

**Assessment of APACC Accredited TESDA Schools in the Philippines:
Case of Camarines Sur Institute of Fisheries and
Marine Sciences and Quezon National
Agricultural School**

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ABSTRACT

Keywords: Assessment, APACC, TESDA Accredited Schools.

The study assessed the performance of CASIFMAS and QNAS based on APACC standard on the areas for governance and management, teaching and learning, faculty members and staff, research and development, extension, consultancy and linkages, resources and support to Students. It also compared the performance of both schools on the APACC accreditation criteria, determined the strengths and areas needing improvement of the two schools for the seven criteria, the actions taken by the schools on the findings and recommendations made by the APACC evaluation team, identified problems encountered by the two schools in complying with the APACC recommendations and determined the schools' future plans to comply with the recommendations of APACC.

It employed descriptive evaluative and comparative research methods and the data were gathered using the new accreditation instrument of APACC. The respondents of the study included the APACC focal, the faculty and staff of the CASIFMAS and QNAS and the data was analyzed using weighted mean. Results revealed that CASIFMAS got low scores for governance and management, teaching and learning, for faculty and staff, for research and development, for extension, consultancy and linkages, for resources and for support to students contrary to the scores obtained by QNAS in which CASIFMAS fall short by 81 points for all the criteria. The findings also showed that the common strengths of CASIFMAS and QNAS were on governance and management, teaching and learning, faculty and staff, resources and support to students but aside from these QNAS was also strong on extension, consultancy and linkages.

On the areas needing improvement CASIFMAS need to give attention on research and development as well as on extension, consultancy and linkage while QNAS must only improve on research and development. With regards to the actions taken on the findings and recommendations by the APACC evaluation team both schools had 100% compliance but subject for validation of the evaluation team. In the compliance with the APACC recommendations both CASIFMAS and QNAS basically encountered problems on budget, human resources and on the management system. Future plans with regards to the compliance of the recommendations of APACC included the conceptualization of the institutional developmental framework and review of the institutional policies toward financial, HR, R&D and management system procedures.

CHAPTER I

INTRODUCTION

The Technical Vocational Education and Trainings (TVET) is deemed to be the provider of the totality of life experience that man acquires which enables him to cope with and derive satisfaction from living in this world. This is because it allows him to achieve social competence and optimum individual development. In essence, the TVET can be seen as necessary in the development of a person's head, heart and hands for his self-fulfilment, empowering him to be of optimum service to humanity.

The APACC is a regional accreditation and certification body established by Colombo Plan member governments which recognize the need to cope with the rapid changes in the labor market and skills taught in TVET institutions. It aims to accredit and certify the Philippine TVET institutions for human resources development through the standardization and harmonization of education and training systems which will facilitate the mobility of the workforce across national borders in Asia and the Pacific region.

Accredited institutions and stakeholders enjoy the following benefits; quality and employable workforce in member countries through APACC coordination among network of institutions agencies and other stakeholders, employer confidence on the selection of employees coming from accredited institutions, international recognition of institutions quality, accountability and public trust, eligibility and reliability of TVET institutions for funding support from

donors and other lending agencies, be part of a regional network of quality institutions that expand schooling and learning opportunities for students, and transferability of credits earned by student among educational institutions.

In APACC scheme, institutional accreditation is preferred, covering accreditation and certification of TVET institutions of higher technical and non degree technical education, and vocational training in Asia and the Pacific region. APACC has developed its own accreditation criteria, based on the standards set by the different countries. These criteria and guidelines led themselves to a predominantly quantitative evaluation. It is conceived, as the standard practice of quality assurance or accreditation system around the world, in which the qualitative aspects will be covered in the subsequent stages of accreditation.

As a process, accreditation reflects the fact that in achieving recognition by the accrediting agency, the institution or program is committed to self-study and external review by one's peers in seeking not only to meet standards but to continuously seek ways in which to enhance the quality of education and training provided. The system of awarding an accreditation status is multi-level one rather than "yes" or "no" scheme, (accredited or not accredited). A threshold number of points are set to qualify for an accredited status which can be awarded a level I,II, or III status, depending on the number of points earned by the institution following the seven criteria for evaluation.

The results of the evaluation can be categorized into Level I Bronze with total points of 301-400 with the corresponding status for two years. This means that the school barely meets the threshold of the standards with deficiencies

which can be improved within a period of two years. For level II which is Silver, the school should earn total points of 401-450 and the status is for three years. Level II accreditation indicates that the school meets standards substantially above the threshold with minor deficiencies which can be improved within a period of one to two years. Level III is Gold which can be earned with total points of 451-500 and has the status for four years. Level III accredited school meets standards substantially way above the threshold with minor deficiencies which can be improved within a period of six months to one year.

Last 2012, the Colombo Plan Staff College for Technician Education revised the system of evaluation particularly the rating system to be used in the instrument specified in each indicator. From 1000 weighted points it was changed to 500 weighted points classified to three levels; Level I Bronze with total points of 301-400, level II Silver with total points of 401-450 and Level III Gold with total points of 451-1000.

Among the schools, CASIFMAS was able to reach the heights of excellent service and became the visible landmark in the TVET educational sector in Region 5 thus, CASIFMAS voluntarily applied for APACC evaluation last May 23-24, 2013 and was awarded as Bronze valid from July 2, 2010 to July 2, 2014. CASIFMAS is the first and only TVET schools accredited by APACC in the Bicol Region.

Another TVET school accredited by APACC is the Quezon National Agricultural School which was founded in 1960 as a vocational high school, located then at the forest Nursery along the Zigzag road in Pagbilao, Quezon

now Camp Training Environment Center. The QNAS voluntarily applied for APACC evaluation last December 8-9,2009 and was awarded Silver valid from March 15, 2010 to March 15, 2013.

It is in this context that the researcher became interested to conduct a comparative analysis of the performance of the two schools in the seven areas assessed and accredited by APACC, the Camarines Sur Institute of Fisheries and Marine Sciences as Bronze and the Quezon National Agricultural School as Silver. These two APACC Accredited Technical Vocational Schools in the Philippines were evaluated to assess their operations and programs, and to seek an independent judgement to confirm that they substantially achieve their objectives and that in general, they are equal in quality to comparable institutions or programs using the APACC Accreditation evaluation tools. The study will generally bring to light the intervention activities carried out by the two TVET schools to attain higher level of accreditation for the next evaluation cycle.

Statement of the Problem

This study assessed and compared the schools accredited by the Asia Pacific Accreditation and Certification Commission of Technical Education and Skills Development Authority Schools in the Philippines. Specifically, it sought answers to the following questions:

1. What is the performance of the Camarines Sur Institute of Fisheries and Marine Sciences and Quezon National Agricultural School based on the

Asia Pacific Accreditation and Certification Commission standard in terms of the following areas:

- a. Governance and Management
 - b. Teaching and Learning
 - c. Faculty and Staff
 - d. Research and Development
 - e. Extension, Consultancy and Linkages
 - f. Resources
 - g. Support to Students
2. What is the difference in the performance of CASIFMAS and QNAS based on APACC criteria?
 3. What are the strengths and areas needing improvement in the two schools studied in the seven areas based on APACC Criteria?
 4. What actions were taken by the two schools on the findings and recommendations made by the APACC Evaluation Team?
 5. What are the gaps/problems encountered by the two schools in complying with the recommendations?
 6. What are the future plans of the two schools to comply with the recommendations of APACC?

Objectives of the Study

This study conducted a comparative assessment of the two TESDA schools accredited by APACC in the Philippines, in particular, CASIFMAS in Camarines Sur and QNAS in Quezon Province. Specifically, the study intended to:

1. Document the performance of CASIFMAS and QNAS based on APACC standard in the following areas:
 - a. Governance and Management
 - b. Teaching and Learning
 - c. Faculty Members and Staff
 - d. Research and Development
 - e. Extension, Consultancy and Linkages
 - f. Resources
 - g. Support to Students
2. Compare the performance of CASIFMAS and QNAS based on APACC accreditation criteria.
3. Determine the strengths and areas needing improvement in the two schools studied in the seven areas based on APACC criteria.
4. Determine actions taken by the two schools on the findings and recommendations made by the APACC Evaluation Team.
5. Identify gaps/problems encountered by the two schools in complying with the APACC recommendation.

6. Determine their future plans to comply with the recommendations of APACC.

Significance of the study

Considering the role of the TVET in the total development of human resources, the results of the present study will be valuable to the following:

Administrators of TESDA Schools in the Philippines. This will provide baseline data in addressing the problems on attaining the highest level of accreditation status of APACC. Findings will also provide inputs to the TESDA schools that would apply for re- accreditation. The result of the study will likewise help in generating knowledge/information that can be utilized for the promotion of quality TVET systems in the Philippines corresponding to the accreditation status earned by TVET institutions in the Asia Pacific region.

CASIFMAS and QNAS. More importantly, this study can establish linkage between CASIFMAS and QNAS toward achieving the standard set by accrediting agencies of member countries that can lead in providing quality and employable workforce in member countries through APACC coordination among its network of institutions, agencies and other stakeholders.

Future Researchers. The findings of the study will give them insights on the gaps identified but were not considered by the present study which may served as a basis for future research undertakings.

Scope and Limitations

The study considered only two TESDA schools accredited by APACC specifically CASIFMAS with Bonze Level and QNAS with Silver Level accreditation status. The performance of the two schools was based on the seven criteria namely; governance and management, teaching and learning, faculty members and staff, research and development, extension, consultancy and linkages, resources and support to students. For comparison of the performance this was based on the numerical ratings obtained by the schools based on the APACC standards. The tool used in the assessment was limited to the instruments used by APACC in accrediting the TVET schools. The study was conducted from Sept 15, 2014 to Feb. 07, 2015

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CHAPTER II

REVIEW OF RELATED LITERATURE

The Camarines Sur Institute of Fisheries and Marine Sciences (CASIFMAS) was established as the Pasacao School of Fisheries through RA 1667 in June 22, 1963. It was converted to its present state through RA7448 which was enacted on March 3, 1995. On April 25, 2000 the administration of CASIFMAS was transferred from CHED to TESDA.

The Quezon National Agricultural School which was founded in 1960 as a vocational high school, was located then at the forest Nursery along the Zigzag road in Pagbilao, Quezon now Camp Training Environment Center. It started as an Agricultural School for Boys until it opened its doors to Homemaking Curriculum for girls in 1963.

In 1964-1973, the QNAS transferred to its present location after acquiring 31 hectares of land through expropriation proceedings. From 1974-1999, it started to offer post secondary courses such as Associate in Agricultural Technology; Bachelor of Science in Agriculture major in Horticulture, Animal Science and Agronomy, and Bachelor of science in Homemaking Technology. In 1987 all degree programs were closed by DECS because the school was not ready to continuously offer 4-year degree courses.

To ensure that the TVET programs are performing as expected and meeting the demands for tech-voc education, the TVET schools are subjected to accreditation process. As stated in the 8th National TVET Forum(2008)

accreditation is viewed as both a process and a status. It is a process which a TVET institution is evaluated on the operation of its programs. It seeks an independent judgement to confirm that it substantially achieves its objectives, and is generally equal in quality to comparable institution or agency. As a status, it is a formal recognition granted by an authorized accrediting agency to an institution or program as possessing certain standards of quality as defined by the accreditation agency (Adelman, 1992).APA, 2008, mentioned that accreditation is both a status and a process. As a status, accreditation provides public notification that an institution or program meets the standard of quality set forth by an accrediting agency.

There are many forms by which an accrediting agency can be structured; a number of criteria which can be identified; enumerable procedures wanting to be adopted; multiple models of assessment; and numerous roles of stakeholders. This will all depend on the immediate purpose of accreditation, the environment of the evaluation system, the stage of development of technical education and vocational training (TVET) and the judgment of policy or decision-makers. There are two prominent models of accreditation adopted around the world: program and institutional.

Accreditation is used as an indirect indicator of quality which may be used for differentiating programs and institutions in terms of quality (Tayag, 2005).It is also considered as a means of promoting quality improvement (de Guzman, 2003). Others view it as a way of encouraging schools adjudged to have attained desirable standards to do even better (Khoo, Madji, and Chaudhry, 2003). Simply

put, accreditation is a means of stimulating and accelerating the institutional growth and development of schools desiring to achieve excellence, relevance, and effectiveness. Ultimately, the goal of accreditation is to ensure that education provided by institutions of higher learning meets acceptable level of quality.

In both the Constitution of 1974, which located CPSC in Singapore, and the updated Constitution of 1987, which transferred it to the Philippines, the improvement of the quality of technical education and training was specifically identified as the primary purpose of Colombo Plan Staff College. In 2003, a program was adopted to have direct and profound effect on the quality of technical education when the CPSC Governing Board approved the CPSC Corporate Plan (2003-2008), including in particular, Goal 1 (Strategy 1.2), "Facilitate capacity-building to develop Accreditation and Certification system for the Asia Pacific region in TET.

Armed with this mandate, Dr. Man-Gon Park, the Director General of CPSC convened an International Conference on Accreditation and Certification in December 2004 at Seoul, Korea to explore the possibility of setting up a regional body. With participants representing 17 member governments from Afghanistan, Bangladesh, Fiji, India, Indonesia, Iran, Japan, Republic of Korea, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, Philippines and Sri Lanka, signing the CPSC Seoul Declaration 2004, the Asia Pacific Accreditation and Certification Commission (APACC) was formed. The International Conference was followed by a regional workshop on "Regional Accreditation Modelling and Accrediting the Accreditors" in August 2005 at

CPSC, Manila, Philippines. The workshop was the first major convention to undertake the operational work of APACC, where the participants fortified the APACC accreditation criteria and instruments. It reinforced the Seoul Declaration in 2004, advancing the commitment of member government representatives through a Manila Resolution of Commitment in 2005.

In the United States, accreditation is most often used with reference to schools and hospitals. Accreditation of this institution is performed by private Non-profit Membership Associations known as accreditation Agencies. These agencies which consist of private educational associations of regional or national scope develop evaluation criteria and conduct peer evaluations to assess whether or not those criteria were meet. Instructional programs are evaluated per request of an agency and programs that meet an agency's criteria are then "accredited by that agency (DOE, 2008).

Accreditation is also considered a concept based on self-regulates which focuses on evaluation and the continuing improvement of educational quality, a process by which institutions or programs continuously upgrade their educational quality and services through self-evaluation and the judgement of peers. Accreditation is a status granted to an educational institution or programs which meet commonly accepted standards of quality or excellence (PAASCU, 2006b).

Here, (2005) mentioned that the education mechanism in the Philippines was developed between the 1950's and 1970's. In about 1951, after the Philippines independence from the United States, a group of educators from the private higher education institutions decided to establish a system of common

standards of catholic institutions. Later, four accreditation agencies were created successfully for each segment of the higher education systems (sectarian schools, universities and colleges, Technical Vocational Schools, Government/Public Institutions) each of which develop its own accreditation standards and structures and were made responsible for the accreditation of institutions within specific segments.

According to the Philippine Constitution (DEPED,2008), Executive Order No. 202 in December 24, 1969 created the Presidential Commission to Survey Philippine Education (PCSPE). In 1970, PCSPE started to submit policy recommendations to both improve and strengthen the higher education in the Philippines. Among others, it recommended that schools should be encouraged to join or organize accrediting associations and that a Federation of Accrediting Agencies of the Philippines be established.

In 1977, a non-stock, non-profit, non-government umbrella organization called the Federation of Accrediting Agency in the Philippines (FAAP) was created to serve as the coordinating body with the government which has the sole aim of upgrading the quality of Philippine education through voluntary accreditation. According to FAAP(2005), they are currently composed of three national accrediting associations for private educational institutions.

For government owned institutions, the National Network of Quality Accrediting Agency (NNQAA) was organized and tasked as the one responsible for accrediting agencies which accredits government owned institutions (AACUP, 2003a, PAPSCU, 2006). NNQAA is composed of two agencies namely the

Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACCU) and the Association of Local Colleges and Universities Commission on Accreditation (ALCUCA).

PAASCU is a private, voluntary and non-profit and non-stock corporation which was registered with the Securities and Exchange Commission on November 5, 1975. It is a service organization that accredits academic programs which standards of quality education. In November 1967, the Bureau of Education and Culture (now the Department of Education) officially recognized PAASCU and endorsed its work as an accrediting agency. It is also one of three founding members of the Federation of Accrediting Agencies of the Philippines (FAAP), which was established in 1977 and is authorized by the Commission on Higher Education (CHED) to certify the levels of accredited programs for the purpose of granting progressive deregulation and other benefits

PAASCU evaluates during the survey and visits the eight areas namely, college/school community involvement, faculty, instruction, library, laboratories, physical plant, student service and administration. On the Grade School Level, the areas on School Community Involvement and Laboratories (nos. 1 and 5 above) are omitted; instead Student Activity Program is added. For Graduate School programs, the areas on Faculty, Library and Administration are retained, while the other remaining areas specific to graduate programs are Curriculum and Instruction, Research, Students and Other Resources. For Basic Medical Education programs, the areas evaluated are: Faculty, Curriculum and

Instruction, Clinical Training/Service Facilities, Research, Student, Library, Administration, and Physical Plant and Other Resources

As to AACUP, the areas included in the accreditation are Vision, Mission, Goals and Objectives, Faculty, Curriculum and Instruction, Support to Students, Research, Extension and Community Development, Library, Physical Plant and Facilities, Laboratories and Administration. Each area is evaluated on the context of some parameters which are given a rating from 0 to 5, 5 being the highest. As to AACUP, the areas included in the accreditation are Vision, Mission, Goals and Objectives, Faculty, Curriculum and Instruction, Support to Students, Research, Extension and Community Development, Library, Physical Plant and Facilities, Laboratories and Administration. Each area is evaluated on the context of some parameters which are given a rating from 0 to 5, 5 being the highest.

ISO enables continuous improvement of the organization's quality management systems (QMS) and processes. In turn, this improves the ability of the operations to meet customer requirements and expectations. Improving the organization's Quality Management Systems can positively boost profitability. Demonstrating real commitment to product and service quality can transform corporate culture because, as a result, employees understand the requirement for ongoing improvement. It is based on eight quality management principles, customer focus, leadership, involvement of people, process approach, system approach, continual improvement, fact-based decision making and mutually beneficial supplier relationships. Quality Management System certification from

SGS will help your organization develop and improve performance. ISO certification enables the organization to demonstrate high levels of service quality when bidding for contracts and a valid ISO certificate shows that the organization follows internationally recognized quality management principles.

Theoretical Framework

Different theories in forming the institutional framework of CASIFMAS were explained carefully as to how it was used in the present study. This is shown in the theoretical model illustrated in Figure 1.

The present study was anchored on the Systems Theory of Ludwig von Bertalanffy (1950) which states that everything around us is being divided into various associations by which we categories into various systems. It is associated with unification of happenings detached from their subsistence. A system always will have an entity depending on the nature of the system. This entity within the system will have some general qualities and will also hold a bond between them. Some common elements within systems are input, throughput, output, feedback, control, environment and goal.

The CIPP Model of Stufflebeam 1960 was also adopted by the present study, which stands for evaluation of an entity's context, inputs, process, and products. Likewise, the Colombo Plan Staff College for Technician Education (CPSC) Corporate plan (2003-2008) is the basis for the formulation of APACC which states that to facilitate the capacity building to develop Accreditation and Certification System for the Asia Pacific Region in Technical Education and

Training. The three theories helped understand the accreditation process done by APACC on CASIFMAS and QNAS wherein both schools were treated as a system with interlocking subsystems. These subsystems focused on the different criterion formulated by APACC based from the CPSC corporate plan. The evaluation of both schools was within the entity's context, inputs, process, and products as reflected in the CIPP model as well as in the system theory. The inputs were the performance of the two schools in each criterion and the process included the preparations made and the things that both schools did in order to fall within the standard set for TVET institutions as reflected in their accreditation status. The output is the institutional development plan for CASIFMAS to guide the school when it applies for accreditation.

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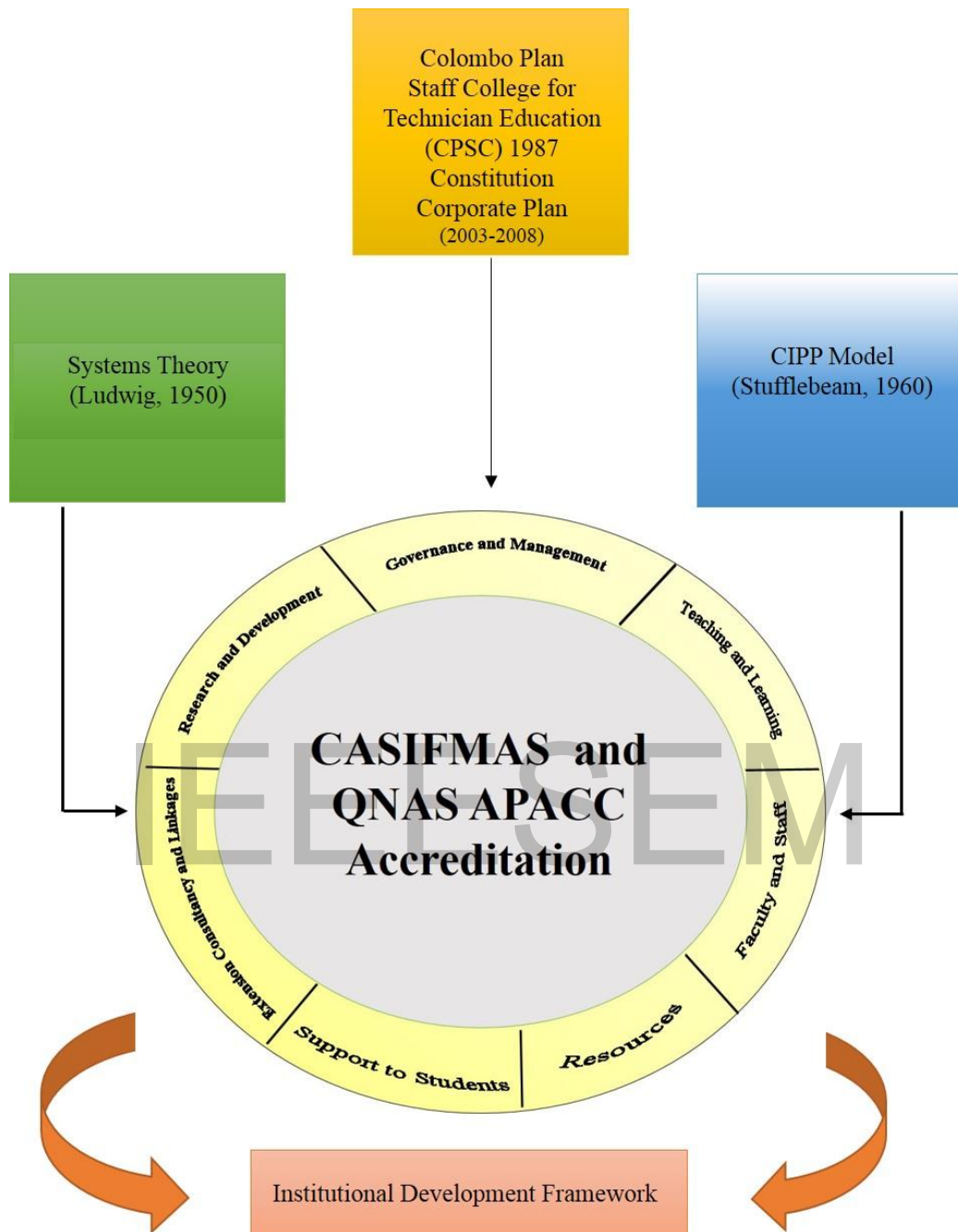


Figure 1. The theoretical model showing the different theories that guided the Assessment of the APACC accredited schools

Conceptual Framework

Based from the theories used in the study the conceptual paradigm using the systems model is shown in Figure 2. The inputs considered were the results of the performance of CASIFMAS and QNAS on the APACC accreditation based on the seven criteria namely governance and management, teaching and learning, faculty and staff, research and development, extension, consultancy and linkages, resources and support to students. The process was the comparative assessment done on both schools to determine the difference in the performance of the two schools, identify strengths and areas needing improvement, identify the actions taken on the findings and recommendations made by the APACC evaluation team, determine the gaps or problems encountered by the schools in complying with the recommendations and the future plans of the two schools. From the process carried out, the output was the institutional development framework of CASIFMAS. This framework will be feed backed to CASIFMAS to serve as a guide when it applies for re- accreditation towards a much higher level of accreditation.

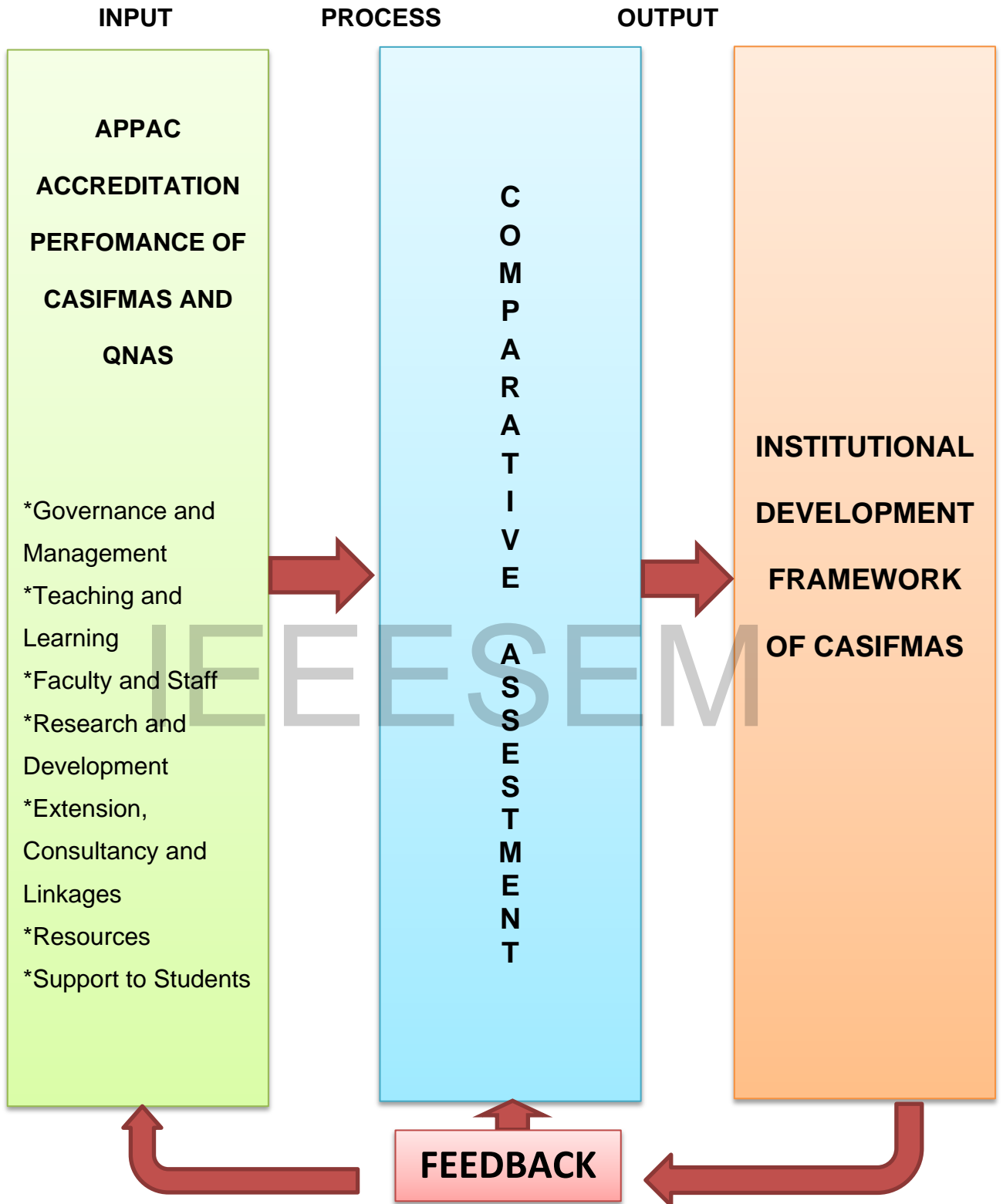


Figure 2. The conceptual paradigm showing the APACC results that guided the formulation of the institutional development framework of CASIFMAS

Operational Definition of Terms

The following terms are operationally defined for a common understanding of the different variables used in the conduct of study.

Asia Pacific Accreditation and Certification Commission (APACC) - It is the regional accreditation and certification body established by Colombo Plan which aims to accredit and certify the Philippine TVET institutions for human resources development through the harmonization of education and training systems and facilitate the mobility of the workforce across national borders in Asia and the Pacific region.

Performance of CASIFMAS and QNAS - refers to the points garnered by each school based on the criterion for accreditation as basis for their accreditation status.

Criterion for Accreditation -Pertains to the seven criterion used in the accreditation such as governance and management, teaching and learning, faculty and staff, research and development, extension, consultancy and linkages, resources and support to students.

Governance and Management -measured using the following indicators, administrative structure and bodies with weighted points of 22,qualification of administrative staff four points, management systems and procedures 24 points.

Teaching and Learning -pertains to the approved or revised curricular programs, approved and implemented academic calendar, grading system, admission, retention and promotion. This was measured using the

following, institutional objectives with weighted points of 24, curriculum 28 points, Syllabus 4 points, instructional materials 24 points, teaching methods and techniques 20 points as well as other related teaching learning indicators with 20 points.

Faculty and Staff - refers to the standard of the institution which is measured by the qualifications and job descriptions' of faculty members and staff with 28 points, faculty members assignment load 12 points and systems of recruitment, compensation, staff development and evaluation with 30 points.

Research and Development -pertains to the institutional research programs/ projects and externally funded researches from other research organizations of QNAS and CASIFMAS. This is measured along the four indicators namely, program and research development with weighted points of 12, faculty participation 8 points, dissemination and utilization of R&D outputs 12 points and management of research and development 18 points.

Extension- refers to the extension programs, the faculty members' participation in the extension activities and projects. This is measured by program of extension with a 12 points, faculty members participation in extension projects 4 points and management of extension 8 points.

Consultancy -pertains to the record of experts and services rendered by them maintained and updated with weighted points of 8.

Linkages –refers to the linkages with industries and with weighted points of 12, consortia or arrangement with educational institutions 6 points. It also indicates the number of industries (large or small scale) as per following and

involve during the past five years of activities like, curriculum design, implementation and evaluation, industrial training of faculty, staff and students including on - the - job training, apprenticeship and other activities. This is measured on the conducts of CASIFMAS and QNAS of consultancy projects/programs, twinning programs, consortia, faculty and student exchange, MOUs and MOAs.

Resources - Includes financial resources, construction of buildings, classrooms and other physical facilities, laboratories and workshops, computers, connectivity and technological infrastructure, library, and general amenities. This is measured or evaluated in terms of financial resources with 12points, financial management with 12 points, school campus 4 points, classrooms 8 points, library resources 30 points. It includes collections, space and facilities, library management system, workshop laboratories with 16 points and Information management systems with 16 points.

Support to Students - refers to the student's services measured with 46 points, guidance and counseling program weighted 4 points, support to student activities, hostel accommodation, and placement of graduates.

Comparative Assessment -refers to the comparison on the points obtained by each school on the different criterion.

Institutional Development Agenda of CASIFMAS - pertains to the agenda to be undertaken by CASIFMAS in its application for re-accreditation.

CHAPTER III

METHODOLOGY

This chapter is about the different items considered in order to collect the needed data. It includes the research design, research setting, and respondents of the study, data gathering procedure, research instrument and statistical analysis performed on the collected data.

Research Design

This study used descriptive evaluative comparative research method. The descriptive evaluative design was used to describe the results of APACC assessment of CASIFMAS and QNAS, to identify the strengths and areas needing improvement, to determine the actions taken on the findings and recommendations by the APACC team, to identify the gaps and problems encountered and future plans.

The comparative method was used in determining the difference in performance in the two schools.

Research Setting

The Camarines Sur Institute of Fisheries and Marine Sciences was established as the Pasacao School of Fisheries through RA 1667 in June 22, 1963 with 7.5 hectares land area situated at Barangay Caranan, Pasacao, Camarines Sur. It was converted to its present state through the RA7448

enacted on March 3, 1995 and presently located at Barangay Sta Rosa del Norte, Pasacao, Camarines Sur with a land area of three hectares. On April 25, 2000 the administration of CASIFMAS was transferred from CHED to TESDA. Aside from its main campus in Pasacao, it has campuses in the towns of Ragay, Minalabac, Libmanan and Caranan. This institution currently offers 18 courses namely: Aquaculture, Food Processing, Technical Drafting, Tour Guiding, Housekeeping, Commercial Cooking, Bread and Pastry Production, Front Office Services, Food and Beverage Services, Automotive Servicing, Driving, Consumer Electronics Servicing, Shielded Metal Arc Welding, Refrigeration and Air Conditioning, Electrical Installation and Maintenance. Presently the CASIFMAS is a TESDA Accredited Competency Assessment Center.

The Quezon National Agricultural School was founded in 1960 and is situated at the Forest Nursery along the Zigzag road in Pagbilao, Quezon (now Camp Training Environment Center). Presently the QNAS was located in the downhill of "EMI" road with 31 hectares of land area. Currently QNAS established the Student Instructional Enterprise, AGRITECH Program, partnership with the DOST for Bio N-Fertilizer Production, PCARRD and a recipient of GTZ-EDET Program by the Republic of Germany, another milestone in the history of QNAS being the collaborative partner of the Quezonians 1923 a non-government organization that brings the community skills and manpower development program of the government of Quezon province. Presently the school offers the following courses such as; Animal Production NCII, Food Processing, Hotel and Restaurant Service Provider.

Respondents of the Study

The respondents of the study included the APACC focal, the faculty and staff of the CASIFMAS and QNAS such as administrative officers, registrars, research chairman, school librarian, industry linkage development officers, student affairs officers, and supply officers.

Data Gathering Procedure

The researcher made a letter addressed to the head of the CASIFMAS and QNAS APACC accredited school about the research to be conducted at the same time to request for assistance in securing the cooperation of the respondents of the study.

Upon approval, the questionnaires were personally distributed to the respondents to ensure 100% retrieval and the focused group discussion immediately followed to validate the responses gathered. Secondary data was gathered on accreditation results.

Research Instrument

This study used the new APACC accreditation instrument for the following purposes: develop accreditation criteria, evaluation instruments, process and protocols for the accreditation of TVET institutions.

APACC Instrument consisted of the following indicators, governance management, teaching and learning, faculty and staff, research and

development, extension, consultancy and linkages, resources and support to students.

Statistical Analysis

The statistical analysis used in this study was the weighted mean and ranking.

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CHAPTER IV

RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis and interpretation of the data gathered in this study. This enabled the researcher to interpret the data in order to answer the specific questions which this inquiry sought to answer.

Performance Evaluation of the CASIFMAS and QNAS

The evaluation on the performance of the two schools is presented based on the weighted points assigned to each criterion and are distributed among the different indicators.

Governance and Management

Table 1 presents the ratings obtained by both schools for governance and management broken down into the three indicators.

Table 1. Summary results for governance and management of CASIFMAS and QNAS

Indicators	Weighted Points	Earned Points	
		CASIFMAS	QNAS
A. Administrative Structure and Bodies	22	19	22
B. Qualification of Administrative Staff	4	4	4
C. Management Systems and Procedures	24	19	24
TOTAL	50	42	50

As shown in the Table CASIFMAS obtained a total of 42 points in which 19 points were obtained in Administrative Structure, 4 points for Qualification of Administrative Staff and 19 for Management Systems and Procedures. While for QNAS, it was granted a perfect score of 50 as a result of the perfect scores for the different indicators, 22, 4 and 24 respectively. The non-perfect score for the first indicator was because the administrative support and staff came from one family hence, the institution administrative committees in decision making were not much involved (Appendix A).

On the other hand, the low rating in the third criterion was caused by the once a year gathering of the financial management officials who were supposed to meet often (four times in a year) to discuss budget planning and allocation and other financial management. In addition to the very minimal frequency of meeting was because each campus had its own budget allocation as a result each

campus managed its own financial transactions. Meanwhile, another reason for the low rating in the third criterion was that the communications and records were updated monthly which was contrary to the requirement that it should be done daily for easy retrieval (Appendix B).

Teaching and Learning

For teaching and learning criterion, the indicators included the institution as having clearly defined mission, with consistently adopted academic technical, and vocational programs, with set objectives and learning outcomes at appropriate levels and with effective mechanism of delivery and testing to ensure success in meeting these objectives and enable students to achieve the intended outcomes.

Table 2 presents the six indicators with the ratings obtained along teaching and learning as follows; the institutional objectives, curriculum, syllabus, instructional materials, teaching methods and techniques and other related teaching-learning indicators.

Table 2. Summary results for teaching and learning criterion of CASIFMAS and QNAS

Indicators	Weighted Points	Earned Points	
		CASIFMAS	QNAS
A. Institutional Objectives	24	19	22
A. Curriculum	28	22	28
B. Syllabus	4	3	4
C. Instructional Materials	24	17	24
D. Teaching and Learning	20	12	19
E. Other Related Teaching-Learning Indicators	20	9	18
TOTAL	120	86	115

Based from the table QNAS was comparatively better as it scored 115 points out of the possible 120 points, while CASIFMAS earned only 86 points. Furthermore data revealed that in all six indicators in teaching and learning criterion being evaluated CASIFMAS obtained lower scores than QNAS. The low results for CASIFMAS as revealed on Appendix C was contributed by the low rating in the instructional materials because the availability of printed and non-printed instructional materials for each course was not 100% which was below the national standard for providing instructional materials. Another contributor for

this low result is that the teachers did not use varied teaching methods and techniques like case study, group discussion, interactive learning, simulation and others. Lastly, the supposed frequency of monitoring and evaluating of different teaching and learning process to assess its effectiveness and relevance of twice a year was conducted only once in every two years.

Faculty and Staff

The standard of the institution is greatly measured by the qualification of the faculty members and staff. The institution maintains high ranking faculty members in terms of their academic qualifications, experience and professional competence. It maintains an effective system of recruiting, maintaining and developing an adequate number of highly qualified and appropriate faculty members and staff.

Table 3 presents the ratings obtained by the two schools for faculty and staff broken down into the three indicators as follows, qualifications and job descriptions of faculty members and staff, faculty members' assignment and load and systems recruitment, compensation, staff development and evaluation.

Table 3. Summary results for faculty and staff of CASIFMAS and QNAS.

Indicators	Weighted Points	Earned Points	
		CASIFMAS	QNAS
A. Qualifications and Job Descriptions of Faculty members and Staff	28	25	26
B. Faculty Members Assignment and Load	12	12	12
C. Systems Recruitment, compensation, staff development and evaluation	30	28	28
TOTAL	70	65	66

As shown by the data along faculty and staff criterion QNAS obtained a total of 66 points while CASIFMAS was one point lower. Specifically for the indicators faculty members' assignments and load as well as on systems recruitment, compensation, staff development and evaluation both schools were given perfect scores. While for the first indicator, CASIFMAS got a one point lower rating than QNAS who got 26 points. The discrepancy in the results with regards to the first indicator was because not all of the staff in CASIFMAS particularly the contractual employees satisfy the minimum standards for qualifications and experience in recruiting and selecting employees. Furthermore, CASIFMAS did not include the other stakeholders in the recruitment and selection committee to decide in hiring the faculty and staff (Appendix D).

Research and Development

Every institution maintains an environment that firmly supports Research and development. Research and development (R&D) is an avenue through which new knowledge is discovered, applied or verified and through which appropriate technologies are generated.

Table 4 presents the scores obtained by the two schools for research and development broken down into four criterions.

Table 4. Summary results for research and development of CASIFMAS and QNAS.

Indicators	Weighted Points	Earned Points	
		CASIFMAS	QNAS
A. Program of Research and Development	12	4	7
B. Faculty Participation	8	5	8
C. Dissemination and Utilization of R&D out puts	12	3	5
D. Management of R&D	18	5	6
TOTAL	50	17	26

As shown in the table out of the 50 total allocated points for research and development, CASIFMAS only earned 17 points which was 33 points lower than the expected points for this criterion. Of the total points obtained for this criterion,

Four points was obtained from program and research and development, five points from faculty participation, three points in dissemination and utilization of R&D outputs and five points for management of R&D.

QNAS on the other hand obtained a perfect score of eight for faculty participation, seven points for program of research and development, five points for dissemination and utilization of R&D outputs and six points for management of R&D. Overall, it obtained a total of 26 points for research and development which fall short of almost one half (24) of the expected points for this criterion.

The result of the low rating given to CASIFMAS was contributed by the low number of researches conducted by the institution, non-publication of R&D results and the none-attendance of the faculty and staff to training and seminars because of lack of support from the administration. Among the indicators with very low earned points were the allocated budget for R&D programs, monitoring and evaluation of R&D and incentives to motivate faculty members and staff to conduct R&D (Appendix E).

Extension, Consultancy and Linkages

Table 5 shows the ratings obtained by both institutions broken down into extension, consultancy and linkages, with six indicators.

Table 5. Summary results for Extension, Consultancy and Linkages

Indicators	Weighted Points	Earned Points	
		CASIFMAS	QNAS
Extension	24	10	20
A. Program of Extension	12	5	9
B. Faculty Members Participation in Extension Projects	4	2	4
C. Management of Extension	8	3	7
Consultancy	8	4	6
A. Consultancy Program	8	4	6
Linkages	18	11	15
A. Linkages with Industry	12	7	10
B. Consortia/Arrangements with Educational Institutions	6	4	5
TOTAL	50	25	41

As shown in the table CASIFMAS obtained only one half of the expected total points for this criterion. Out of these total points, 10 were for extension, four for consultancy and 11 for linkages. While QNAS was granted a total score of 41 which fall short only by eight points from the expected total points broken down to 20 points for extension, six points for consultancy and 15 points for linkages.

The lower scores based on the evaluation of CASIFMAS was particularly because of the poor utilization of research results for extension inputs, low

budget allocation for extension projects, limited consultancy services, and the non-involvement of the industry in curriculum designing, implementation and evaluation. While QNAS only obtained low points on utilization of research results for extension inputs and consultancy services provided.

Resources

School Resources provide an environment which is conducive to effective teaching and learning that supports the educational programs offered by the institution. Table 6 presents the ratings obtained by the two schools for resources broken down into five indicators, financial resources with 24 points, physical plant and facilities 24 points, library 30 points, workshop and laboratories 16 points and information technology 16 points with a total of 110 points.

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Table 6. Summary results of resources for CASIFMAS and QNAS on the different indicators

Indicators	Weighted Points	Earned Points	
		CASIFMAS	QNAS
A. FINANCIAL RESOURCES	24	20	24
A.1. Financial Resources	12	10	12
A.2. Financial Management	12	10	12
B. PHYSICAL PLANT & FACILITIES	24	21	24
B.1. School Campus	8	7	8
B.2. Classrooms	12	10	12
B.3. Other Facilities and Condition			
C. LIBRARY	30	27	25
C.1. Library collection	8	6	8
C.2. Library Space and Facilities	8	8	8
C.3. Library Management System	4	4	4
C.4. Other Library-related matters.	10	9	5
D. WORKSHOPS LABORATORIES	16	13	16
D.1. Equipment/tools/ supplies / materials	8	7	8
D.2. Workshops/Laboratories Management.	8	6	8
E. INFORMATION TECHNOLOGY	16	13	16
E.1. Computers and Licensed Software	4	3	4
E.2. Other Information Technology Units.	12	10	12
TOTAL	110	94	107

Table shows that QNAS obtained perfect scores along financial resources, physical plant and facilities, workshop laboratories and other information technology units except for library which was granted 25 points. Overall, the school was lower by five points on this criterion. CASIFMAS on the other hand obtained lower scores for all the indicators falling short by three to four points. But for library, the rating obtained was two points higher than the points of QNAS despite this the overall rating obtained by CASIFMAS was still 13 points lower from the rating obtained by QNAS.

The reason for the low rating in financial resources of CASIFMAS was the very low percentage allocation from the total financial resources to developmental activities of the school for the last three years and the delayed approval of the budget (Appendix F). As to the physical facilities including the classrooms the number requirement based on the national standard was not fully complied due to the small land area of the school, budget allocation, student enrolment and class schedule (Appendix G).

Support to Students

Table 7 presents the data for Support to students by the QNAS and CASIFMAS broken down into two indicators. As shown in the table, CASIFMAS obtained a total score of 39 points in which four points was for guidance counsellor-student ratio and 35 points for the student services while QNAS was granted a perfect score of four for the first indicator and 42 points on student services.

The low score given to the second indicator for CASIFMAS was the result of a rating of only one for the collaborations established by the school offering for study loans. This was because the school did not intensify its collaboration with other sponsoring agencies in order to provide study loans for financially deprived students.

Summary of the Performance of CASIFMAS and QNAS

To summarize the performance of CASIFMAS and QNAS, Table 8 presents the results on the seven criteria namely; governance and management, teaching and learning, faculty and staff, research and development, extension, consultancy and linkages, resources and support to students.

Based from the table of the two schools being studied, CASIFMAS got a total score of 368 points while QNAS earned a total score of 449 points. Specifically, for governance and management out of 50 weighted allocation CASIFMAS got 42 points while QNAS earned a perfect score of 50. For teaching and learning out of 120 weighted allocation CASIFMAS earned 86 points while QNAS got a score of 115. As to faculty and staff, out of 70 weighted allocation CASIFMAS earned 65 while QNAS earned a score of 66, for research and development out of 50 weighted allocation CASIFMAS got a score of 17 and 26 for QNAS. For extension, consultancy and linkages criteria out of 50 weighted allocation CASIFMAS was given 25 points while QNAS 42 points.

Table 7. Detailed Summary for Supports to Students

Criterion	Indicator	Weighted Allocation	Earned Points	
			CASIFMAS	QNAS
A. Guidance Counsellor Student ratio	1.A.1. How complaint is the guidance counselling system like counsellor-student ratio with government requirement	4	4	4
		4	4	4
B. Student Services	1.B.1. Is the institution complies with the government requirements or maintain a system/ mechanism of student recruitment, selection and admission, both in terms of the process as well as dissemination of information.	46	35	42
	1.B.2. Is the student services unit properly an adequately stuffed per the prescribed requirements	4	3	4
	1.B.3. Does the institution follow a retention program for deserving students	4	3	4
	1.B.4. What percentage of the students during the last three years were provided with continuing scholarship grants and study loans	4	4	2
	1.B.5. Does the institution allocate budget for the conduct of extra- curricular activities	4	4	4
	1.B.6. What is the relative percentage of curricular and extra-curricular activities for newly embedded into the weekly class schedule in compliance with the national standard?	5	4	3
	1.B.7. What percentage of students during the last three years was able to get employment/self employment within one year from graduation through the institutions.	4	3	4
	1.B.8. What is the percentage involvement of representatives of students compared to the total number of the members of the decision- making body in major decision making affecting their welfare.	4	4	3
	1.B.9. How many collaborations have been established in the last three years with financial institutions for offering study loans.	5	1	4
	1.B.10. How complaint is the institution in providing services to promote health, sports and social needs of the students to government regulations.	8	5	8
	TOTAL	50	39	46

As to resources out of 110 weighted allocations, CASIFMAS earned 94 points while QNAS got 104 points. And lastly, for the Support to Students out of 50 weighted allocations, CASIFMAS earned 39 points while QNAS earned 46 points. This is the reason why QNAS was awarded level II (Silver) while CASIFMAS was awarded as Level I (Bronze).

The result of the evaluation of the two schools supports the use of accreditation as an indirect indicator of quality which may be used for differentiating programs and institutions in terms of quality as mentioned by Tayag (2005). It is also considered as a means of promoting quality improvement as cited by de Guzman (2003). While others view it as a way of encouraging schools adjudged to have attained desirable standards to do even better this was according to Khoo, Madji, and Chaudhry (2003).

Comparing the criterion used by APACC to that of PAASCU the eight areas evaluated during the survey visits were college/school community involvement, faculty, instruction, library, laboratories, physical plant, student service and administration. These were the same criteria used by APACC only that some of the criteria were separated like that of resources taken as a whole by the former which was individually considered to be composed of the library, laboratories and physical plant in the PAASCU criteria.

Table 8. Summary Results of APACC accreditation by CASIFMAS and QNAS

CRITERIA	Weighted Allocation	CASIFMAS			QNAS		Level
		Earned Points	%	Level	Earned Points	%	
I. Governance and Management	50	42	84		50	100	
II. Teaching and Learning	120	86	71.67		115	95.83	
III. Faculty and Staff	70	65	92.86		66	94.29	
IV. Research and Development	50	17	34.00		26	52.00	
V. Extension, Consultancy and Linkages	50	25	50.00		41	84.00	
VI. Resources	110	94	85.45		107	94.55	
VII. Support to Students	50	39	78.00		46	92.00	
Total	500	368	73.60	I Bronze	449	92.00	II Silver

As to AACUP, the areas included in the accreditation were vision, mission, goals and objectives, faculty, curriculum and instruction, support to students, research, extension and community development, library, physical plant and facilities, laboratories and administration which were already covered in the seven criterion of APACC. On the ratings obtained in the criteria of APACC, it was different from the rating used by AACUP which was based on a scale of 0 to 5, 5 being the highest.

Difference in Performance of CASIFMAS and QNAS based on APACC

Criteria

Table 9 reflects the comparative performance of APACC Accreditation results obtained by CASIFMAS and QNAS.

Table 9. Comparative Performance of APACC Results by QNAS and CASIFMAS

Criteria	Weighted Points	Earned Points		Difference
		QNAS	CASIFMAS	
I. Governance and Management	50	50	42	8
II. Teaching and Learning	120	115	86	29
III. Faculty and Staff	70	66	65	1
IV. Research and Development	50	26	17	9
V. Extension, Consultancy and Linkages	50	42	25	17
VI. Resources	110	104	94	10
VII. Support to Students	50	46	39	7
TOTAL	500	449	368	81

Legend:

- Level I (Bronze) – 301- 400
- Level II (Silver) – 401- 450
- Level III (Gold) – 451- 500

As shown in the table, QNAS earned a total of 449 points while CASIFMAS obtained a total of 368 points. Comparing the results numerically, CASIFMAS was deficit by 81 points against QNAS. This discrepancy was a result of a difference of eight for governance and management, 29 points for teaching and learning, one

point for faculty and staff, nine points for research and development, 17 points for extension, consultancy and linkages, 10 points for resources and lastly seven points for support to students. It could also be noted that the scores obtained by CASIFMAS with QNAS was generally lower in all the indicators for each criterion.

STRENGTHS AND AREAS NEEDING IMPROVEMENT BASED ON APACC CRITERIA

Based on APACC criteria governance and management was one of the strengths of CASIFMAS. This was because of the presence of a Parent-Teacher Association (PTA) in which the parents of the students were involved, the regular orientation of the parents aside from the orientation of the students and regular distribution of the newsletters. Another reason was that the student manual was always given to the incoming students to orient them with the expectations of the school and 100% implementation of the planned projects.

Faculty and staff was also another strength since the performance appraisal of the staff and faculty was regularly implemented, regular staff and faculty members were all qualified in their respective positions. Likewise, teaching load and class assignment assigned to instructors were compliant with the national standard and there was an existence of the faculty selection board in selecting potential new members of the faculty but did not include in the composition the other stakeholders.

The school's resources were also very strong which included in the automated library catalogue system, the established linkages with other libraries of private institutions and the 7S implemented as a precautionary measure for

ensuring safety in the workplace. Training facilities were adequately maintained and compliant with the standards set by the UTPRAS on classroom size, laboratory size and student-teacher laboratory ratio, and licensed software were installed in the institution's computers.

Support to students was also the school's strength. This was because of the presence of a retention policy for deserving and excellent students who were tasked to conduct community based training and sometimes were hired by the institution as job orders. Another was that the five campuses have their own guidance counsellor. Other reasons were that each campuses has its own gymnasium in holding inter - school sports events, the creation of the yearbook to serves an archived data from the graduates and the establishment of a MOA with the rural health unit to ensure that the students were treated professionally in the absence of a regular nurse.

Teaching and Learning was likewise a strength which was substantiated by the "skills training on wheels" provided to communities as part of the regular instruction and the institution's benchmarked with APACC Accredited institutions, Likewise, most competencies use multimedia techniques as their instructional materials and employs mini-skills competitions to ensure interactive exchange of ideas among its students to further enhance not only their technical skills but their generic and soft skills as well.

As to the areas needing improvement, it was on the research and development of CASIFMAS. This was because the school has to strengthen further the research culture among the faculty and staff, encourage a regular

implementation of research and development projects, and explore topics such as tracer studies and community extension as possible researches, increase the faculty involvement in research and explore providing additional incentives such as monetary incentives or study leaves to motivate them, allocate additional funds for research projects and develop a monitoring and evaluation system for the research-based projects.

Extension, Consultancy and Linkages were another areas needing improvement since there is a need to document all the coordination's done during the planning of extension projects to keep the proof of the verbal agreement and transactions between both parties, Ensure that all pages of the Memorandum of Agreement (MOA) are signed by concerned parties and, compilation of MOAs should have a table of contents and summary. Likewise extension programs being offered should be diversified and consider handicraft making and tourism programs as livelihood projects in line with the tourism courses offered by the school. Research initiatives should also be utilized and should be the inputs in the conduct of extension activities. Data on expertise of the faculty should be maintained for consultancy services and future coordination of consultancy activities done by teachers should likewise be documented. Explore on establishing relevant linkages with other educational institutions for student and faculty exchanges as well as on joint collaboration on action researches.

For QNAS the strengths included governance and management because of the presence of a Quality Management Team (QMS), training of staff on QMS was conducted, Manual of Policies and Procedures 2008 was evident complete

with revision dates and was being revised every year. Some instructors and staff were internal auditors and forms coding system was also in place. QNAS has a well-defined Vision Mission statement which was being disseminated through the website, interaction with communities, radio advertisements, handbook, advocacy leaflets and brochures, key staffs regularly meets and summary of agreement reached and policies made during key staff meetings were apparent.

Teaching and Learning was another strength as it undertook steps to meet the requirements of the industry, well prepared equipment and materials as value-addition to students, advocated entrepreneurship through the existence of revolving fund as seed capital and inclusion of entrepreneurship in course offerings and the schools conducted institutional assessment of trainees aside from national assessment.

Faculty and Staff was also another strength since the school followed a system in compensating and rewarding the faculty members and staff which was unique to the institution. (e.g. Model Employee of the Month, Incentives for personnel undertaking income generating projects), staff development programs initiated by TESDA were being conducted, Performance Appraisal System for instructors and Staff every 6 months was implemented, instructors and administrative staff possessed the appropriate academic qualifications based from the Training Regulations and Civil Service.

Another strength of the school was on extension, consultancy and linkage because the school was very active in undertaking outreach services as a form of its social responsibility. Hand-outs on community outreach programs were evident

and were translated in the local language. Training needs survey reports were present and some instructors were tapped as resource persons.

Resources and support to students were other strengths of the school since the budget was utilized fully was augmented by the income generating projects, mechanism of selecting best classrooms was in place and safety measures were visible in the classrooms. QNAS also conducted job links, terminal reports were available, labor market information were posted in the bulletin board of the school and student organizations were active, student empowerment was very strong and was being encouraged by the management.

As to the areas needing improvement it was only on research and development. This was because the school's research and development should provide quality research outputs, prepare research agenda, provide research budget, enhance the research capability of its personnel through in-house or outside training on research techniques and methods as well as maintain linkages with other research institutions. It should also formulate small teams and provide them with certain themes that may help in fast tracking the research projects and publish the institutional research results in local, national or international journals.

Actions Taken on the Findings and Recommendations by the APACC Evaluation Team for the two Schools being evaluated

As to the actions taken by CASIFMAS and QNAS on the findings and recommendations by the APACC evaluation team both schools have 100% complied with the said recommendations yet these were still subject for validation by the accrediting team (Appendix H and Appendix I).

Problems Encountered by the Two Schools in Complying with the APACC Recommendation.

One of the problems encountered by CASIFMAS and QNAS in the compliance with the APACC recommendations was budget. This was because of the dwindling financial resources previously generated from lawmakers which were now down to zero in view of the DAP disbursement controversy.

Another problem was on human resources where both institutions, aside from having financial debacles were also saddled with the need for more human resource personnel particularly those with above average expertise and know-how on the research and development field which the accreditors identified as one of the critical areas for immediate intervention.

And lastly, was on the management system in which both institutions were burdened by lack of management system procedures which could have been facilitated and documented well as part of good governance and management initiatives. Both schools also lack value-added knowledge and learning about novel and innovative management system concepts and skills from internationally-renowned management, R & D experts and HR practitioners.

Future Plans to Comply with the Recommendations of APACC

In complying with the recommendations of the APACC Evaluation Team, the following future plans were proposed:

Conceptualization of the institutional developmental frame work to guide both schools in the re-accreditation specifically based on the seven assessment areas provided for by the APACC namely, governance and management,

teaching and learning, faculty members and staff, research and development, extension, consultancy and linkages, resources and support to students. Figure 3 shows the proposed institutional development framework of CASIFMAS.

Review of the institutional policies towards financial, HR, R&D and management system procedures of both institutions. These were the stumbling blocks encountered during the full compliance of the APACC evaluation findings and recommendations, thus, the institutions should focus its efforts along these aspects to make it more competitive and responsive of its mandates to give the most optimum value for its students and the general public it serves.

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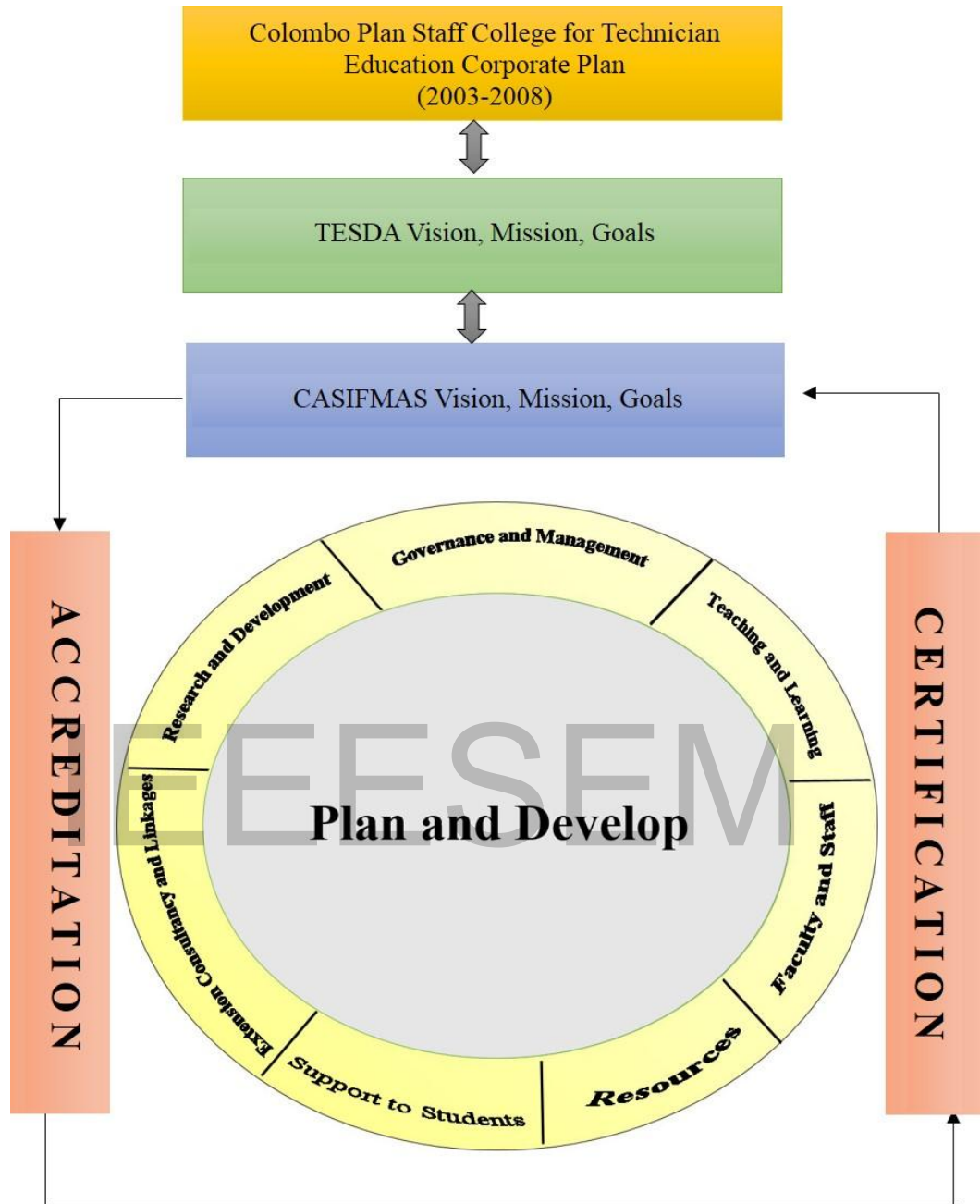


Figure 3. Institutional Development Framework for CASIFMAS

Chapter V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, conclusions and recommendations of the study. Specifically, the summary contained the objectives of the study, the methodology employed and the findings from the analysis done on the collected data. The conclusions and recommendations were based on the findings of the study.

Summary

The study assessed the performance of CASIFMAS and QNAS based on APACC standard on the areas for governance and management, teaching and learning, faculty members and staff, research and development, extension, consultancy and linkages, resources and support to Students. It also compared the performance of both schools on the APACC accreditation criteria. The study likewise determined the strengths and areas needing improvement of the two schools for the seven criteria, the actions taken by schools on the findings and recommendations made by the APACC evaluation team and identify problems encountered by the two schools in complying with the APACC recommendation. Finally, it determined their future plans to comply with the recommendations of APACC.

It employed descriptive evaluative and comparative research methods and the data were gathered using the new accreditation instrument of APACC. The

respondents of the study included the APACC focal, the faculty and staff of the CASIFMAS and QNAS such as administrative officers, registrars, research chairman, school librarian, industry linkage development officers, student affairs officers, and supply officers. The data was analysed using weighted mean.

Results revealed that CASIFMAS got 42 points for governance and management while 50 points for QNAS. As to teaching and learning CASIFMAS garnered 86 points and QNAS 115 points, for faculty and staff CASIFMAS obtained 65 points whereas QNAS 86 points. For research and development CASIFMAS got 17 points but QNAS 26 points, for extension, consultancy and linkages CASIFMAS acquired 25 points and QNAS 42 points. With regards to resources CASIFMAS attained 94 points and QNAS 104 points. As for support to students CASIFMAS got 39 points only whereas QNAS obtained 46 points.

Results also revealed that the scores obtained by CASIFMAS was lower by eight points on governance and management, 29 points for teaching and learning, one point for faculty and staff, nine points for research and development, 17 points for extension, consultancy and linkages, 10 points for resources and seven points for support to students.

Findings showed that the common strengths of CASIFMAS and QNAS were on governance and management, teaching and learning, faculty and staff, resources and support to students but aside from these QNAS was also strong on extension, consultancy and linkages. On the areas needing improvement, CASIFMAS need to give attention on research and development as well as on extension, consultancy and linkage while QNAS must only improve on research

and development. With regards to the actions taken on the findings and recommendations by the APACC evaluation team both schools had 100% compliance but subject for validation of the evaluation team.

Furthermore, in the compliance with the APACC recommendations both CASIFMAS and QNAS basically encountered problems on budget specially on those recommendations which require tangible interventions, another problem was on human resources and lastly on the management system in which both institutions were burdened by lack of management system procedures which could have been facilitated and documented well as part of good governance and management initiatives.

. Future plans with regards to the compliance of the recommendations of APACC included conceptualization of the institutional developmental framework to guide both schools in the re-accreditation and review of the institutional policies toward financial, HR, R&D and management system procedures to make the schools more competitive and responsive of its mandates to give the most optimum value for its students and the general public it serves.

CONCLUSIONS

From the forgoing results the following conclusions were deduced:

1. The performance of CASIFMAS on the seven criteria is lower than QNAS.
2. There is difference in the performance of CASIFMAS with QNAS.
3. The common strengths of CASIFMAS and QNAS are on governance and

management, teaching and learning, faculty and staff, resources and support to students while common areas needing improvements on research and development.

4. Both schools is 100% compliance on the findings and recommendations by the APACC evaluation team.

5. Problems encountered in the compliance with the APACC recommendations by both schools are on budget, human resources and management system.

6. Future plans with regards to the compliance of the recommendations of APACC includes the conceptualization of the institutional developmental Frame work and review of the institutional policies toward financial, HR, R&D and management system procedures.

IEEESEM RECOMMENDATIONS

1. CASIFMAS must consider the best practices of QNAS on the seven criteria used by APACC.

2. The criterion where CASIFMAS had varied in performance with QNAS should Be studied thoroughly in order to address the causes of the difference so that when the school applies for re-accreditation it will improve its performance.

3. CASIFMAS and QNAS should maintain their performance on the criteria where they are strong and improve on the areas where the schools are weak.

4. CASIFMAS and QNAS should request the APACC evaluation team to validate the compliance of the findings and recommendations to ensure that these are really fully complied.

5. CASIFMAS and QNAS should provide solutions to the problems encountered in the compliance with the APACC recommendations.
6. The institutional development frame work crafted for CASIFMAS by the researcher must be submitted for critiquing by the administration, faculty and staff, students and other stakeholders for improvement.
7. Institutional policies toward financial, HR, R & D and management system procedures should be reviewed for continuous upgrading.
8. Conduct similar studies on the accreditation of learning institutions and schools in order to create a more deliberate and conscious effort on the part of the school administrators to further enhance its key result areas using such criteria as provided for in the Developmental Framework proposed in this study.

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