopts practical measures for effective supervision of instruction such as requirement of syllabi, visits to classes, informal dialogues with faculty and students, evaluation of tests and examination	3.77	Highly Extensive
5	Undertakes a comprehensive faculty growth and development program to enhance faculty knowledge and skills for effective instruction.	4.02	Highly Extensive
	Overall mean	3.90	Highly Extensive

The overall mean value as presented in Table 4 is 3.90 describe as highly extensive. The statements in the area of instruction is presented inductively ranging from 3.77 to 4.02 in the following: undertaking a comprehensive faculty growth and development program to enhance faculty knowledge and skills for effective instruction (4.02); giving co-curricular activities proportionate role in the overall academic program (4.01); relating rules and practices of classroom management to make instruction effective (3.90); providing a plan for education with clear-cut goals for human and national and regional development and practical experiences directly which the students are being prepared (3.78); and adopting practical measures for effective supervision of instruction such as requirement of syllabi, visits to classes, informal dialogues with faculty and students, evaluation of tests and examination (3.77). These statements are perceived highly extensive by the respondents. This means that the provision described in the items is oftentimes observed in the expected level.

The finding implies that instructional materials offer the best means which the teacher can use to provide direction to his/her students' daily search for new understandings and verifications, particularly by the use of printed materials. With the current shift toward individualized instruction programs in the elementary, secondary, and tertiary level it has become imperative for the

classroom teacher to learn how to develop his/her own self-instructional materials.

Knowledge of how to develop a course syllabus, a teaching unit or a simple learning activity can undoubtedly enhance his/her competence in communicating with the children regarding the coverage and sequence of the content to be taken up.

The result, therefore, collaborates with the statement of Balan (2007) that instruction facilitates achievement for all students. This provides teachers achievement for all students. This also provides them opportunities to acquire knowledge, skills and attitudes. Instruction as one component of accreditation, reflects quality its serves to the students. It speaks to a sense in advancing the educational institution's mission.

Accreditation Parameters of Central Mindanao College in terms of Library

Gleaned in Table 4 is the result on accreditation parameters of Central Mindanao Colleges in terms of Library. The overall mean value in terms of library is 3.92 which means highly extensive. The statements in this area re presented inductively ranging from 3.78 to 4.00 in the following: employing a qualified librarian to handle the day to day affairs of the library to effectively serve students as well as faculty needs (4.00); gearing its services to implement the general program and specific educational objectives of the school (4.00); making the library be available not only while classes are in progress but also outside the regular class schedule allowing the academic community to maximize the use fo library (3.93); allocating a specific budget to make sufficient to keep the library alive and professionally administered (3.88); and enhancing the basic collections to carry out its educational programs effectively (3.78). These statements are perceived highly extensive by the respondents. This means that the provision described in the item is oftentimes observed in the expected.

Table 4. Accreditation Parameters of Central Mindanao College in terms of Library

No.	Statement The School....	Mean	Descriptive Equivalent
1	Employs a qualified librarian to handle the day to day affairs of the library to effectively serve students as well as faculty needs	4.00	Highly Extensive
2	Enhances the basic collections to carry out its educational programs effectively.	3.78	Highly Extensive.
3	Gears its services to implement the general program and specific educational objectives		

	of the school	4.00	Highly Extensive
4	Makes the library available not only while classes are in progress but also outside the regular class schedule allowing the academic community to maximize the use of library	3.93	Highly Extensive
5	Allocates a specific budget to make it sufficient to keep the library alive and professionally administered	3.88	Highly Extensive
	Overall mean	3.92	Highly Extensive

The finding implies that the library is the “heart” of a school, as probably the most important instructional learning resources of an institution. An indicator of library quality is its store of acquisitions. The decency of acquisitions and percentage of titles in circulation are also measures of library quality. The modern instructional resources motivate students to study more, and to do a lot of research.

Accreditation Parameters of Central Mindanao Colleges in terms of Laboratories

Presented in Table 5 is the result on accreditation parameters of Central Mindanao Colleges in terms of Laboratories. The dependent variable of this indicator registered an overall mean value of 3.95 described as highly extensive. The statements in this area are presented inductively in the following: equipping the physical education laboratories, with facilities whether indoor or outdoor with showers, dressing rooms (4.01); equipping the essential equipment supplies and features deserved of good laboratories to attain the course objectives of the various department (4.0); equipping the lecture rooms with demonstration, ensures that the gas, weather, electricity are made available (3.98); and ensuring that the apparatus, tools, and materials conformed to the requirements demanded by the experiment or the subject taught (3.96). These statements are perceived highly extensive by the respondents. This means that the provision described in the item is oftentimes observed in the expected level.

The above quantitative data imply that the school is substantially equipped with good laboratories. The laboratory facilities provide students with better-quality learning and training. Furthermore, laboratory standard operating procedures and policies are part of the school's environment management plan which include among others the prevention for chemical hazards and pollution, proper waste container management and laboratories self-inspections.

Table 5. Accreditation Parameters of Central Mindanao College in terms Laboratories

No.	Statement The School....	Mean	Descriptive Equivalent
1	Equips with essential equipment, supplies and features desired of good laboratories to attain the course objectives of the various department.	4.00	Highly Extensive
2	Insures that the apparatus, tools, and materials conformed to the requirements demanded by the experiment or the subject taught.	3.96	Highly Extensive
3	Equips the Physical Education Laboratories with facilities whether indoor or outdoor with showers, dressing rooms.	4.01	Highly Extensive
4	Equips the lecture rooms with demonstration, insures that the gas, weather, electricity are made available.	3.98	Highly Extensive
5	Insures proper maintenance and repair system for the apparatus and equipment and making them in good proper working considerations	3.78	Highly Extensive
	Overall mean	3.95	Highly Extensive

Accreditation Parameters of Central Mindanao Colleges in terms of Physical Plant and Facilities

Presented in Table 6 are the data on accreditation parameters of Central Mindanao Colleges in terms of Physical Plant and Facilities. As reflected on the table, the overall mean is 3.95 which means highly extensive.

Moreover, the statements in this area are presented in the following: designing the campus to make it adequate for the social, physical, and cultural interests of the college (4.06); having an adequate physical plant and facilities for the attainment of the objectives of the school (4.03); insuring the availability of the bulletin board space, proper waste disposal, adequate custodial services and other facilities (4.02); making the buildings be well illuminated and ventilated (4.01); and insuring that the site is located in a wholesome environment, safe from traffic and transportation hazards, sufficiently, free from noise, dust, strike, and other undesirable elements (3.99). These statements are perceived highly extensive by the respondents. This mean that the provision described in the item is oftentimes observed in the expected level.

The above quantitative data imply that the school is substantially equipped with physical plant and facilities. The school site is feasible for learning support component. School buildings

are designed and constructed in conformity with provisions of the building code. Recreational facilities of the school give safe and attractive playgrounds and adequate facilities for suitable sports and games. Rest rooms facilities are provided where faculty members can rest respite from teaching chores. According to Helfetz (2001) stressed that infrastructure organizes the functions and processes needed to implement a system of learning supports and connect the various system levels (local, regional, and national). The infrastructure focus is on mechanisms that permit schools and communities to make optimal use of their resources, reframe the roles of personnel, and integrate the instruction, management, and learning supports components of the educational system.

The learning supports component provides a unified structure to guide new directions for learning supports and connect them to continuous improvement efforts in the school. It embraces effort to promote healthy development and foster positive functioning as the best way to prevent many learning, physical, social-emotional, and behavioral problems and as a necessary adjunct to correcting problems experienced by teachers, students, and families (Barber, 2005).

Table 6. Accreditation Parameters of Central Mindanao College in terms Physical Plant and Facilities

No.	Statement The School....	Mean	Descriptive Equivalent
1	Have an adequate physical plant and facilities for the attainment of the objectives of the school	4.03	Highly Extensive
2	Designs the campus to make it adequate for the social, physical, and cultural interests of the college	4.06	Highly Extensive
3	Insures that the site is located in a wholesome environment, safe from traffic and transportation hazards, sufficiency and other undesirable elements.	3.99	Highly Extensive
4	Makes the buildings be well illuminated and ventilated.	4.01	Highly Extensive
5	Insures the availability of the bulletin board space, proper waste disposal, adequate custodial services and other facilities.	4.02	Highly Extensive
	Overall mean	4.02	Highly Extensive

Accreditation Parameters of Central Mindanao Colleges in terms of Student Personnel Services

Revealed in Table 7 are data of accreditation parameters of

Central Mindanao Colleges in terms of student personnel services. The dependent variables in terms of student personnel services registered an overall mean of 3.98 described as highly extensive.

Table 7. Accreditation Parameters of Central Mindanao Colleges in terms of Student Personnel Services.

No.	Statement The School....	Mean	Descriptive Equivalent
1	Develops a student service program by making it directed and coordinated by professionally trained head.	3.99	Highly Extensive
2	Provides a clear out policy for the selection and direction of prospective students.	3.88	Highly Extensive
3	Designs a viable and functional services for the Guidance office such as student orientation, individual inventory services, testing, information services, individual and group counseling, placement and follow-up service and research and evaluation	4.04	Highly Extensive
4	Provides a variety of co-curricular activities contributory to student development and supportive of the school's objectives	4.01	Highly Extensive
5	Provides a well-organized student assistance program with adequate financial aid services and other services to meet the needs of students.	4.00	Highly Extensive
	Overall mean	3.98	Highly Extensive

The data are revealed inductively in the following: designing a viable and functional services for the guidance office such as student orientation, individual inventory services, individual and group counseling, placement and follow-up services service and research and evaluation (4.04); providing a variety of co-curricular activities contributory to student development and supportive of the school's objectives(4.01) providing adequate financial aid services, and other services to meet the eneds of students (4.00); developing a student service program by making it directed and coordinated by professionally trained head (4.39); and providing clear out policy for the selection and direction prospective students (3.88). These statements are perceived highly extensive by the respondents. This means that the provision described in the item is oftentimes observed in the expected level.

The data imply that the college serves as the link or conduit between and among the students, administration, and faculty in so far as co-curricular and other student services are concerned. The faculty is the main implementor of rules and regulations, policies and procedures of the school as related to the specific provisions

found in the student handbook. The general objectives are to assist the student to attain maximum self-realization; thus, enhancing his/her mental, physical, social and spiritual developments.

Accreditation Parameters of Central Mindanao Colleges in terms of Social Orientation and Community Involvement

Gleaned in Table 8 are the data on the accreditation parameters of Central Mindanao Colleges in terms of social orientation and community involvement. In terms of social orientation and community involvement, the mean registered value of 3.93 which means highly extensive.

The data are disclosed inductively in the following: expressing its commitment through its adopted programs, projects, and activities (4.02); maintaining a harmonious relationship with the wider community, making available its own assets and resources

Table 8. Accreditation Parameters of Central Mindanao Colleges in terms of Social Orientation and Community Involvement

No.	Statement The School....	Mean	Descriptive Equivalent
1	Involves community active participation in community activities, growth and development.	3.88	Highly Extensive
2	Maintains a harmonious relationship with the wider community, making available its own assets and resources when needed.	3.99	Highly Extensive
3	Expresses its commitment through its adopted programs, projects and activities.	4.02	Highly Extensive
4	Creates an awareness among its faculty, personnel and students on social issues, deep concern, for the needs of others.	3.89	Highly Extensive
5	Provides and appropriates essential budget for sustainable and continuing community extension projects and/or activities	3.87	Highly Extensive
	Overall mean	3.93	Highly Extensive

when needed (3.99); creating an awareness among its faculty, personnel and students on social issues, deep concern, for the needs of others (3.89); involving community active participation in community activities, growth and development (3.88); and providing and appropriating essential budget for sustainable and continuing community extension projects and/or activities (3.87). These statements are perceived highly extensive by the respondents. This means that the provision described in the item is oftentimes observed.

The data imply that developing strong partnership with

parents and communities means a new way of working for governments, for service agencies, and for educators. Partnership at the community level is encouraged. This harmonizes activities, utilizing resources effectively, and mobilizing additional financial and human resources when necessary. The school encompasses people empowerment and human resource development geared towards human capital enhancement of improving peoples lives.

Accreditation Parameters of Central Mindanao Colleges in terms of Organization and Administration

Gleaned in Table 9 are the data on the accreditation parameters of Central Mindanao Colleges in terms of organization and administration. The independent variable of this indicator registered an overall mean value of 3.96 which means highly extensive.

Table 9. Accreditation Parameters of Central Mindanao Colleges in terms of Organization and Administration

No.	Statement The School....	Mean	Descriptive Equivalent
1	Consults a Governing body or Board of Directions that will take charge in formulating of general policies and rules of the school	4.00	Highly Extensive
2	Coordinates and collaborates with each other/every unit/division to promote effectiveness and quality instruction.	4.01	Highly Extensive
3	Delineates well the business administration of the school for fiscal integrity-economy, and for pinpointing responsibility and accountability	4.04	Highly Extensive
4	Provides a clear and functional organization for proper direction in its professed vision, mission, and goal.	3.89	Highly Extensive
5	Insures the attainment of its school thrusts and programs through the proper allocation of budget	3.86	Highly Extensive
	Overall mean	3.96	Highly Extensive

The data are disclosed inductively in the following; delineating well the business administration of the school for fiscal integrity, economy, and for pointing responsibility and accountability (4.04); coordinating and collaborating with each other/every unit/division to promote effectiveness and quality instruction (4.01); consulting a governing body or Board of Directors that well take charge in formulating of general policies and rules of the school (4.00); providing a clear and functional organization for proper direction in its professed vision, mission, and goal (3.89); ensuring the attainment of its school thrusts and programs through the proper allocation of

budget (3.86). These statements are perceived highly extensive by the respondents. This means that the provision described in the item is oftentimes observed.

The data imply that the organization and administration of the school system is to encourage and empower teachers in improving teaching and learning. School administrators provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve learning expectations. They are leaders who provide governance to promote student performance and school effectiveness.

Data Generated for Research-Based Curriculum

The data generated from the findings of the study served as an input for research-based curriculum of Central Mindanao Colleges (CMC). The accreditation parameters are based on the following: vision, mission, goal and values; faculty; instruction, library, laboratories, physical plant and facilities; student personnel services, social orientation and community involvement, organization and administration. These are viewed as parameters by which CMC as an institution of learning voluntarily pursues educational quality through self-evaluation and peer-visitation.

Deduced from data-based findings of the study, it undermines attempts to create a shared research for the creation of, and informed choices about, possible research bases for curriculum development in ameliorating the gray area of the findings of the study. This aims to formulate a framework for the constructs of "research-based curricula" in the academe to support K to 12 classroom instruction vis-à-vis the vision, mission and goal of the school.

Moreover, research should be present in all phases of the curriculum development and research process in the creation of knowledge. Research-based curriculum materials for students should never eliminate the importance of teachers in the classroom. Teachers ultimately shape how curriculum materials are enacted in the classroom. They select elements of text to include for instruction, and they emphasize or de-emphasize aspects of curriculum based on their own understanding and beliefs about what is best for students.

The complex teacher-curriculum relationship as contextually based, is dependent on both the teacher and the curriculum,

and tightly interconnected with other teacher practices. If a teacher's understandings and beliefs about instruction align with the philosophy of the curricula, then it is likely that there will be a synergistic relationship between use of the materials and practice. On the other hand, a teacher may understand instruction and hold beliefs about practices that diverge from the philosophy of the materials, creating a gap between what curriculum developers intended and what teachers actually enact in the classroom.

Because of the ubiquitous placement of curriculum materials in the school setting, there is unique potential for curriculum materials to support teacher as learners. Teachers may use their curriculum materials to deepen their content knowledge, gain ideas for how to present complex information to students, or determine how they might assess student learning. Some researchers describe curriculum materials that explicitly address the teacher as learner as "educative".

Using Tyler's rationale (1998), and Taba's paradigm (2005), the researcher adopts the linear model including four subsystem in Figure 1. The curriculum model below suggests an end-means integration. This model clearly shows that curriculum and instruction are not separate independent components but contiguous parts of a continuum or system. In a manner of speaking, they are two sides of the same coin; you cannot have one without the other.

The curriculum component represents the thought-plan aspect of curriculum development which includes the selection and organization phases while the instruction component is the mean-action part consisting of the implementation and evaluation phases which the school personnel behave and perform their roles individually and collectively. This is eventually translated into the Mission Statement and further delineated in the school-wide and level goals and finally translated into learning objectives contained in the units of instruction and individual lessons.

Subsystem 2 is the learning content. The learning goals are fleshed out in a continuum or scope and sequence of learning content in terms of knowledge and understanding, skills and competencies, attitudes and values which become the bases of subject matter for instruction and mastery. As one student puts in matter of-fact, this is the "stuff that kids must learn in school." The school expects every student to master these basic requirements of school learning content which define the standards against which every prospective graduate will be measured.

Subsystem 3 is made up of learning experiences, activities and resources which constitute the wherewithal for attaining the learning objectives. Working on the principle that “he who wants the end, wants the means,” the school employs the most relevant and effective strategies and resources that will ensure mastery of learning content. All these are indicated in a plan of instruction, both on the unit and the lesson level, to be carried out in the classroom.

Subsystem 4 has to do with measurement and evaluation of learning outcomes. The evaluation reveals whether the objectives are being attained or not and at what level. And more importantly, it also reveals if objectives are not being met according to acceptable levels or standards, why these are not being met and what should be done about it. This is indicated by the feedback loop.

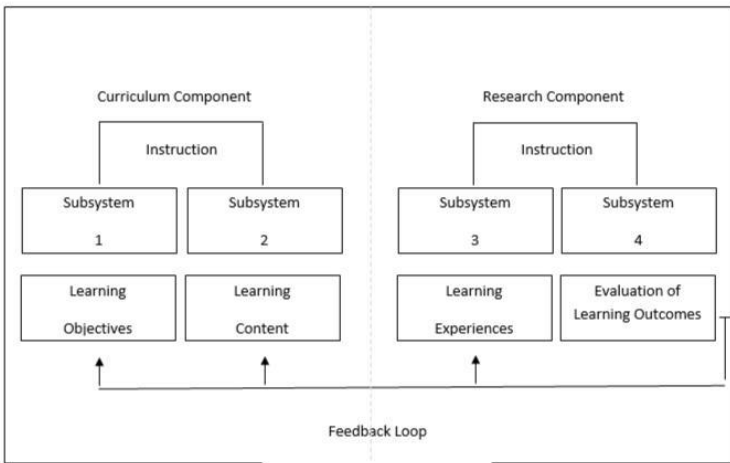


Fig. 2 A Linear Model of Research – Based Curriculum

