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An Accreditation Survey of Christ the King College of Calbayog City Based on PAASCU Standards

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ABSTRACT

This study aimed to evaluate the preparedness for an accreditation survey of Christ the King College, Calbayog City based on the PAASCU Standards as a basis for an action plan. A descriptive survey method was conducted with a focus group discussion from the respondents. From the data gathered in the study, it was found out that the existing status as to its preparedness of Christ the King College of Calbayog City in terms of: (1) Vision-Mission, and Goals was rated Good which means that the provisions or conditions are moderately implemented and are functioning satisfactorily; (2) Community Involvement was rated Very Good which means that the provisions or conditions are implemented and are functioning well; (3) Faculty was rated FAIR which means that the provisions or conditions are implemented to a limited extent and are functioning minimally; (4) Curriculum and Instruction was rated Good which means that the provisions or conditions are moderately implemented and are functioning satisfactorily; (5) Library was rated Good which means that the provisions or conditions are moderately implemented and are functioning satisfactorily; (6) Laboratories was rated Good which means that the provisions or conditions are moderately implemented and are functioning satisfactorily; (7) Facilities was rated Good which means that the provisions or conditions are moderately implemented and are functioning satisfactorily; (8) Student Services was rated Good which means that the provisions or conditions are moderately implemented and are functioning satisfactorily; and (9) Administration was rated Good which means that the provisions or conditions are moderately implemented and are functioning satisfactorily. There were several challenges identified which include the lack of sustainable support, low salary of teachers, collaborative effort, and institutional mandate while the opportunities include the seriousness of the school administration, addressing concerns, and identifying areas for improvements. Therefore, majority of the provisions or conditions are moderately implemented and functioning satisfactorily except for community involvement which is implemented and is functioning well. However, in the area on faculty, the provisions or conditions are implemented to a limited extent and are functioning minimally. Also identifying, the challenges and opportunities would help Christ the King College of Calbayog City, Inc. achieve its goal to be prepared for PAASCU Accreditation; hence, an action plan is designed.

INTRODUCTION

Higher Education Institutions (HEIs) play a very significant role in preparing the country to be globally competitive through the skilled human capital resources it produces. The task is daunting as the institution must constantly assess itself against the existing standards and stay up-to-date with the latest demands of the labor market. This involves investing in a considerable amount of resources to develop its faculty, research, and facilities. A slightly different story may be observed in the case of the Philippines as the quality of several higher education institutions has deteriorated over time as manifested in the quality of their graduates, among others. Paqueo *et al.* (2012) point out that most of the higher education institutions are of low quality as evidenced in low passing rate in the board exams and have few accredited programs. Raising the quality of higher education institutions is thus one of the motivations on why government agencies such as the Commission on Higher Education are constantly finding ways to address the issue. Reforms are being set in place such as rationalizing the structure of public

higher education and improving higher education budget to ensure resource mobilization and cost effectiveness (Paqueo *et al.*, 2012). However, these reforms will not be enough if HEIs themselves are not pressured to constantly improve and set standards above the minimum requirement. Further, accreditation is one way that HEIs keep themselves in check with the standards. With the growing number of HEIs in the country and the demand for skilled workers in the global market, there is an urgent need to further enhance quality of education. Corpuz (2003) emphasized the inverse relationship existing between the number of HEIs in the Philippines, which were described as “educational opportunities”, and the level of quality of the educational system in the country. The quality of education is also affected by the competition between private and state universities, the influx of private low-cost, low-quality, and the absence of a centralized accrediting agency. There are several issues, however, in accreditation. For one, the voluntary nature of accreditation among HEIs only puts pressure on those who are willing and able to undergo the process.

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Moreover, there is an inquiry on the multiple number of accrediting agencies catering to the various HEIs. Moreover, the biggest accrediting agency for private schools is the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU). Being an international accrediting agency or body and an active member of the Asia Pacific Quality Network (APQN), PAASCU has proven its acceptability, reliability, and prestige in the field of accreditation.

Christ the King College in Calbayog City, Western Samar is a private higher education institution which was established in 1905. With the span of time the school existed, and the number of successful graduates it produces, it is expected that the institution has already been recognized and accredited by any agency authorized in the Republic of the Philippines. Several school administrations passed, and many attempted to apply for accreditation, but these attempts did not prosper. As years go by, the Commission on Higher Education (CHED) has several requirements especially in the areas of curriculum, instruction, faculty, research, extension, and facilities. CHED emphasizes on alignment of fields of specializations among faculty and staff in every institution, so there is a need for the institution to submit for accreditation. Thus, it is for this reason that the study is conducted to evaluate the preparedness of Christ the King College, Calbayog City on PAASCU Accreditation and to come up with an action plan to address the different areas that need improvement.

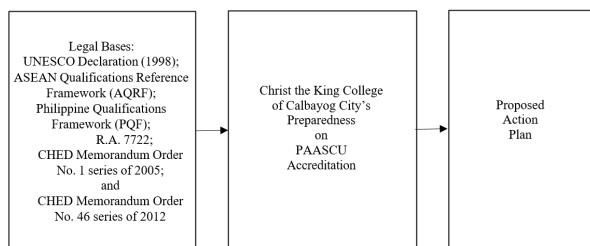


Figure 1: Conceptual Framework

Figure 1 illustrates that this study is also legally based on the following: The United Nations Educational, Scientific and Cultural Organization (UNESCO) World Declaration on Higher Education for the Twenty-First Century (1998); the ASEAN Qualifications Reference Network (AQRN); the Philippine Qualifications Framework; Republic Act 7722 otherwise known as the Higher Education Act of 1994; the CHED Memorandum Order (CMO) No. 1 series of 2005 also known as the Revised Policies and Guidelines on Voluntary Accreditation in Aid of Quality and Excellence in Higher Education; and the CHED Memorandum Order No. 46 series of 2012 on the Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology-Based QA.

This study aimed to evaluate the preparedness for an accreditation survey of Christ the King College, Calbayog City based on PAASCU Standards as basis for an action

plan. Specifically, it sought to answer the following:

1. What is the existing status as to its preparedness of Christ the King College, Calbayog City in terms of the following: (1) vision, mission, and goals, (2) community involvement, (3) faculty; (4) curriculum and instruction; (5) library, (6) laboratories, (7) facilities, (8) student services, and (9) administration?

2. What are the challenges and opportunities identified in the preparation of PAASCU Accreditation?

3. Based on the findings of the study, what action plan can be proposed to Christ the King College, Calbayog City on its preparedness to PAASCU Accreditation?

LITERATURE REVIEW

Accreditation is a vital process in education, functioning as an independent mechanism for evaluating and certifying educational programs and institutions across all levels (Boelen & Woollard, 2009). Its central importance lies in promoting public accountability and systematically improving educational quality through adherence to established National Education Standards (Haug, 2003). By providing a thorough assessment of institutional strengths and weaknesses, accreditation fosters continuous improvement in a school's vision, mission, and objectives (Nur *et al.*, 2023). Ultimately, the process serves as a driver of efficiency, effectiveness, and innovation, ensuring that schools are better equipped to adapt to educational reforms and provide higher-quality services (Patak & Hasim, 2023).

At the international level, accreditation has been shown to influence schools in significant ways. Adimayan and Ozmantar (2023) emphasized that accreditation through the International Baccalaureate Organization's Primary Years Program strengthens system components, with outcomes largely shaped by staff competence, collaboration, and the school community's attitude. Nonetheless, tensions between aligning national curricula and PYP goals highlight the importance of aligning a school's vision, resources, and stakeholder expectations before pursuing accreditation. Beyond these pedagogical challenges, accreditation also entails substantial financial commitments, including costs of training, annual dues, and infrastructure upgrades. For instance, a school in 2020 spent €31,500 for PYP accreditation, underscoring the long-term expenses required beyond the initial approval (Frawley, 2014). Despite its recognized benefits for educational quality, direct financial returns cannot be guaranteed due to diverse school and student variables, making cost-benefit analysis essential, particularly for public schools with limited resources (Mathews & Johnson, 1995).

In the Philippine setting, accreditation is widely recognized as a cornerstone for quality assurance and academic excellence in higher education. Evidence shows a strong correlation between institutional accreditation status and improved student outcomes, particularly in professional licensure examinations, suggesting that accreditation standards directly enhance student preparedness (Loy

et al., 2024). Beyond outcomes, accreditation supports institutional growth by guiding resource allocation, shaping quality academic programs, and strengthening institutional reputation (Prado, 2020). However, challenges remain, including the heavy workload for faculty and staff, as well as the need for more financial and administrative support to sustain accreditation requirements (Calamayo *et al.*, 2022; Claudio, 2023; Ancheta, 2012). In response to changing contexts, accrediting bodies such as PACUCOA and AACUP have adopted digital platforms, particularly during the pandemic. This shift has created new opportunities but also exposed technical and resource-related constraints that institutions must address to ensure credible virtual accreditation processes (Pandey & Subedi, 2023). Moreover, the role of school administration and government agencies, such as the DepEd and HEIs, remains crucial in ensuring continuity during crises by implementing health protocols and learning continuity plans (Falahiban *et al.*, 2022).

Another critical dimension of accreditation lies in the quality of infrastructure, instructional materials, and access to resources, which have been strongly linked to student learning outcomes (Glewwe *et al.*, 2011). Yet, Philippine schools, especially in rural and disadvantaged areas, often face inadequate laboratories, outdated instructional materials, and limited technological tools, which weaken instructional delivery and restrict student engagement (Albert *et al.*, 2019; Ferrer, 2019). Accreditation becomes essential in evaluating these facilities to ensure they meet required standards, thereby fostering quality environments that encourage practical skills, innovation, and academic success. Broader systemic challenges, such as fragmented policy implementation, curriculum misalignment, and underinvestment in education, also hinder overall performance. Thus, a holistic and evidence-based approach to policy and practice is needed to improve scientific literacy and enhance educational outcomes in the country (Cabural, 2024). Furthermore, teachers' readiness and adaptability play a vital role in sustaining quality standards. As Crespo and Malabarbas (2022) noted, teachers with greater awareness are more receptive to change, show stronger commitment, and perform better in teaching and professional responsibilities. This aligns directly with accreditation's emphasis on ensuring faculty competence, adaptability, and dedication to continuous improvement such factors that are indispensable in maintaining high educational standards and institutional excellence.

MATERIALS AND METHODS

This study utilized the descriptive survey design with the survey questionnaire as the main tool in gathering the necessary data. This method was used since the study focused on the preparedness of Christ the King College basing on the different criteria and guidelines for accreditation. This study employed the descriptive method of analysis. Also, a focus group discussion was conducted to validate the responses in the survey.

RESULTS AND DISCUSSION

Part 1 presents the summary of results based on the nine (9) areas of PAASCU evaluation as presented in Table 1.

Table 1: Summary Table of Results

Dimensions/Areas	Overall Mean	Interpretation
Vision-Mission-Goals	2.77	Good
Community Involvement	3.50	Very Good
Faculty	2.50	Fair
Curriculum and Instruction	3.17	Good
Library	2.61	Good
Laboratories	2.63	Good
Facilities	2.83	Good
Student Services	2.78	Good
Administration	2.65	Good
Grand Mean	2.83	Good

In terms of Vision-Mission-Goals, the overall mean is 2.77 and interpreted as GOOD which means that the provisions or conditions are moderately implemented and are functioning satisfactorily. Indicators on the vision-mission- goals of the institution are published in a catalogue or prospectus and on this catalogue or prospectus is readily available to students and other interested persons got the highest weighted means of 3.53 and 3.41, respectively, and interpreted as VERY GOOD which means that the provisions or conditions are implemented and are functioning well. The results imply that the vision-mission- goals are printed and published in most important documents which are visible to most people. For instance, brochures or catalogues are documents distributed for visitors and guests, so they would know Christ the King College (CKC) better. These materials are also utilized as advertising instruments especially to attract enrolment.

However, the indicator on the vision-mission-goals (VMG) are updated as needed has the lowest weighted mean of 2.34 and interpreted as FAIR which means that the provisions or conditions are implemented to a limited extent and are functioning minimally. This implies that the institution did not revisit nor update its VMG for at least five (5) years which is the ideal duration. This concern was also raised during the focus group discussion wherein one respondents said, "A thorough articulation of the VMG is needed," which was confirmed by another respondent which said that "The vision, mission, and objectives statements of the institution must be regularly revisited." In terms of community involvement, the overall mean is 3.50 and interpreted as VERY GOOD which means that the provisions or conditions are implemented and are functioning well. The indicator on "The college's vision, mission, policies, projects, and activities are made known to the community specifically to the people's organizations and Non-government organizations (NGOs) got the

highest weighted mean of 3.72 which was interpreted as VERY GOOD. This implies that Christ the King College has good linkages to some people's organizations and non-government organizations especially if there disasters or calamities that happen in the neighboring places. This was also confirmed during the focus group discussion where Faculty A said that "The school has strong linkages to the community especially during disasters". This was supported by Faculty C who said that "There is awareness of the needs of the community."

In terms of faculty, the academic qualifications have a weighted mean of 2.50 and interpreted as FAIR which means that the provisions or conditions are implemented to a limited extent and are functioning minimally. In the educational and professional experience and length of service, the indicators on "teaching experience of the faculty member" and "extent of practice of profession outside of teaching" got a weighted mean of 2.85 which is interpreted as GOOD. However, in terms of "overall stability vis-à-vis faculty turnover" it got a weighted mean of 2.57 and interpreted as FAIR which means that the provisions or conditions are implemented to a limited extent and are functioning minimally. In the selection policies, the indicator on "academic qualifications" got the highest weighted mean of 2.80 and interpreted as GOOD while indicators on "the selection process is participated by the Dean and Department heads/chairperson(s)" got the lowest rating of 2.20 and interpreted as FAIR. The results imply that CKC has a problem on faculty retention because of its selection procedure wherein most of those who were hired were not competent and qualified to teach. The results were supported by the responses during the focus group discussion where Faculty D said, "The selection process must be improved because the Deans should be the one to decide on whom to hire because that concerns academics, and the HR is not exposed to teaching and not qualified." This was supported by Faculty E which says, "Under Section II. Faculty No. 3 provides that in hiring applicants for teaching, it will be more efficient if respective Deans are also involved during the interviews for they are the ones who knows in gauging the skills they are looking for the applicants especially with the technical interview process."

In terms of curriculum and instruction, the overall mean is 3.17 and interpreted as GOOD which means that the provisions or conditions are moderately implemented and are functioning satisfactorily. The indicators on "Curricular goals include the following essential purposes of undergraduate education in building character; the specific courses clearly define the intended/expected learning outcomes; there is evidence that learning outcomes are achieved by encouraging social awareness and civic responsibility; teachers make use of varied teaching-learning strategies such as on-the-job training/internship/practicum; the teachers utilize instructional resources such as audio-visual aids; evaluation of student performance is done through a variety of appropriate assessment tools such as written/oral examinations;

indicates the performance of the graduates in government licensure examination for the last five years; periodic evaluation of instruction; and the academic administrator exercises supervision over the selection of textbooks and other instructional materials" got the highest rating of 4.00 and interpreted as VERY GOOD which means that the provisions or conditions are implemented and are functioning well. However, indicators on "enhances/strengthens students' scientific and research capabilities and the institution regularly monitors attainment of learning outcomes through tracer studies" got the lowest rating of 2.00 and interpreted as fair which means that the provisions or conditions are implemented to a limited extent and are functioning minimally.

In terms of library, the overall mean is 2.61 and interpreted as GOOD which means that the provisions or conditions are moderately implemented and are functioning satisfactorily. Indicators the administration were mostly rated 3.00 and interpreted as GOOD. However, in the areas on personnel, indicators on "the members of the support staff are well-trained and qualified to perform the duties assigned to them" got the lowest rating of 2.00 and interpreted as FAIR which means that the provisions or conditions are implemented to a limited extent and are functioning minimally. This imply that the staff are not qualified to be assigned in the library. This was supported in the focus group discussion in which Faculty B said that "The teachers are not informed of the subscriptions of periodicals or journals". Faculty D said, "The information service of the library and the audio-visual center is not effective." Faculty E further said that "The librarian and the audio-visual personnel should have close coordination with the deans especially on the new subject offerings." In addition, Faculty G said that "There seems to be inadequate collaboration among the deans, librarians, and bookstore personnel in matters related to what the curriculum/courses needs as far as books are concerned." The library is considered the repository of information and is considered the heart of the school.

In terms of laboratories, the overall mean is 2.63 and interpreted as GOOD which means that the provisions or conditions are moderately implemented and are functioning satisfactorily. Indicators in lecture rooms, laboratory rooms in general, biology, chemistry, physics, language, and business were mostly rated GOOD. However, indicators in computer laboratory, home economics, equipment and supplies, maintenance and improvement, majority of the indicators were rated FAIR which means that the provisions or conditions are implemented to a limited extent and are functioning minimally. The indicator "There is proper lighting to minimize glare" got the lowest rating and interpreted as FAIR. This implies that CKC needs to focus on the areas that got a fair rating. The results were supported by the responses in the focus group discussion in which Student C said that "Though the laboratories are almost complete with the apparatus, there must be separate laboratories in the elementary, Junior High School, and

first. In this study, there were nine (9) areas that were evaluated, and only one area was rated VERY GOOD. This is the community involvement. However, identifying the different areas that need improvements would solve the problem. Faculty C said “The school admin is now identifying requirements or standards which were not yet complied.” Faculty E said that “Teachers are creative and resourceful especially on the learning outcomes. Also, there is now a healthy relationship among teachers, admin, and students.” Admin C reiterated that “The school is now conducting a leadership training to equip those who are holding key positions.” Faculty D said that “The school now provides updates on laboratory equipment regularly upon the request of the laboratory-in-charge.” Results confirm that the school administration is now starting to look into the loopholes, and slowly addresses them to be prepared for goal to be a PAASCU Accredited institution.

CONCLUSION

Based on the findings of the study, it is concluded that majority of the provisions or conditions are moderately implemented and functioning satisfactorily except for community involvement which is implemented and is functioning well. However, in the area on faculty, the provisions or conditions are implemented to a limited extent and are functioning minimally. Also identifying, the challenges and opportunities would help Christ the King College achieve its goal to be prepared for PAASCU Accreditation; hence, an action plan is designed.

Recommendations

In the light of the findings and conclusion of the study, the following are the recommendations. (1) The Vision-Mission-Goals of the school has to be reviewed to address the current needs of its stakeholders; (2) The school administration has to review its organizational structure and assign appropriate personnel based on their educational qualifications, skills, and expertise; (3) The Human Resource Department has to coordinate with the Deans and the Department Chairpersons especially in the hiring of competent teachers based on their field of specializations. Also, the teachers’ load has to be reviewed; (4) The school laboratories and facilities need improvement and additional equipment has to be purchased. Also, a separate laboratory in the Elementary, Junior High School, Senior High School, and College Department has to be constructed; and (5) Identified items in the action plan for short term and long term implementation must be given consideration.

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