

State-of-the-Art of Colegio de Sta. Ana de Victorias

Romeo Vicente P. Sta. Ana Jr.¹

¹Colegio de Sta. Ana de Victorias, Victorias City, Philippines-6119

Email address: csavrdeo@gmail.com

Abstract— The study dealt with an assessment on the State-of-the-Art of Colegio de Sta. Ana de Victorias that would serve as basis of programs, projects, activities and program indicators should be undertaken to make a Five-Year Development Plan based on the assessment of the stakeholders as administrators, faculty, alumni, students and parents of the institutional potentials and capabilities of what has been done, what could be done, and needs to be done in the areas of Philosophy and Objectives, Faculty, Instruction, Library, Laboratory, Physical Plant and Facilities, Student Support and Services, Social Orientation and Community Involvement, and Organization and Administration. The researcher's survey type of descriptive evaluation research was employed in the study. This method of research attempted to organize, analyze and interpret data on the status of an institution or area. With 823 respondents, the researcher was able to collect data using research-made questionnaire that was validated by five experts and had undergone validity and reliability tests using Cronbach's Alpha statistical tool utilizing mean as measure of central tendency. The researcher found out that among the existing standardized areas of CHED and other accrediting agencies which suit the needs of the school, the three areas which got the highest ratings were Social Orientation and Community Involvement, Philosophy and Objectives, and Instruction. On the other hand the three areas with the lowest ratings were Student Support and Services, Laboratory, and Faculty.

Keywords— Assessment: stakeholders: state-of-the-art.

I. INTRODUCTION

How is higher education described or labelled as state-of-the-art? There are ways on how to approach this question. As regards to the institution under study, Colegio de Sta. Ana de Victorias, a rundown of few words that may seem related to the issue at hand maybe helpful. It deals with the potential and capabilities of CSAV as what has to be done, what could be done, and needs to be done in the areas of Philosophy and Objectives, Faculty, Instruction, Library, Laboratory, Physical Plant and Facilities, Students Support and Services, Social Orientation and Community Involvement, and Organization and Administration.

Another description can mean a reputation got excellence and quality. Few may just limit to how the institution takes care of its reputation that can largely be determined by competition in the market, which leads to its acceptance of the institution in the locality. It goes without saying that such a description leads one to attach quality control as a day to day practice of the institution.

Another perception may also connect to the school's effort to voluntary accreditation whether to a government agency or any other private accrediting entity to brand Colegio de Sta. Ana de Victorias a state-of-the-art educational institution. This perception puts emphasis on the school's effort of self-

regulation which focuses on evaluation and continuing improvement of educational quality.

Still another, Colegio de Sta. Ana de Victorias' reputation as state-of-the-art can be traced from its exemplary leadership in the community that carefully guides its students towards their development, acceptance, and successful completion of their course of study. The students, alumni, and parents believe that the school has a set of values, specific goals, and objectives that guarantee them a better future.

In addition, another perception could be that the school is a state-of-the-art institution because of its practice of inclusivity that regardless of color, race, religion, etc., everyone is welcome to the institution. This means that the school deliberately manifests a welcoming cultural climate that is properly supported by proper and consistent inclusion of the school's vision, mission, goals and values.

Furthermore, there are those who perceived that the school presently meets the challenges of globalization. This means that it prepares the students for working environment where responsibilities are constantly changing; where information passes through multiple channels; where initiatives taken are important than obedience; and where strategies are complex because of expansion of market beyond national borders. Colegio de Sta. Ana de Victorias as an educational provider is very much aware of these challenges of globalization.

As to how Colegio de Sta. Ana de Victorias can meet the demands and maintain its status as a state-of-the-art, it has to continuously strive to be reformed, developed and adapted or improved in this present millennium. It has to further face radical and eve disruptive changes. Like any other higher educational institutions in its present locus and in the entire country, and not become just simply a school of today, but would lead such efforts as a means to make Colegio de Sta. Ana de Victorias an institution of higher education of tomorrow.

Lastly, the researcher believed a development plan is incumbent so that the administration banks on the flexibility, innovativeness and efficiency of the school personnel and community to adapt to changes that go along with growth of programs and projects will be proposed. With this, the educational needs of the youth and marginalized were addressed in line with the mantra "Bringing Quality Education Closer."

II. RESEARCH QUESTIONS

This study dealt on the state-of-the-art of Colegio de Sta. Ana de Victorias (CSAV). Likewise, this will also serve as basis for five-year development plan from Academic Year 2018-2023.

Specifically, it sought to answer the following questions:

1. What is the state-of-the-art of CSAV in the areas of philosophy and objectives, faculty, instruction, library, laboratory, physical plant and facilities, student support and services, social orientation and community involvement, and organization and administration?;
2. What is the state-of-the-art of CSAV as a whole and in terms of the abovementioned areas?;
3. Based on the findings of the study, what programs, projects, activities, as well as performance indicators should be undertaken in the Five-Year Institutional Development for Colegio de Sta. Ana de Victorias, for Academic Year 2018-2023?

III. CONCEPTUAL FRAMEWORK

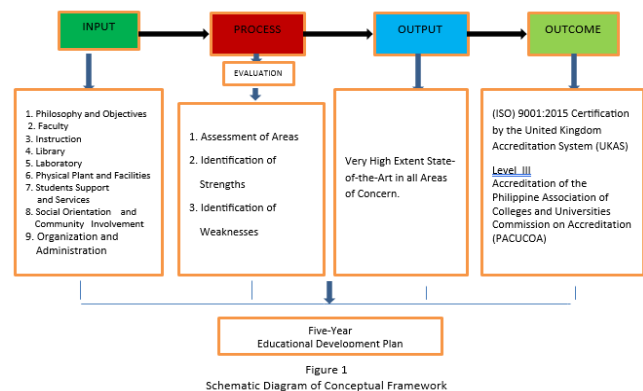
As educational institution aiming to attain standards above those prescribed by the Commission on High Education (CHED) should go through evaluation. Schools are evaluated according to the areas of concerns which are the following: Philosophy and Objectives, Faculty, Instruction, Library, Laboratory, Physical Plant and Facilities, Student Support and Services, Social Orientation and Community Involvement, and Organization and Administration.

In this study, a systems approach for evaluation is used. Accordingly, in a systems approach, management science recognizes that a decision made in one segment of the organization may have a significant effect, not only on the operation of that in particular, but on the operation of other segments as well [1]. Hence, the overall organizational point of view was adopted in this study.

Moreover, [2] averred that a “useful way to describe human resource management, as it is practiced today, is in process-systems view is that “(1) it takes into account the interdependence of all aspects of human resource management and (2) recognizes the relationship between human resource activities and organizational goals. A process is an identifiable flow of interrelated events moving toward some goal, consequence, or end.” Additionally, “to effectively manage these processes, human resource systems are planned, developed, and implemented through the combined efforts of all managers and human resource specialists and frequently all employees in an organization.” [3] captures the need for quality education in the concept of Systems Approach as shown in Figure 1. He contended that the systems approach to school systems would entail the method of examination the role of the educational system in the environment or society. The school system is part of the environment or society. Schools operate as a social system within the context of the community or society. Schools educate through knowledge, skills, and values aimed to benefit the individual or the society at large. In the systems approach, schools are viewed as an open system receiving inputs from society and transforming these inputs into outputs. Inputs come in the form of human resources such as administrators, faculty members, and students. The aims of education, as well as its material and financial resources, also come from society. The school transforms students with the help of inputs through the teaching-learning process and the end results are generally called the educational products. Thus, the output of the school system, with its use of knowledge, skills

and values within the context of society, is regarded as the functionality of the school system. Evaluation, as to the use of the knowledge, skills, and values by the outputs in society is, therefore, necessary and will serve as a form of feedback to the school when it makes the necessary adjustment to its own system. But before knowing the benefits gained by society from the educational program, it is first necessary to know the benefits gained by the individual with respect to the additional values, knowledge and skills gained. The school system, in relation to the systems of the entire society, the social values and objectives of producing innovative and creative individuals as output, are all bases for evaluation. The paradigm of this study, as presented in Figure 1, describes utilization of the systems approach, which is one among the effective approaches in evaluating change to take place in the school system today. Educational markets, quality of education, educational resources, and competitive conditions are rapidly changing. Consequently, educational systems are expected to be more dynamic and challenging. The systems approach provides the school an avenue to solve given problems through an analysis of the school.

A systems approach as an educational transformation process involves three major processes: input, throughput, and output. Inputs include the areas of concern that need looking into, namely: Philosophy and Objectives, Faculty, Instruction, Library, Laboratory, Physical Plant and Facilities, Student Support and Services, Social Orientation and Community Involvement, Organization and Administration. The processes include the assessment of the areas of concern and the identification of the institution’s strength and weaknesses, which will be the bases of what programs, projects and activities. Based on all the aforementioned factors a five-year development plan and meet quality standards set by the International Standard Organization (ISO) 9001:2015 certification by the United Kingdom Accreditation System (UKAS) and Level III Accreditation of the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA).



IV. METHODOLOGY

The researcher employed the descriptive evaluation type of research. Descriptive evaluation studies describe the process and impact of the development and implementation of a system. The findings are often contextualized within the implementation environment [4].

Participants

The respondents of the study were the administrators, faculty, alumni, students and parents of Colegio de Sta. Ana de Victorias during the Second Semester of Academic Year 2017-2018. The respondents for administrators, and fulltime faculty members were based on the total population, whereas the alumni, students and parents were selected through stratified random sampling.

Research Instrument

The instrument is reflected on existing standardized areas of CHED and other accrediting agencies that suit the needs of the school. The instrument is composed of nine areas. Each area measures a specific program. The areas evaluated are: Philosophy and Objectives, Faculty, Instruction, Library, Laboratory, Physical Plant and Facilities, Students Support and Services, Social Orientation and Community Involvement, and Organization and Administration. The instrument was subjected to validity and reliability testing where results indicate that it is highly valid and acceptable.

Data Analysis

The mean was used to determine the state-of-the-art of Colegio de Sta. Ana de Victorias when assessed as a whole and in terms of the following areas: Philosophy and Objectives, Faculty, Instruction, Library, Laboratory, Physical Plant and Facilities, Students Support and Services, Social Orientation and Community Involvement, and Organization and Administration

V. RESULTS AND DISCUSSION

TABLE 1. State-of-the-Art of Colegio de Sta. Ana de Victorias as Assessed by Administrators, Faculty, Alumni, Students, and Parents in the Nine Areas

Area	Administrators		Faculty		Alumni		Students		Parents	
	M	Intpn	M	Intpn	M	Intpn	M	Intpn	M	Intpn
Philosophy & Objectives	4.09	High	4.02	High	4.60	Very High	4.37	Very High	4.30	Very High
Faculty	3.94	High	3.64	High	4.25	Very High	4.07	High	4.18	High
Instruction	4.14	High	3.98	High	4.28	Very High	4.25	Very High	4.30	Very High
Library	4.00	High	3.73	High	4.41	Very High	4.21	Very High	4.26	Very High
Laboratory	3.74	High	3.49	High	4.38	Very High	4.10	High	4.16	High
Physical Plant & Facilities	3.96	High	3.92	High	4.40	Very High	4.14	High	4.25	Very High
Student Support & Services	3.70	High	3.63	High	4.28	Very High	4.10	High	4.46	Very High
Social Orientation & Community Involvement	4.11	High	4.00	High	4.50	Very High	4.27	Very High	4.41	Very High
Organization and Administration	3.64	High	3.58	High	4.35	Very High	4.14	High	4.31	Very High
GRAND MEAN	3.92	High	3.77	High	4.38	Very High	4.18	High	4.29	Very High

Table 1 shows the administrators rated the nine areas with a grand mean score of 3.92 interpreted as High Extent. The whole area was rated by the faculty a grand mean score of 3.77 with a verbal interpretation of High Extent. The alumni gave the whole area a grand mean score of 4.38 verbally interpreted as Very High Extent. The whole area was rated a grand mean of 4.18 by the students which is verbally interpreted as Very High Extent. The parents rated the whole area a grand mean of 4.29

interpreted as Very High Extent.

TABLE 2. Mean Scores of Administrators, Faculty, Alumni, Students, and Parents in the Area of Philosophy and Objectives

Respondents	Mean	SD	Verbal Interpretation
Administrators	4.09	.78	High Extent
Faculty	4.02	.78	High Extent
Alumni	4.60	.61	Very High Extent
Students	4.37	.76	Very High Extent
Parents	4.30	.78	Very High Extent
Grand Mean	4.27	.74	Very High Extent

Table 2 reflects the mean score in the area of Philosophy and Objectives a grand mean score of 4.27 interpreted as Very High Extent. The alumni rated a mean score of 4.60, with verbal interpretation as Very High Extent. This shows that alumni as one of the stakeholders and participates in the revision of the Philosophy and Objectives of the institution believes in the Vision, Mission and Objectives of the school. Faculty with a mean score of 4.02 verbally interpreted as High Extent, is the lowest rating among the five respondents.

TABLE 3. Mean Scores of Administrators, Faculty, Alumni, Students, and Parents in the Area of Faculty

Respondents	Mean	SD	Verbal Interpretation
Administrators	3.94	.94	High Extent
Faculty	3.64	.93	High Extent
Alumni	4.25	.72	Very High Extent
Students	4.07	.90	High Extent
Parents	4.18	.82	High Extent
Grand Mean	4.01	.86	High Extent

Table 3 shows that in the area of Faculty a grand mean score is 4.01 interpreted as High Extent. Furthermore, the alumni rated the area of Faculty a mean score of 4.25 interpreted as Very High Extent. The very high rating given by the alumni in the area of Faculty, reflected the confidence and trust on the faculty.

TABLE 4. Mean Scores of Administrators, Faculty, Alumni, Students, and Parents in the Area of Instruction

Respondents	Mean	SD	Verbal Interpretation
Administrators	4.14	.94	High Extent
Faculty	3.98	.93	High Extent
Alumni	4.28	.72	Very High Extent
Students	4.25	.90	Very High Extent
Parents	4.30	.82	Very High Extent
Grand Mean	4.19	.86	High Extent

As reflected in Table 4, a grand mean score of 4.19 was obtained in the area of Instruction interpreted as High Extent. The parents gave a mean score of 4.30, in the area of Instruction with a verbal interpretation of Very High Extent. The very high rating of parents on the area of instruction could mean that they are supportive of the instructional delivery system of CSAV.

Table 5 reflects the Library area with a grand mean of 4.12 interpreted as High Extent. The alumni rated the area of Library a mean score of 4.41 interpreted as Very High Extent. Faculty gave Library a mean score of 3.73 interpreted as High Extent, although the lowest among the five areas. On the other hand, Alumni rated a mean score of 4.41 in the area of Library. It showed that the alumni benefited the Library services.

TABLE 5. Mean Scores of Administrators, Faculty, Alumni, Students, and Parents in the Area of Library

Respondents	Mean	SD	Verbal Interpretation
Administrators	4.00	.81	High Extent
Faculty	3.73	.90	High Extent
Alumni	4.41	.63	Very High Extent
Students	4.21	.65	Very High Extent
Parents	4.26	.83	Very High Extent
Grand Mean	4.12	.84	High Extent

TABLE 6. Mean Scores of Administrators, Faculty, Alumni, Students, and Parents in the Area of Laboratory

Respondents	Mean	SD	Verbal Interpretation
Administrators	3.74	.82	High Extent
Faculty	3.49	1.01	High Extent
Alumni	4.38	.70	Very High Extent
Students	4.10	.90	High Extent
Parents	4.16	.79	High Extent
Grand Mean	3.97	0.84	High Extent

Table 6 reveals that the area of Laboratory obtained a grand mean score of 3.97 with a verbal interpretation of High Extent. The obtained mean score in the area of Laboratory, as assessed by the alumni is 4.38 interpreted as Very High Extent, which means they are satisfied as far as laboratory facilities are concerned. However, the faculty gave the area of Laboratory a mean score of 3.49 interpreted as High Extent. This may mean that the area of laboratory requires further attention. Identification of the needs should be done by the institution to provide basis for evaluating the actions that will be taken.

TABLE 7. Mean Scores of Administrators, Faculty, Alumni, Students, and Parents in the Area of Physical Plant and Facilities

Respondents	Mean	SD	Verbal Interpretation
Administrators	3.96	.85	High Extent
Faculty	3.92	.90	High Extent
Alumni	4.40	.61	Very High Extent
Students	4.14	1.24	High Extent
Parents	4.25	.79	Very High Extent
Grand Mean	4.13	.88	High Extent

Table 7 reflects the area of Physical Plant and Facilities. The obtained grand mean score is 4.13 interpreted as High Extent. Furthermore, the alumni rated the area of Physical Plant and Facilities a mean score of 4.40, interpreted as Very High Extent. This means that the alumni appreciated the function on the CSAV's Physical Plant and Facilities. On the other hand, the obtained mean score assessed by the faculty on the Physical Plant and Facilities is 3.92 which is interpreted as High Extent.

TABLE 8. Mean Scores of Administrators, Faculty, Alumni, Students, and Parents in the Area of Student Support and Services

Respondents	Mean	SD	Verbal Interpretation
Administrators	3.70	.91	High Extent
Faculty	3.63	.92	High Extent
Alumni	4.28	.68	Very High Extent
Students	4.10	.88	High Extent
Parents	4.46	.73	Very High Extent
Grand Mean	4.03	.82	High Extent

Table 8 shows that Students Support and Services obtained a grand mean score of 4.03 verbally interpreted as High Extent as assessed by the five respondents. On the other hand, the

parents rated this area a mean score of 4.46, which is interpreted as Very High Extent. The parents believed that the institution provided varied and meaningful activities, opportunities, and programs for students.

TABLE 9. Mean Scores of Administrators, Faculty, Alumni, Students, and Parents in the Area of Social Orientation and Community Involvement

Respondents	Mean	SD	Verbal Interpretation
Administrators	4.11	.78	High Extent
Faculty	4.00	.74	High Extent
Alumni	4.50	.62	Very High Extent
Students	4.27	.81	Very High Extent
Parents	4.41	.68	Very High Extent
Grand Mean	4.25	.73	Very High Extent

Table 9 reflects the grand mean score obtained in the area of Social Orientation and Community Involvement which is 4.25 interpreted as Very High Extent. The mean score of 4.50 with verbal interpretation of Very High Extent was rated by the alumni. It may be interpreted that the school provides varied and meaningful activities and programs to enhance students' growth and development.

TABLE 10. Mean Scores of Administrators, Faculty, Alumni, Students, and Parents in the Area of Organization and Administration

Respondents	Mean	SD	Verbal Interpretation
Administrators	3.64	.92	High Extent
Faculty	3.58	.98	High Extent
Alumni	4.35	.66	Very High Extent
Students	4.14	.85	Very High Extent
Parents	4.31	.73	Very High Extent
Grand Mean	4.00	.83	High Extent

Table 10 reveals the last area, which is Organization and Administration. The obtained grand mean score is 4.00. It is verbally interpreted as High Extent. Furthermore, the mean score of 4.35 as assessed by the alumni is interpreted as Very High Extent. The rating given by the alumni implies that administration has organized and provided a climate that develop collegiality among the members of the academic community. The faculty scored 3.58 with a verbal interpretation of High Extent.

On the State-of-the-Art of Colegio de Sta. Ana de Victorias when Taken as a Whole

TABLE 11 State of the Art Colegio de Sta. Ana de Victorias Assessed as a Whole in the Nine Areas

Area	Mean	SD	Verbal Interpretation
Philosophy and Objectives	4.27	.74	Very High Extent
Faculty	4.01	.86	High Extent
Instruction	4.19	.86	High Extent
Library	4.12	.84	High Extent
Laboratory	3.97	.84	High Extent
Physical Plant and Facilities	4.13	.88	High Extent
Student Support and Services	4.03	.82	High Extent
Social Orientation and Community Involvement	4.25	.73	Very High Extent
Organization and Administration	4.00	.83	High Extent
Grand Mean	4.10	.82	High Extent

Table 11 reflects a grand mean of 4.10 interpreted as High

Extent. The mean score of 4.27 interpreted as Very High Extent in the area of Philosophy and Objectives shows that the Philosophy and objectives of CSAV is clearly stated and adapted to the educational needs of the local, regional and national community.

The same table reveals that the area of Laboratory has the lowest rating among the nine areas. It is possible that the respondents feel that identification of the laboratory needs should be done by the institution to provide basis for evaluating the actions that will be taken.

The ratings of the respondents in the nine areas range from 3.97 to 4.27. The State-of-the-Art of Colegio de Sta. Ana de Victorias assessed as a whole in the nine areas can be ranked as follows: Philosophy and Objectives (4.27), Social Orientation and Community Involvement (4.25), Instruction (4.19), Physical Plant and Facilities (4.13), Library (4.12), Students Support and Services (4.03), Faculty (4.01), Organization and Administration (4.00), Laboratory (3.97).

VI. SUMMARY OF FINDINGS

The main purpose of the study is to determine the State-of-the-Art of Colegio de Sta. Ana de Victorias, as assessed by its constituents.

On the areas of Philosophy and Objectives, the Alumni gave the highest rating while the lowest rating was from the Faculty. The area of Faculty was rated the highest by the Alumni but given the lowest by the faculty themselves. The Parents rated the highest in the area of Instruction but got the lowest from the Faculty.

Furthermore, in the area of Library, the highest rating was from the Alumni and the lowest from Faculty. The area of Laboratory was rated the highest by the alumni and the lowest by the administrators. However, with regards to Physical Plants and Facilities, the highest rating was from the Alumni and the lowest was from the Faculty. On the Students Support and Services, the Parents rated this area the highest but the Faculty rated this the lowest. The Alumni rated the highest in the area of Social Orientation and Community Involvement, while the faculty rated it the lowest. Lastly on the Organization and Administration, the Alumni rated this area the highest but the Administrators rated it the lowest.

The other purpose of the study is to determine the State-of-the-Art of CSAV when assessed as a whole in the following areas: Philosophy and Objectives, Faculty, Instruction, Library, Laboratory, Physical Plant and Facilities, Students Support and Services, Social Orientation and Community Involvement, and Organization and Administration.

The five constituents of Colegio de Sta. Ana de Victorias rated the area of Philosophy and Objectives the highest. The second highest area is the Social Orientation and Community Involvement. This is followed with the Instruction, Physical Plant and Facilities, Library, and the Students Support and Services.

Furthermore, the three lowest areas are Faculty, Organization and Administration, and Laboratory.

VII. CONCLUSIONS

In the light of the findings, this study concludes that the management of CSAV has fully understood and implemented the purpose for which the school was founded. Moreover, the institution is sincere to its Vision, Mission and Objectives (VMO) and the mantra of “Bringing Quality Education Closer” to the marginalized sector of the community. CSAV is socially-oriented and gave priority to the needs of its constituents and community. Consequently, the standard of the school is over and above the minimum requirement of CHED per Memorandum Order regarding school requirements on Policies, Standards and Guideline (PSG).

VIII. RECOMMENDATIONS

Based on the findings and conclusions, the following set of actions may be taken: laboratory may be further evaluated and improved; evaluation tools which have just been formulated must be conducted regularly in order to determine the level of satisfaction of the clientele and to provide baseline data for the school; the school may focus on the needs of the academic community; in spite of the construction of the new building, the function, specifically the rooms should be kept in good condition and functional with better ventilation to satisfy the users; management may include the directing and motivating particularly the faculty towards community services, providing them opportunities for direct exposures to the community through actual involvement in rendering services. Extensive information campaign in the community outreach projects should be done at the beginning of the Academic Year. Linkages with agencies aiding the outreach programs of the school may be strengthened. Periodic evaluation and proper monitoring of community activities may be conducted.

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