

**AN INSTITUTIONAL ROAD MAP TO CROSS-BORDER EDUCATION
PINNED ON THE ACCREDITATION PERFORMANCE AND
OUTCOMES OF THE UNIVERSITY OF PERPETUAL HELP
System DALTA – LAS PIÑAS CAMPUS**

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ABSTRACT

Using quantitative and qualitative research methods, the study determined the accreditation performance and outcomes of the University of Perpetual Help System DALTA Las Piñas Campus. The findings of the study served as basis for a crafting an institutional road map towards cross- border education. The study revealed that the University obtained a very good accreditation performance in its academic programs, supported by the laudable outcomes of accreditation culled from the accreditation reports. Themes developed based on the narrative reports include collaborative efforts of the stakeholders; highly-qualified faculty; Outcomes Based-Education (OBE) academic infrastructure; state-of-the-art, and well-maintained academic and computer laboratories; transformational education for in-mate students of the national penitentiary; and intensified programs and services aimed to develop social, cultural, religious and physical growth of the students.

It was concluded that the University is competitive with other Philippine universities and is capable of initiating cross-border education programs. The faculty members are highly-qualified professionals in their respective disciplines but remain amateurs in the art of teaching, the science of research, and the heart of volunteerism. The research culture of the University is still evolving. Given the road map, the University can overcome the challenges of cross-border education and seamlessly integrate itself with its ASEAN neighbor-universities.

Key words: *Accreditation performance, accreditation outcomes, and cross- border education*

INTRODUCTION

Ensuring and sustaining high quality academic programs that are responsive to the emerging expectations of industry in the 21st century and the global community is an ongoing challenge for Philippine higher education institutions (HEIs). With the recent developments in Philippine education, HEIs are bracing themselves to face and address effectively and efficiently the impact of the implementation of Commission of Higher Education (CHED) Memorandum Order 46, the K to 12 enhanced basic

education program, Association of Southeast Asian Nation (ASEAN) integration, the Philippine Qualifications Framework and the emergence of cross-border education, among others. The effects of these developments on education institutions are becoming apparent as evidenced by the increased urgency of these institutions to have their programs accredited and certified by local and international accrediting and certifying bodies. Quality is emphasized. Program and institutional accreditation become crucial.

CHED Memorandum Order No. 46 series 2012 highlights the enhancement of quality assurance systems in higher education institutions and promotes an outcomes-based approach and a quality assurance system that differ according to the HEI type. What this actually means for an HEI is that it must produce graduates that it envisioned as enshrined in its fundamental principles – its philosophy, vision and mission. Hence, the performance of a HEI as an educational institution shall be assessed and evaluated based on the degree of attainment of its institutional outcomes – what it promised to deliver and the degree to which it actually delivered what was promised. Outcomes-based accreditation “requires programs to achieve stated outcomes that are central to the practice and/or body of knowledge of particular disciplines.” (Ramsay, Sorrel & Hartz, 2015).

Educational institutions which desire to improve must look within themselves through self-assessment and reflection to discover and identify gaps in their current practices. Accreditation becomes an essential system for self-assessment and peer review. Hence, an increasing number of Philippine higher educational institutions have pursued accreditation as an organizational system for improvement.

With the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) as its partner agency, the University of Perpetual Help System DALTA Las Piñas (UPHSD-LP) campus has begun its pursuit of quality and excellence with the accreditation of the Liberal Arts, Commerce and Education (LACOMED) programs in 1990. Since then, the institution has painstakingly sought the accreditation of its academic programs, thus ensuring quality in all its program offerings. Currently, the University has 28 accredited programs at various levels with PACUCOA with seven programs on candidate status.

Recognizing the transformative nature of internationalization on education, the University opened its doors to students of various nationalities. A number of colleges initiated programs that are designed to attract, welcome and admit students from foreign lands.

UPHSD-LP is one of the duly accredited universities by the Philippine Commission on Higher Education (CHED) and the Bureau of Immigration to accept foreign students in all its degree programs in the undergraduate and graduate levels. From a handful, the population has increased to more than

a thousand by academic year 2015-2016. Popular programs among the international students in are BS Maritime Transportation, BS Secondary Education, AB Psychology, and Doctor of Medicine.

By operation of law, under the provisions of Executive Order 285, accreditation of earned credits in Science, English and Mathematics in the 11th and 12th year levels of secondary education in foreign countries may be done. Hence, a foreign student may have a shorter program duration than a local, Filipino student. This, being the case, many foreign students seeking to enroll at the University's School of Medicine take AB Psychology as a degree preparatory to the latter.

The College of Maritime Education (CME), in its thrust to continue its pursuit of quality maritime education and training based on strict compliance to national and international standards like other Maritime institutions, is advocating the sustainability of the vision of the International Maritime Organization of "safe, secure and efficient shipping on clean oceans" (IMO). Since most of the world's trade and commerce is largely dependent on sea transport, the quality of maritime education and training is very essential. The College of Maritime Education has just entered into a partnership with Nigeria through the Nigerian Maritime Administration and Safety Agency's (NIMASA) Seafarers Development Program.

The UPHSD College of Radiologic Technology partnered with Shingu University of Seongnam, South Korea in 2011. The mutual agreement between the two institutions includes a two-week visit of South Korean Radiologic Technology students to the University to participate in a program which consists of classes in Anatomy and Physiology with laboratory and English Communication as well as hospital rotation at the Radiology Department of the University of Perpetual Help Delta Medical Center for observation during the first year. From 2012-2015, the program for these foreign visiting students was focused on Hospital Communication and Hospital Rotation.

On the other hand, faculty and students of UPHSD College of Radiologic Technology were given an opportunity to visit Shingu University during its University Expo in October 2012 where they had a chance to examine the facilities in the Radiologic Technology department, the library museum, the famous botanical garden and the exhibits of the different colleges and departments as well as observe the research forum participated by graduating students of the University.

Autobacs, formerly known as the Perpetual Help DALTA Training Center, was established in 2005 in partnership with the Auto Service International Cooperative (ASIC) under the TESDA JIPCO program. The first phase of the program is the Quick Auto Service Training Program (QASTP) which qualifies students for No Training Regulation (NTR) and a prerequisite before they are sent to Japan. It has a nominal duration of 300 hours and

is composed of 8 modules which focus on Auto Service Orientation and Overview, Introduction to the Automotive System, Engine Maintenance and Servicing, The Under Chassis and Preventive Maintenance, Basic Wheel Alignment and Tire Services, Auto Electrical and Electronic Services, Testing and Servicing Automotive Battery and Paint Less Dent Repair. While students are enrolled in the program, they have the opportunity to undergo a selection by interview with the department's Japanese partner, ASIC which is connected with different stores in Japan. Another offshoot of this program is the Ryuugaku program, wherein Japanese students visit the University to experience the beauty of the country and the culture of the Filipinos.

UPHSD-LP is also proud of its many accomplishments as a result of its rigorous, sustained and laudable efforts to maintain the quality and excellence of its academic programs and services through accreditation and ISO certification. Since the accreditation of the LACOMED programs in 1990, enrolment has steadily increased and has reached over 14,000 this school year 2015-2016. A number of the University's academic programs have produced topnotchers in the various licensure examinations. The institution was granted its University status in 1997. In 2014, the institution became ISO 9001:2008 certified.

Over the years, the institution gained recognition during the PACUCOA General Assembly with the following awards: INQAHE Top 10 institutions with the most number of accredited programs, Category B; institution with the highest number of Level II 3rd Reaccredited programs in 2008; 3rd Place in the Case Study Contest with the case study entitled "*A University's Journey towards Excellence through Accreditation: A Case Study,*" and Special Citation for having been granted Level III re-accredited status for Bachelor of Elementary Education, Bachelor of Secondary Education and Liberal Arts programs in 2011; 1st Place in the Case Study Contest with the case study entitled "*From Idiot Board to Teleprompter: A Case Study on the Transformation through Accreditation of the AB Communication Program of UPHSD*" in 2012; 2nd Place in the Case Study Contest with the case study entitled "*From Traditional Pedagogy to Interactive Teaching and e-Learning for the Global Educator: A Case Study of the Transformation through Accreditation of the Education Programs of UPHSD,*" institution with the 3rd highest number of accredited programs and with the highest number of programs on candidate status in 2013; and 2nd Place in the Case Study Contest with the case study entitled "*Level II 5th Re-Accredited Status: The Awakening of the Sleeping Dragon-A Case Study of the Accreditation Experience of the BS Business Administration Program of UPHSD Las Piñas Campus*"; 2nd Place in the Poster Making Contest and the institution with the fifth highest number of accredited programs in the Philippines in 2014."

Recently, UPHSD-LP has once again proved the degree and high quality of education it offers to its students as AB Communication aspiring filmmakers from the College of Arts and Sciences won 1st Place in South Korea's Remnant International Film Competition. The Perpetualite's production team LikhaNiJuan continued to shine globally with their 16-minute film *Legalista*, a screenplay inspired by the life of Biblical Character Joseph who was sold to slavery at a young age.

Taking all of these experiences collectively, this study was conceived to examine the performance and outcomes of the University's accreditation initiatives as it prepares itself to face and overcome the challenges brought about by the changing landscape in Philippine education. Findings of the study shall serve as a basis for crafting an institutional road map for cross-border education as it caters to international students.

STATEMENT OF THE PROBLEM

The study determined the accreditation performance and outcomes of the University of Perpetual Help System DALTA Las Piñas Campus. The findings of the study served as basis for a crafting an institutional road map towards cross- border education.

Specifically, it sought to answer the following questions:

1. What is the performance rating of the accredited programs of UPHSD when grouped according to levels of accreditation in terms?
 - 1.1 Philosophy and Objectives;
 - 1.2 Faculty;
 - 1.3 Instruction;
 - 1.4 Laboratories;
 - 1.5 Research;
 - 1.6 Library;
 - 1.7 Student Services;
 - 1.8 Social Orientation and Community Involvement;
 - 1.9 Physical Plant and Facilities; and
 - 1.10 Organization and Administration?
2. What are the outcomes of PACUCOA accreditation based on the areas enumerated in number 1?
3. What road map can be crafted to be more responsive to cross border education?

CONCEPTUAL FRAMEWORK



Fig.1. Research Paradigm

Figure 1 shows that in fulfilling its vision as a catalyst for quality global human development, the University of Perpetual Help System DALTA needs to look into three interlinking factors: Accreditation, ASEAN Integration, and Cross Border Education.

PACUCOA accreditation gives a ready quality framework and is an essential metrics by which to measure continued institutional quality. Using the qualitative and quantitative PACUCOA reports, the University will be able to give itself an in-depth examination of its present capacity, identify actions necessary for improvement, and also begin to address cross-border challenges and opportunities. Consequently, in preparing itself to be a player in cross border education, the University will also be able put in order systems and procedures necessary for full, seamless integration with other universities within the ASEAN region.

METHODOLOGY

The researchers used quantitative and qualitative research methods to answer the research questions. Qualitative research was used through documentary analysis to answer the accreditation outcomes of the University. The researchers used color coding to determine the common themes of the strength and areas of improvements based on the PACUCOA Chairman's report. On the other hand, the researcher used quantitative research through descriptive method to determine the accreditation performance of the University. The data collected came from the results of accreditation based on the PACUCOA Chairman's report. The ratings were analyzed using mean and ranking. The data were based on the 28 accredited academic programs of the University under the Philippine Association of Colleges and Universities Commission on Accreditation.

RESULTS AND DISCUSSION

Based on the data gathered, the following are the results of the study. Part 1 presents the accreditation performance based on the PACUCOA Accreditation Ratings and Part 2 discusses the outcomes of accreditation culled out from the PACUCOA Chairman's Report. Lastly, a roadmap crafted based on the merged findings of parts 1 and 2 is presented in part 3.

Part 1: Accreditation Performance of the University of Perpetual Help System DALTA- Las Piñas Campus

Presented in Tables 1 to 3 are the accreditation performance of the academic programs accredited as level 1, level 2 and level 3 of the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA).

Table 1 presents the accreditation performance of Level 1 Accredited programs of the University of Perpetual Help System DALTA which include Computer Engineering, Dentistry, Marine Transportation, Criminology, Physical Therapy, Mechanical Engineering, Pharmacy, Information Technology, Computer Science, Tourism and Radiologic Technology. The data revealed that accreditation evaluation obtained a composite mean or average of 3.93, interpreted as "very good." The area on "organization and administration" obtained the highest rating of 4.35, interpreted as "very good" while the area on "research" obtained the lowest rating of 3.52, interpreted as very good."

Table 1. Accreditation Performance of Level 1 Accredited Programs of UPHSD-LP

Accreditation Areas	Rating	Interpretation	Rank
Philosophy and Objectives	4.13	Very Good	4
Faculty	3.64	Very Good	8
Instruction	3.57	Very Good	9
Laboratories	3.66	Very Good	7
Research	3.52	Very Good	10
Library	3.98	Very Good	6
Student Personnel Services	4.16	Very Good	3
Social Orientation and Community Development	4.04	Very Good	5
Physical Plant & Facilities	4.27	Very Good	2
Organization and Administration	4.35	Very Good	1
Composite	3.93	Very Good	

*Legend: 4.51- 5.00 Excellent 3.51- 4.50 Very Good
2.51- 3.50 Good 1.51- 2.50 Fair
1.00- 1.50 Poor 0.00- .99 Missing*

Table 2 shows the accreditation of Level 2 Accredited programs of UPHSD-LP which include Business Administration, Industrial Engineering, Medical Technology and Civil Engineering. The data revealed that accreditation

evaluation obtained a average of 4.15, interpreted as "very good." The area on "organization and administration" obtained the highest rating of 4.30, interpreted as "very good" while the area on "social orientation and community involvement" obtained the lowest rating of 4.07, interpreted as very good."

Table 2. Accreditation Performance of Level 2 Accredited Programs of UPHSD-LP

Accreditation Areas	Rating	Interpretation	Rank
Philosophy and Objectives	4.19	Very Good	3
Faculty	4.15	Very Good	5
Instruction	4.13	Very Good	6
Laboratories	4.07	Very Good	9
Research	4.16	Very Good	4
Library	4.09	Very Good	8
Student Personnel Services	4.09	Very Good	7
Social Orientation and Community Development	4.07	Very Good	10
Physical Plant & Facilities	4.23	Very Good	2
Organization and Administration	4.30	Very Good	1
Composite	4.15	Very Good	

Legend: 4.51- 5.00 Excellent 3.51- 4.50 Very Good
2.51- 3.50 Good 1.51- 2.50 Fair
1.00- 1.50 Poor 0.00- .99 Missing

Table 3 shows the accreditation of Level 3 Re-Accredited programs of the University of Perpetual Help System DALTA which include Liberal Arts (with majors in Psychology, Mass Communication, and Political Science), Elementary Education, Secondary Education, Nursing, and Hotel Restaurant Management. The data revealed that accreditation evaluation obtained a composite mean or average of 4.33, interpreted as "very good." The area on "Extensive and Functional Library and Other Learning Resource Facilities" obtained the highest rating of 4.53, interpreted as "very good" while the area on "A Reasonable High Standard of Instruction" obtained the lowest rating of 4.16, interpreted as very good."

Table 3. Accreditation Performance of Level 3 Re-Accredited Programs of UPHSD-LP

Accreditation Areas	Rating	Interpretation	Rank
A Reasonable High Standard of Instruction	4.16	Very Good	4
A Highly Visible Community Outreach Program	4.19	Very Good	3
A Strong Faculty/Staff Development Program	4.42	Very Good	2
Extensive and Functional Library and Other Learning Resource Facilities	4.53	Excellent	1
Composite	4.33	Very Good	

Legend: 4.51- 5.00 Excellent 3.51- 4.50 Very Good
2.51- 3.50 Good 1.51- 2.50 Fair
1.00- 1.50 Poor 0.00- .99 Missing

Exhibited in Table 4 is the summary of the accreditation performance of the accredited programs of the University of Perpetual Help System DALTA based on their levels of accreditation. The accreditation performance of all the programs obtained an average rating of 4.14, interpreted as "very good." Level 3 programs obtained the highest average of 4.33 while the Level 1 programs obtained the lowest average of 3.93 in the accreditation performance.

Table 4. Summary of Accreditation Performance of the Accredited Programs of UPHSD-LP

<i>Levels of Accreditation</i>	<i>Rating</i>	<i>Interpretation</i>	<i>Rank</i>
Level 1	3.93	Very Good	3
Level 2	4.15	Very Good	2
Level 3	4.33	Very Good	1
Composite	4.14		

Legend: 4.51- 5.00 Excellent 3.51- 4.50 Very Good
2.51- 3.50 Good 1.51- 2.50 Fair
1.00- 1.50 Poor 0.00- .99 Missing

Part 2: Outcomes of Accreditation of the Academic Programs of the University of Perpetual Helps System DALTA- Las Piñas Campus

The outcomes of accreditation were culled from the PACUCOA Chairman's reports. The strengths and areas for improvements were content analyzed to determine common themes. The researchers used color coding to identify the common themes across the different accredited programs. Based on the content analysis, the following are the outcomes of accreditation of the University of Perpetual Help System DALTA.

Table 5 shows the themes of the outcomes of accreditation with regard to the strengths while Table 6 presents the themes of the outcomes of accreditation with regard to areas of accreditation.

Table 5. Themes of the Accreditation Outcomes of UPHSD-LP with Regard to the Strengths of the Programs

<i>Themes</i>	<i>Defining Elements</i>
Philosophy and Objectives There is a collaborative effort of the stakeholders to disseminate and live up to the philosophy, vision and mission of the University.	effective dissemination of its philosophy, mission and vision parents and industry partners/ viewpoint are identified through dialogues and focused-group discussions to keep the curriculum up-to-date and relevant

	<p>actions to incorporate the philosophy, vision and mission in day-to-day classes and activities were noted in several of the reports</p> <p>provisions in the manuals include the institutional core values of honesty</p> <p>basic education celebrates "Philosophy and Objectives Week."</p>
<p>Faculty</p> <p>The faculty members are highly-qualified, competent, and professional that enjoys extensive value- added fringe benefits.</p>	<p>highly qualified in their educational attainment</p> <p>the alignment of their specialization to the courses that they taught</p> <p>highly competent teachers who are dedicated to deliver high quality instruction</p> <p>extensive provision of the university for value-added fringe benefit over and above the government required benefits</p>
<p>Instruction</p> <p>Offers an OBE- based academic infrastructure utilizing educational technology to deliver values-based instruction that resulted to high passing rate in the licensure examinations.</p>	<p>the use of OBE in majority of the courses</p> <p>program's course offerings exceed the minimum requirement of CHED</p> <p>majority of the board programs exceeded the national passing percentage of board passers</p> <p>the inclusion of values- formation in instruction, particularly in the university-mandated "Filipino Christian Living" courses</p> <p>the presence of e- rooms and the availability of multi- media projectors</p>
<p>Laboratories</p> <p>The university utilizes state-of-the-art, and well- maintained academic and computer laboratories to supplement the delivery of instruction.</p>	<p>the efforts of the university to acquire state-of-the-art academic and computer laboratory equipment</p> <p>laboratories are clean and well- maintained</p>
<p>Research</p> <p>The University has functional research infrastructure anchored on the trusts of the National Higher Education Research agenda governed by the institutional research manual that resulted to the publication of various research journals of the different academic programs.</p>	<p>existence of a comprehensive institutional research agenda grounded on the thrusts of the National Higher Education Research Agenda</p> <p>the presence of an institutional research manual</p> <p>the existence of research journals published by different academic programs</p>

<p>Library</p> <p>Offers on- line learning materials that supplement the instructional process and research needs of the students, faculty and staff.</p>	<p>the presence of OPAC as means of retrieving learning materials was commonly highlighted as strength across all programs.</p> <p>the availability of academic resources including on- line journals</p> <p>open access resources and the subscription to EBSCOHOST</p>
<p>Social Orientation and Community Involvement</p> <p>The University is an advocate of transformational education that provides free collegiate education to in-mate students of the national penitentiary.</p>	<p>the institutional community extension program of the University which is the offering of a degree program in Entrepreneurship at the Medium Security Compound of the New Bilibid Prisons, Muntinlupa City</p> <p>the extension activities at the SATIMA Village were various programs were implemented by the different programs</p>
<p>Student Services</p> <p>The University offers intensified programs and services aimed to develop social, cultural, religious and physical growth of the students.</p>	<p>various student support activities of the Guidance Services and the Student Affairs</p> <p>accreditors highlighted the intensified programs of the university that develop the students in terms of social, cultural, religious and physical developments</p> <p>appreciated the conduct of student satisfaction survey as a feedback mechanism for the students to improve the services of the school</p>
<p>Physical Plant and Facilities</p> <p>The University provides state-of-the-art facilities and environment-friendly campus conducive for student learning.</p>	<p>the environmental programs of the University in particular the Zero Waste Management Program</p> <p>the 6 hectares campus of the University</p> <p>highlighted were the chapel, twin- gym and the air-conditioned vehicles of the University</p>
<p>Organization and Administration</p> <p>The University has a management that is directed towards effective school administration that provides opportunities for growth and development by providing extensive benefits.</p>	<p>the scholarships granted to the students</p> <p>extensive additional benefits given to the teaching and non- teaching employees</p> <p>various operation manuals of the different academic and non- academic departments.</p>

Sources of Data: PACUCOA Accreditation Reports

Table 6. Themes of the Accreditation Outcomes of UPHSD-LP with Regard to the Areas for Improvements of the Programs

<i>Areas for Improvements</i>	<i>Defining Elements</i>
<p>Philosophy and Objectives</p> <p>There is a need to conduct an assessment and evaluation on the degree of attainment of the University philosophy, vision, and mission.</p>	<p>Assessment and evaluation of the philosophy, mission and vision's degree of attainment should be made evident.</p>
<p>Faculty</p> <p>There is a need to intensify faculty involvement in development activities, professional organizations, community extension, and research activities.</p> <p>There is a need to decrease the faculty load to improve quality of instruction.</p>	<p>Faculty load should not exceed the allowed number of units to be handled by the faculty</p> <p>Intensify the faculty development activities to include attendance to national and international conferences and industry immersions.</p> <p>Research outputs and publications of faculty should be enhanced</p> <p>involvement in their respective professional organizations to bring into the classroom the current trends in the profession</p> <p>involvement of the faculty in the community extension activities</p>
<p>Instruction</p> <p>There is a need to include research as part of the course, minimize class size and provide complete facilities based on CHED Memorandum Order (CMO).</p>	<p>incorporate research in the courses</p> <p>the need to include all stakeholders in curricula revisions</p> <p>the need to minimize the class sizes</p> <p>to have complete facilities that are mandated in the specific CMO's of each program</p>
<p>Laboratories</p> <p>There is a need to develop laboratory manuals and conduct a periodic training on health and safety practices.</p>	<p>laboratory manuals should be developed</p> <p>A periodic training on health and safety practices for laboratory support technicians, faculty and students should be conducted</p>
<p>Research</p> <p>There is a need for more research outputs, presentations and publications, and capability- building activities.</p>	<p>published mostly in university- published journals and not in refereed ones</p> <p>research presentations are done mostly limited to university- sponsored colloquia</p>

	<p>research capability- building activities were limited</p> <p>need for research papers with different methodologies</p> <p>book publications including textbooks, professional books, and/ or book chapters</p> <p>need to utilize research results</p> <p>the need to have more collaborative inter-departmental research</p>
<p>Library</p> <p>There is a need to improve collections of printed journals, increase the number of computers, enhance internet accessibility, and revitalize library committee involvement in library matters.</p>	<p>limited journal subscriptions</p> <p>the need for a more active library committee</p> <p>the lack of internet speed</p> <p>limited number of computer work stations</p>
<p>Social Orientation and Community Involvement</p> <p>There is a need to conduct assessment and impact study of the community extension projects of the University among its various stakeholders such as the beneficiaries, students, faculty, alumni and staff.</p>	<p>there is need to conduct impact studies on the programs</p> <p>non- teaching staff, alumni and students should be evaluated on how the community extension projects affect them</p>
<p>Student Services</p> <p>There is a need to evaluate student activities, utilize students’ data for research and enhance alumni involvement.</p>	<p>to intensify the evaluation of student activities</p> <p>the utilization of the data from different areas of student personnel services as basis for researches</p> <p>alumni involvement to the various activities of the school should be enhanced</p>
<p>Physical Plant and Facilities</p> <p>There is a need to develop policies and guidelines for the implementation of maintenance program.</p>	<p>need to develop and implement a maintenance program for the University</p> <p>Policies and guidelines should support the maintenance program.</p>
<p>Organization and Administration</p> <p>There is a need to involve the faculty, students, alumni and</p>	<p>limited involvement of the faculty, students, alumni and industry partners in the strategic planning</p>

industry partners in the strategic planning.	
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Sources of Data: PACUCOA Accreditation Reports

Philosophy and Objectives

With regard to philosophy and objectives, the university has been lauded by accreditors in its effective dissemination of its philosophy, mission and vision. Reports indicate that orientation of all stakeholders including students, faculty, employees, parents and industry partners are knowledgeable of the school's ultimate aim of "character building is nation building."

Fifteen incidences were noted among the reports mentioning the dissemination of the philosophy, mission and vision through printed materials such as handbooks, flyers, posters, and even as a preface to the course syllabi.

What is noteworthy is that aside from internal stakeholders, parents and industry partner's viewpoints are identified through dialogues and focused-group discussions to keep the curriculum up-to-date and relevant.

In addition, actions to incorporate the philosophy, vision and mission in day-to-day classes and activities were noted in several of the reports (e.g. Filipino Christian Living courses reinforces values that the university espouses; provisions in the manuals include the institutional core values of honesty; basic education celebrates "Philosophy and Objectives Week." Nonetheless, majority of the reports recommend that assessment and evaluation of the philosophy, mission and vision's degree of attainment should be made evident.

Faculty

In the area of faculty, most of the reports mentioned that faculty members are highly qualified in their educational attainment and in the alignment of their specialization to the courses that they taught. Most of them are rated as highly competent teachers who are dedicated to deliver high quality instruction.

Another noted observation of the accreditors is the extensive provision of the university for value- added fringe benefit over and above the government required benefits such as educational benefit, hospitalization benefit and loan benefit.

However, the accreditors noted several areas for improvement. Faculty load should not exceed the allowed number of units to be handled by the faculty. There is a need to intensify the faculty development activities to include attendance to national and international conferences and industry

immersions. Research outputs and publications of faculty should be enhanced.

In addition, faculty members should intensify its involvement in their respective professional organizations to bring into the classroom the current trends in the profession. Likewise, there is a need to increase the involvement of the faculty in the community extension activities of the University as a way of giving back to the marginalized sector of the society.

Instruction

As to instruction, several mentions were made in the reports pertaining to the use of OBE in majority of the courses, where student- centered instruction was highlighted. Nonetheless, a few instances of teacher-centered instruction were also noted.

One laudable practice that the accreditors agreed on was how every program's course offerings exceeded the minimum requirement of CHED, thus assuring a more relevant and society- responsive curricula in all academic program offerings. Also highlighted in the reports was how majority of the board programs exceeded the national passing percentage of board passers. In addition, a number of accreditors mentioned the inclusion of values- formation in instruction, particularly in the university-mandated "Filipino Christian Living" courses, which are meant to inculcate institutionally espoused values.

Further, the use of educational technology, particularly the presence of e-rooms and the availability of multi- media projectors were also repeatedly mentioned.

Nonetheless, several areas of improvement which cut across majority of the programs include the following: the need to incorporate research in the courses; the need to include all stakeholders in curricula revisions; and the need to reduce the class sizes.

Also worthy of inclusion is the necessity to have complete facilities that are mandated in the specific CMO's of each program. Examples of which include a bigger Multiple Intelligence Resource Center for basic education, a simulation drug store and, a botanical garden for Pharmacy, and a separate student lounge for Dentistry, to name a few.

Laboratories

With regard to laboratories, the accreditors lauded the efforts of the university to acquire state-of-the-art academic and computer laboratory equipment to supplement the delivery of instruction. The accreditors also observed that these laboratories are clean and well- maintained.

However, the accreditors noted that laboratory manuals should be developed and provided for the use of the students and the faculty. A

periodic training on health and safety practices for laboratory support technicians, faculty and students should likewise be conducted.

Research

In the area of research, one laudable observation mentioned by accreditors that cut across majority of the reports was the existence of a comprehensive institutional research agenda grounded on the thrusts of the National Higher Education Research Agenda. Another is the presence of an institutional research manual. Also noted repeatedly was the existence of research journals published by different academic programs.

While the reports mentioned attempts made by the faculty and non-teaching staff at research, it also noted that these were published mostly in university- published journals and not in refereed ones. In addition, although research presentations are done, these are mostly limited to university- sponsored colloquia.

Similarly, while the presence of an institutional manual for faculty and non-teaching employees is in place, research capability- building activities were limited. Several reports mentioned the need for research papers with different methodologies and also book publications including textbooks, professional books, and/ or book chapters.

Also observed were the need to utilize research results and the need to have more collaborative inter- departmental research.

Library

On the library, the presence of OPAC as a means of retrieving learning materials was commonly highlighted as a strength across all programs. So too are the availability of academic resources including on- line journals and open access resources and the subscription to the EBSCOHOST, which provides the library client with wider journal access across the globe.

The accreditors also found it worth mentioning that CCTV cameras and electronic scanner which records statistical data of library clientele were on hand. These were mentioned in seven instances. Furthermore, accreditors took note of the extensive service time (68 hours per week) given by the library personnel.

However, the accreditors also noted similar weaknesses across all programs, such as limited journal subscriptions, and the need for a more active library committee, although the presence of the Internet services and even an Internet café were noted, some reports also mentioned the lack of internet speed and the limited number of computer work stations.

Social Orientation and Community Involvement

On the area of social orientation and community involvement, the accreditors lauded the institutional community extension program of the

University which is the offering of a degree program in Entrepreneurship at the Medium Security Compound of the New Bilibid Prisons, Muntinlupa City. The 30 year extension program is one of a kind in the world which grants free access of collegiate and vocational education to inmates.

The reports also mentioned as strengths the extension activities at the Satima Village, a depressed area adopted by the University, where various programs were implemented by the different programs. Activities provided to the beneficiaries include social activities, educational activities, and livelihood activities aimed to enhance the lives of the beneficiaries.

While the reports of the accreditors mentioned positive observations of the Bilibid and Satima Village projects, it was noted that there is need to conduct impact studies on the programs. In addition, faculty, non-teaching staff, alumni and students should be evaluated on how the community extension projects affect them.

Student Services

With regard to student services, the accreditors lauded the various student support activities of the Guidance Services and the Student Affairs. The accreditors highlighted the intensified programs of the university that develop the students in terms of social, cultural, religious and physical developments. In addition, they appreciated the conduct of the student satisfaction survey as a feedback mechanism for the students to improve the services of the school.

On the other hand, the accreditors recommended to intensify the evaluation of student activities and the utilization of the data from different areas of student personnel services as basis for researches. Lastly, alumni involvement to the various activities of the school should be enhanced.

Physical Plant and Facilities

In the area of physical plan and facilities, based on the accreditation reports, worthwhile mentioning was the environmental programs of the University in particular its Zero Waste Management Program. Part of the program is a waste recovery facility which ensures that the University is taking the lead in waste minimization. The accreditors also lauded the 6 hectares campus of the University. Likewise, highlighted were the chapel, the twin-gym and the air-conditioned vehicles of the University.

However, the accreditors stressed the need to develop and implement a maintenance program for the University. Policies and guidelines should support the maintenance program.

Organization and Administration

With regard to organization and administration, the accreditors highlighted as a strength is the scholarships granted to the students. It has been a practice of the University to grant educational scholarships to indigent but

deserving students to pursue a college education. These scholarships are available in all degree programs. Majority of these scholarships are sponsored by the University and some are sponsored by partner-institutions.

In addition, the accreditors also took note of the extensive additional benefits given to the teaching and non-teaching employees of the University. These benefits are over and above the mandated benefits required by the government. These benefits include educational benefits, hospitalization benefits and financial benefits.

The accreditors also lauded the University for coming up with various operation manuals of the different academic and non-academic departments. In effect, this enhances the productivity of the academic and non-academic operations. In addition, they also commended the strategic plan of the University which is anchored on the areas of accreditation.

However, the accreditors noticed that there is a limited involvement of the faculty, students, alumni and industry partners in the strategic planning. Likewise, they recommended for the enhancement of the monitoring of the strategic plan. Lastly, they suggested to improve the number of research outputs and publications of the University.

Part 3: Road Map towards Cross-Border Education Pinned on the Accreditation Performance and Outcomes of the University of Perpetual Help System DALTA

The performance and outcomes of the accreditation of the University of Perpetual Help System DALTA served as basis for crafting the road map towards cross-border education. The road map presented below was based on the common areas for improvement across the various accredited programs of the University. The roadmap presents the activities to be implemented for the University to be more relevant to cross-border education.

Road Map towards Cross- Border Education Pinned on the Accreditation Performance and Outcomes of the University of
Perpetual Help System DALTA- Las Piñas Campus

<i>Area for Improvements</i>	<i>2015- 2016</i>	<i>2016- 2017</i>	<i>2017- 2018</i>	<i>2018- 2019</i>	<i>2019- 2020</i>
<p>Purpose and Objectives</p> <p>There is a need to conduct an assessment and evaluation on the degree of attainment of the University philosophy, vision, and mission.</p>	<p>Assess and evaluate the degree of attainment of the University PVM.</p> <p>Study the applicability of the University PVM to cross- border education.</p>	<p>Revisit/ revise the University PVM to include focus on global trends such as internationalization, cross- border education, and transnational education.</p> <p>Include international/ foreign stakeholders in the revision of the University PVM.</p>	<p>Monitor and assess the degree of attainment of the University PVM.</p>	<p>Monitor and assess the degree of attainment of the University PVM.</p>	<p>Monitor and assess the degree of attainment of the University PVM.</p>
<p>Faculty</p> <p>There is a need to intensify faculty involvement in development activities, professional organizations, community</p>	<p>Send faculty members to local, regional and international seminars and conferences.</p> <p>Provide financial</p>	<p>Send faculty members to local, regional and international seminars and conferences.</p> <p>Provide financial</p>	<p>Send faculty members to foreign schools through an international faculty exchange program.</p> <p>Collaborate with foreign HEIs for</p>	<p>Send faculty members to foreign schools through an international faculty exchange program.</p> <p>Collaborate with foreign HEIs for</p>	<p>Send faculty members to foreign schools through an international faculty exchange program.</p> <p>Collaborate with foreign HEIs for</p>

<p>extension, and research activities.</p> <p>There is a need to decrease the faculty load to improve quality of instruction.</p>	<p>support for faculty members to become involve in local, regional and national professional organizations.</p> <p>Assign faculty members to lead in the community extension activities.</p> <p>Provide research activities to enhance research outputs, presentations and publications.</p>	<p>support for faculty members to be involved in local, regional, national and international professional organizations.</p> <p>Assign faculty members to lead in the community extension activities in collaboration with foreign faculty members.</p> <p>Provide research activities to enhance research outputs, presentations and publications in collaboration with foreign faculty members.</p>	<p>international faculty development activities.</p> <p>Organize an ASEAN organization of educators in specific professions.</p>	<p>international faculty development activities.</p>	<p>international faculty development activities.</p>
<p>Instruction</p> <p>There is a need to include research as part of the course, minimize class size and provide complete facilities based</p>	<p>Include research requirement in selected courses.</p> <p>Include the faculty, students, alumni and industry</p>	<p>Tailor fit/ retrofit curricula to suit the needs for transnational education.</p> <p>Prepare selected</p>	<p>Offer selected courses under transnational education program.</p> <p>Undergo international</p>	<p>Offer selected courses under transnational education program.</p> <p>Undergo international</p>	<p>Offer selected courses under transnational education program.</p> <p>Undergo international</p>

<p>on CHED Memorandum Order (CMO).</p>	<p>partners in curriculum revisions. Limit the class size to 45 students. Complete the facilities and equipment based on CMO and accreditation requirements. Prepare academic programs for the higher level of accreditations.</p>	<p>courses for international accreditation. Prepare academic programs for the highest level of accreditation.</p>	<p>accreditation of selected academic programs. Prepare academic programs for the highest level of accreditation.</p>	<p>accreditation of selected academic programs. Prepare academic programs for the highest level of accreditation.</p>	<p>accreditation of selected academic programs. Prepare academic programs for the highest level of accreditation.</p>
<p>Laboratories There is a need to develop laboratory manuals and conduct a periodic training on health and safety practices.</p>	<p>Develop laboratory manuals and practice sets to support instruction. Conduct periodic training on health and safety.</p>	<p>Conduct benchmarking of academic laboratories of selected foreign educational institutions. Forge functional linkages with foreign educational institutions for the use of academic laboratories.</p>	<p>Revise laboratory manuals and practice sets to support instruction.</p>		

<p>Research</p> <p>There is a need for more research outputs, presentations and publications, and capability- building activities.</p>	<p>Publish research outputs of faculty members, staff and students in local and national refereed journals.</p> <p>Send faculty, students and staff to national and international research presentations.</p> <p>Develop and publish textbooks and professional books.</p> <p>Forge collaborative research activities with local and national educational institutions.</p>	<p>Publish research outputs of faculty members, staff and students in local, national and international refereed journals.</p> <p>Forge collaborative research activities with local, national and international educational institutions.</p> <p>Present research papers in local and international research fora.</p>	<p>Sponsor an international research conference.</p> <p>Present research papers in local and international research fora.</p>		
<p>Library</p> <p>There is a need to improve collections of printed journals, increase the number of computers, enhance internet accessibility, and</p>	<p>Purchase and subscribe printed journals for various disciplines.</p> <p>Require faculty members to be actively involved in</p>	<p>Conduct benchmarking of the library/ learning resource center of foreign educational institutions.</p> <p>Forge functional</p>	<p>Forge functional access of learning materials of foreign educational institutions.</p>		

<p>revitalize library committee involvement in library matters.</p>	<p>the library committee. Increase the internet bandwidth. Purchase new computer units for the library.</p>	<p>access of learning materials of foreign educational institutions.</p>			
<p>Social Orientation and Community Development</p> <p>There is a need to conduct assessment and impact study of the community extension projects of the University among its various stakeholders such as the beneficiaries, students, faculty, alumni and staff.</p>	<p>Conduct impact studies on the adopted communities.</p>	<p>Forge a functional linkage with foreign educational institutions to create a sustainable community extension program that will focus on export business.</p>			
<p>Student Services</p> <p>There is a need to evaluate student activities, utilize students' data for research and enhance alumni involvement.</p>	<p>Conduct evaluation of students' activities. Conduct mid- year and year end evaluation of the performance of the</p>	<p>Conduct benchmarking of student affairs services of foreign educational institutions.</p>	<p>Spearhead the establishment of international organization of student leaders.</p>	<p>Host an international forum of students leaders.</p>	

	<p>students organizations. Implement programs to enhance the "Perpetualite Identity"</p>	<p>Forge functional linkages for student exchange programs. Spearhead the establishment of international organization of student leaders.</p>			
<p>Physical Plant and Facilities</p> <p>There is a need to develop policies and guidelines for the implementation of maintenance program.</p>	<p>Develop and implement a maintenance program. Draft and approve policies and guidelines to support the maintenance program.</p>	<p>Conduct benchmarking of the state-of-the-art facilities of foreign educational institutions.</p>			
<p>Organization and Administration</p> <p>There is a need to involve the faculty, students, alumni and industry partners in the strategic planning.</p>	<p>Involve the faculty, students, alumni and industry representatives in the strategic planning for the University. Intensify the monitoring of the</p>	<p>Forge functional linkages with various foreign educational institutions. Spearhead the preparation of the implementation of transnational</p>			

	strategic and operational plans. Develop an implementation plan of the "Roadmap towards Cross-border education".	education program.			
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CONCLUSIONS

Based on the findings, the researchers forward the following conclusions:

1. The University is competitive with other universities; hence, it can be used as a benchmark of other HEIs. It is capable of initiating cross-border education programs. The University goes beyond the standard set by its peers; however, there is still room for improvement in the different areas of accreditation.
2. The faculty members are highly-qualified professionals in their respective disciplines but remain amateurs in the art of teaching, the science of research, and the heart of volunteerism. The research culture of the University is still evolving. Values- based education and outcomes-based education are the core tenets of UPHSD's instruction. While University programs under proper planning and implementation, monitoring and evaluation are wanting.
3. Given the road map, the University can overcome the challenges of cross-border education and seamlessly integrate itself with its ASEAN neighbor-universities.

RECOMMENDATIONS

Based on the conclusions forwarded, the following are the recommendations:

1. Continuously prepare and undergo accreditation and re-accreditation process to achieve higher quality standards. Explore accreditation standards of other countries in particular in the ASEAN member-countries to develop cross-border education programs such as transnational education and tinning programs aside from the once already existing in the University.
2. Intensify faculty development trainings in the areas of the delivery of instruction, research and community extension. Deepen the roots of research by offering attractive research package and provide more research capability-building activities. Continue focusing on values-based and outcomes-based education in the delivery of instruction. Strengthen the institutional planning department.
3. Implement the crafted roadmap, continuously evaluating and re-evaluating its programs, projects and activities coupled with ample monitoring efforts.

On top of these, future research may use other sources of data to triangulate the results. This research may be replicated in the other campuses of the DALTA and JONELTA Systems which are also continuously undergoing accreditations so that more collaborative efforts may be done.

Future research may also focus on comparison and contrast of the accreditation standards across ASEAN countries in order to have a better view of cross-border education.

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