

The Bachelor of Science in Information Systems Preliminary Mock Survey for Quality and Excellence

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*The study is a descriptive research that aims to assess the current status of Bachelor of Science in Information Systems (BSIS) of Bulacan Polytechnic College (BPC) in order to prepare the BSIS for the required program accreditation of the Commission on Higher Education (CHED). The following are the results on the areas evaluated: (1) **On Vision, Mission, Goals and Objectives (VMGO)**, they are aligned on the BPC charter; however, they need inclusion of stakeholders in future modifications; (2) **On Faculty**: salaries and benefits are received in accordance with the grade salary standard; nonetheless, they need continuous faculty development; (3) **On Curriculum and Instruction**: the program complies with CHED Memorandum Order Number 25 series of what?; however, improvement is needed; (4) **On Services to the Students**: diligent and true to their service; nevertheless, student-services programs should be improved; (5) **On Library Services**: the school has a qualified librarian and sufficient space but library holdings should be increased; (6) **On Research**: the school has qualified research officers, yet lacks logistics and sufficient funding; (7) **On Community Extension Services**: the office is headed by a competent director and active staff; still, it needs financial support; (8) **On Physical Facilities**: the school is well maintained, nevertheless, needs improvements; (9) **On Laboratories**: the school conforms to the standards but there is still a need of more equipment; and (10) **On Administration and Finance**: it conforms to the standard structure; conversely, there is a need for financial budget. Thus, the BSIS program in totality meets the minimum standards based on the accreditation instrument; however, augmentation of logistics both human and physical must be edified.*

Keywords: mock accreditation, BPC-BSIS degree program, BPC assessment

Introduction

The Bulacan Polytechnic College (BPC) has pursued, since its establishment in 1971, an organizational goal and mission to contribute to the attainment of quality education to its clients, particularly to the youth of the province. Initially known as Bulacan Public Community College, (BPCC) offering two-year junior secretarial and general education courses, it has grown to what it is, now offering computer technology courses and baccalaureate degree programs. Several trials and tribulations were faced by the college characterized by several changes in leadership, both from the political front as well as in the management of the college. In the late '90s, the Provincial Government of Bulacan (PGB) approved the changing of the name of BPCC to Bulacan Polytechnic College (BPC) and a new charter provided the offering of vocational and technical instruction and entrepreneurship education.

When the college started offering degree programs in 2014, two (2) programs were initially offered, Bachelor of Science in Information System (BSIS) as well as Bachelor of Science in Office Management (BSOM).

Thus, in the pursuit of the lofty vision of offering quality education, BPC formed its vision statement, to wit;

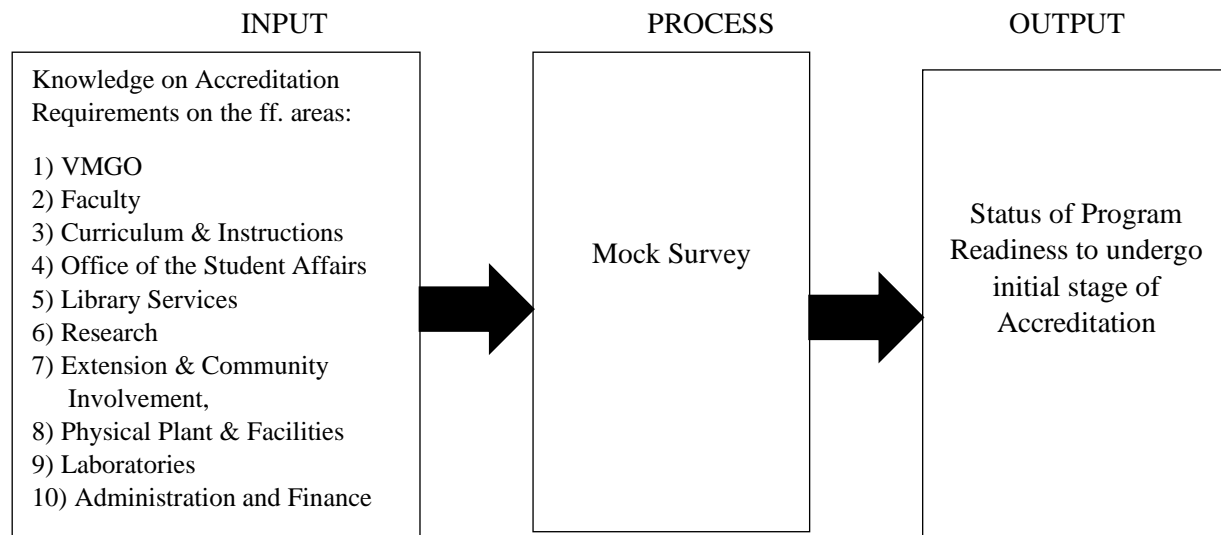
“Bulacan Polytechnic College envisions to become a lead provider of quality and affordable technical-vocational, entrepreneurial and technological education, and a producer of highly competent and productive human resource”.

Thus, the BPC has committed to pursuing its missions, to wit: 1) equip students with the necessary technological and intellectual capacity to face the fast-changing demands of modern technology; 2) develop the ideal working attitudes and values of the students; 3) engage in research studies for innovative development of the school; 4) provide industry-driven curricular programs; 5) enhance the intellectual, moral and spiritual standard of the faculty and staff; 6) maintain the quality of its learning facilities at par with that of industry; 7) sustain efforts towards effective administration; and 8) strengthen linkages with the private and public sectors.

Consequently, specific goals were set in accordance to the mission of the College, to wit: 1) produce employable, productive and globally competitive graduates; 2) engage in research works to determine the needs of industries in the preparation of new curricular offerings and for employment purposes; 3) augment impact programs to the existing curriculum; 4) attract and retain highly qualified educators in different areas of disciplines) 5) increase the service operation of its present learning facilities; 6) create and maintain an administrative system that is efficient and responsive to the needs of the institution; and 7) develop strong linkages with the industrial sectors, other educational institutions, and local government units to ensure high quality of training.

On the occasion of the fifth year of the baccalaureate degree program offering of the college, the BSIS, BPC strategically has put in place a system that internally assesses the quality of provisions of its degree offerings, initially, starting with the Bachelor of Science in Information System (BSIS) with the premise that in doing so, the quality provisions of the other baccalaureate program offering, the Bachelor of Science in Office Management (BSOM) shall have been likewise internally assessed. This internal assessment or mock survey will propel these programs to improve continuously and further enhance the quality, not only of the provisions of the degree offerings but critically to improve the overall quality of higher education programs that BPC offers.

Figure 1 presents the conceptual model that was used in determining preliminary mock survey for quality and excellence.



The input variables in the model Knowledge on Accreditation Requirements are the following areas: 1) Vision, Mission, Goals, Objectives (VMGO); 2) Faculty; 3) Curriculum & Instructions; 4) Office of the Student Affairs; 5) Library Services; 6) Research; 7) Extension & Community Involvement; 8) Physical Plant & Facilities; 9) Laboratories; and 10) Administration and Finance. The process is through a mock survey to find out the status of program readiness to undergo initial stage of accreditation, which is the output.

Methodology

The aforesaid goals and mission were revisited through a program survey, using an outcomes-based instrument adopting the Association of Local College and Universities, Commission and Accreditation (ALCU-COA) parameters and indicators. Soliciting the stakeholders general impression of the BSIS offering on the area of concerns, to wit; 1) Vision, Mission, Goals and Objectives, 2) Faculty, 3) Curriculum and Instruction 4) Services to students, 5) Library Service, 6) Research 7) Community Extension Services, 8) Laboratories, 9) Physical Facilities and 10) Administration and Finance. The survey team cum accreditors perused and surveyed the documents and interviewed stakeholders and triangulated the processes.

Results and Discussions

The VMGO was formulated guided by the BPC charter, and aligned with what the PGB wanted to be for the institution. Checking and inspection of pertinent documents and the school premises were done. Inclusion of the VMGO in the syllabus is one of the areas found that needs improvement.

The institution has been implementing a Faculty Evaluation System (FES) that provides survey results from the students and immediate superiors. Recruitment, selection and orientation of faculty members were found to be areas needing improvement.

Since the BSIS curriculum is a ladderized program, students have an exit point after two years where they could opt to stop their studies and be given a certificate for finishing Associate in Computer Technology, which would enable him to apply for work. Upon examination of the curriculum and instruction-related documents of the BSIS Program and after an interview with the Program Head, the consortia and linkages with other learning institutions for the academic exchange of instructional materials were found to be areas needing improvement:

The Student Services Program supports all the student activities, and student organizations such as student government council and student publication. Lack of additional licensed guidance counselor is one of the weaknesses of the institution with regards to student welfare.

The institution's research agenda's alignment with institutional, regional and national priorities of concerned agencies, e.g. Department of Science and Technology, Commission on Higher Education, and National Economic and Development Agency, among others, is the strong points observing the mission, vision, and objectives of the institution. The study also examines the fact that the analysis conducted has limitations. Some of the areas, specifically, adequate Budget for research need improvement.

Priority and relevant extension projects and activities conducted are one of the institution's extension and community involvements. While, a benchmark survey of the problems, needs, priorities, and resources of the community

The library is administered and supervised by a full-time professional licensed librarian and a master's degree holder in MAED major in Library Science. However, it would be more beneficial for the institution if they would enhance fees and funds allocation for library resources and services is insufficient.

The offices and staff rooms are adequate and conducive to working environment. There is a need in improving function rooms and lounge for the faculty and students. In terms of laboratories, safety and precautionary measures are implemented. However, a well-equipped multimedia center must be prioritized.

The Academic and Administrative Councils exercise their powers and perform their functions. Most of the institutions today are determined to improve their operations not just with the performance of their employees but also with their satisfaction. Aside from the employees' satisfaction, every institution is committed also with their client satisfaction. While conducting the survey, it shows that the institution needs to focus on their attention for improvement of the system of monitoring of the implementation of the Strategic Development Plan.

Conclusions

1. Accredited programs are expected to draw the following benefits, namely: program prestige, increase of budgetary allocation and attainment of priority status for CHED rewards. It will bring

to the program unintended benefits like an increase of enrollment, an increase in student retention, an increase in student completion rate, an increase in the percentage of students passing the National Certifications (NCs), and enhanced employability/ placement of graduates.

The provision in each of the ten areas of concern for quality assurance is a tangible proof that the college has been true to its goal and mission of “equipping students with necessary technological and intellectual capacity to face the fast-changing of the modern technology”, ensuring the attainment of quality of higher education, more particularly to local college and universities. Undoubtedly, this can only be attained largely through assessment of programs.