

Institutional Assessment of Instruction at Capiz State University

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Abstract- This study was conducted in order to make an assessment of the instructions at the different campuses of Capiz State University (CapSU), Capiz, Philippines. Specifically, it aimed to determine the background characteristics of respondents in terms of CapSU campus and classification and to assess the Instruction at CapSU in terms of (a) Curriculum and Program Studies; (b) Instructional Process, Methodologies and Learning Opportunities; and (c) Classroom Management and overall. Respondents of the study included the five-hundred nineteen respondents from the ten CapSU campuses. They included the administrators, faculty members, students, alumni and community members where the campuses were situated. Data gathering instrument used was a questionnaire and analysis of data employed the use of both descriptive and inferential statistical tools with the help of the SPSS Program for Windows version 15.0. Level of significance was set at 0.05.

Overall instructions at Capiz State University was excellent. Instructions in terms of curriculum and program studies, instructional process, methodologies and learning opportunities and classroom management were all excellent.

The different campuses of Capiz State University have excellent instruction in such a way that curriculum reflects national and regional goals and institutional vision and mission and that teaching strategies stimulate the development of the students' critical and analytical thinking and independent learning while strict adherence to attendance policies are enforced.

Index Terms- institutional assessment, instruction, Capiz State University

sustainable development (World Data on Education,6th Edition, 2006).

The most reputable programs are described in terms of their vision, purposes, and goals, and the degree to which they are internally and externally coherent (Jackson and Kelley, 2002 as cited by Davis et.al., 2005). A well-defined and coherent program is one that links goals, learning activities, and candidate assessments around a set of shared values, beliefs, and knowledge about effective administrative practice (Knapp et al., 2003 as cited by Davis et.al., 2005).). Highly coherent programs offer a logical, often sequential array of coursework, learning activities, and program structures that links theory and practice and are framed around the principles of adult learning theory. The learning activities provide a scaffold on which new self-directed knowledge is constructed, foster deep self-reflection, link past experiences with newly acquired knowledge, are problem- rather than subject-centered, and offer multiple venues for applying new knowledge in practical settings (Granott, 2008; Lave, 2001 as cited by Davis et.al., 2005). In addition, the knowledge base upon which the program is grounded, as well as instructional strategies, are closely aligned with professional standards (Davis et.al. 2005).

In a university such as Capiz State University, instruction is one its major functions. With this, this study might be timely to determine the background characteristics of respondents in terms of CapSU campus and classification and to assess the instruction at CapSU in terms of (a) Curriculum and Program Studies; (b) Instructional Process, Methodologies and Learning Opportunities; and (c) Classroom Management.

I. INTRODUCTION

The purpose of institutional assessment is to set out a process for the assessment of overall institutional effectiveness in key areas including teaching, research, student support services, aspects of institutional mission, and particular institutional goals. A more specific purpose of the assessment of institutional effectiveness is to foster the integration of strategic planning and assessment at the institutional and unit levels. The plan outlines efforts at the institutional level and provides guidelines for operational units of the institution to develop assessment plans as part of their respective strategic plans.

The higher education system in the Philippines is a key player in the educational and integral formation of professionally competent, service-oriented, principled and productive citizens. It has a tri-fold function of teaching, research and extension services. Through these, it becomes a prime mover to the nation's socio-economic growth and

II. RESEARCH ELABORATIONS

This study was conducted in all 10 campuses of Capiz State University during the first semester of Academic Year 2010 – 2011 to all campus administrators of the 10 CapSU campuses, faculty members, students, alumni and community members where the campuses were situated. Data gathering instrument was a questionnaire divided into two parts. The first part gathered data about the campus and the classification of the respondent. The second part assessed the instruction at Capiz State University. Part A assessed Curriculum and Program Studies. Part B assessed Instructional Processes, Methodologies and Learning Opportunities. Part C assessed Classroom Management. The questionnaire was answerable by a five point Likert Scale depending on the degree with which the respondents agreed or disagreed with the statements. The questionnaires were distributed to the identified respondents who were given ample time to answer it completely. The questionnaires were

then retrieved, scored, tabulated and processed for analysis. Data and statistical tools used were frequency counts and percentage. was encoded on the SPSS Program for Windows, version 15.0

III. RESULTS OR FINDINGS

Table 1. Distribution of respondents according to CapSU campus

Campus	f	%
Tapaz	32	6.17
Mambusao Poblacion	43	8.29
Mambusao Burias	52	10.02
Roxas City	99	19.08
Dayao	47	9.06
Sigma	51	9.83
Pontevedra	85	16.38
Dumarao	37	7.13
Sapian	34	6.55
Pilar	39	7.51
Total	519	100.00

This study included 519 respondents. The most number of respondents (19.08%) come from CapSU Roxas City Campus while the lowest number of respondents are from Tapaz Campus (6.17%).

Table 2. Distribution of respondents according to classification

Classification	f	%
Administrator	10	1.93
Faculty	136	26.20
Student	179	34.49
Alumni	100	19.27
Community Member	94	18.11
Total	519	100.00

When grouped according to classification, more than one third (34.49%) were students while more than one fourth (26.20%) were faculty members of the different campuses of Capiz State University. Moreover, the alumni made up almost one fifth (19.27%) of the sample while community members of municipalities where the campuses were located made up 18.11% of the sample. Furthermore, all the administrators of the 10 campuses were respondents of the study, making up 1.93% of the sample.

Table 3. Assessment of instruction in terms of curriculum and program studies

Items	Mean	Interpretation
1. The curriculum/program of study meets the requirements and standards of CHED, PRC, TESDA, Professional Organizations or Societies and other related agencies.	4.42	Excellent
2. The curriculum reflects national and regional goals and institutional vision and mission.	4.46	Excellent
3. The curriculum provinces for the development of the following professional competencies:		
a) Acquisition of knowledge of theories based on the field of specialization.	4.31	Excellent
b) Learning the conceptual application of the theories to real problems in the field.	4.22	Excellent
c) Demonstrating the skills to carry out the application or strategy in actual work setting.	4.27	Excellent
4. The courses are logically sequenced and prerequisite courses are identified.	4.42	Excellent
5. The curricular content responds to the needs of the country and recent developments in the profession.	4.27	Excellent

6. The curricular content reflects the depth and breadth of the professional and technical preparation required of its graduates.	4.26	Excellent
7. The curium integrates values, reflective of national customs, culture and tradition in cases where applicable.	4.37	Excellent
8. The curriculum provides for opportunities for participation in activities, such as immersion/practical training.	4.42	Excellent
9. The following activities are undertaken to ensure quality in the planning, design, monitory and review of the curriculum.		
a) periodic review, assessment and updating of the curriculum	4.27	Excellent
b) Participation in the development and revision of the curriculum of at least the faculty and/or students and alumni.	4.22	Excellent
c) participation in the review and approval of curricular programs of the academic council and/or administrative board, BOR/BOT	4.41	Excellent
Mean	4.33	Excellent

Assessment of instruction in terms of curriculum and program studies were all excellent.

Table 4. Assessment of instruction in terms of instructional process, methodologies and learning opportunities

Items	Mean	Interpretation
1. There is an updated syllabus for each subject duly approved by the Dean or official concerned.	4.39	Excellent
2. The syllabus is comprehensive and appropriate contents for the course are included.	4.40	Excellent
3. The syllabus allows flexibility to accommodate revisions and adjustments while the course progresses.	4.31	Excellent
4. The syllabus includes a list of suggested readings and references of recent edition.	4.31	Excellent
5. The faculty provides a copy of the syllabus to each student and discusses this at the beginning of the course.	4.19	Very Good
6. Classroom instruction is enriched through the following strategies:		
a) symposia, seminars, workshops, professional lectures	4.25	Excellent
b) field trips/learning visits/ other co-curricular activities	4.28	Excellent
c) peer teaching/cooperative learning	4.23	Excellent
d) computer-assisted instructions and computer-assisted learning	4.15	Very Good
7. Course requirements contribute to quality and independent study.	4.22	Excellent
8. Teaching strategies stimulate the development of the students' critical and analytical thinking and independent learning.	4.32	Excellent
9. Instructional strategies provide for student's individual needs and multiple intelligence.	4.27	Excellent
10. Varied, multi-sensory materials and computer programs are utilized for instruction	4.15	Very Good
11. Instructional materials are reviewed and recommended by an instructional materials committee.	4.21	Excellent
12. Faculty members are encouraged to produce their own instructional materials such as modules, software, visual aids, manuals and textbooks.	4.26	Excellent
13. The academic unit maintains consortia and linkages with other learning institutions for academic exchange of instructional materials.	4.24	Excellent
14. The prescribed textbook and other reference materials are of recent edition and reflect recent trends, issues and content related to the subject/course	4.20	Very Good
Mean	4.26	Excellent

Assessment of instruction in terms of instructional process, methodologies and learning opportunities were all excellent except on providing a copy of the syllabus by the faculty to each student and discussing the syllabus content at the beginning of the course, enriching of classroom instruction through the computer-assisted instructions and computer-assisted learning, utilization of varied or

multi-sensory materials and computer programs for instruction and prescribing of textbook and other reference materials that are of recent edition which reflect recent trends, issues and content related to the subject/course which were rated as very good, respectively.

Table 5. Assessment of instruction in terms of classroom management

Items	Mean	Interpretation
1. Records of students daily attendance are filed and used for monitoring and guidance/counseling purposes	4.29	Excellent
2. The policy on student's attendance in classroom and on other instructional activities is enforced	4.33	Excellent
3. Classroom discipline is maintained in consonance with democratic practices.	4.29	Excellent
4. Class officers and assigned students assist in maintaining cleanliness of classroom, laboratories and corridors.	4.21	Excellent
5. Administrative Support for Effective Instruction	4.24	Excellent
6. The institution implements rules on the attendance of the faculty in their respective classes.	4.34	Excellent
7. The institution has provisions for substitution or special arrangements whenever a teacher is on leave or absent.	4.22	Excellent
8. There is a periodic faculty performance evaluation in accordance with existing institutional policies.	4.25	Excellent
9. Dialogues involving the administration, faculty and students are encouraged.	4.23	Excellent
10. There is a system of awards and recognition for outstanding achievement of the faculty.	4.13	Very Good
11. Supervision/monitoring system is designed to ensure sufficient class preparation by the faculty.	4.23	Excellent
Mean	4.25	Excellent

Assessment of instruction in terms of classroom management was all excellent except in providing a system of awards and recognition for outstanding achievement of the faculty which was rated as very good.

Table 6. Comparison of assessment of instruction in terms of curriculum and program studies of CapSU among respondents from different CapSU campuses

CapSU Campus	Mean	Interpretation
Tapaz	4.30	Excellent
Mambusao Poblacion	4.38	Excellent
Mambusao Burias	4.38	Excellent
Roxas City	4.39	Excellent
Dayao	4.35	Excellent
Sigma	4.25	Excellent
Pontevedra	4.37	Excellent
Dumarao	4.22	Excellent
Sapian	4.38	Excellent
Pilar	4.16	Very Good
Total	4.33	Excellent

In terms of curriculum and program studies, all CapSU campuses were excellent except Pilar campus which was rated as very good.

Table 7. Comparison of assessment of instruction in terms of instructional processes, methodologies and learning opportunities of CapSU among respondents from different CapSU campuses

CapSU Campus	Mean	Interpretation
Tapaz	3.95	Very Good
Mambusao Poblacion	4.34	Excellent
Mambusao Burias	4.37	Excellent
Roxas City	4.35	Excellent
Dayao	4.30	Excellent
Sigma	4.17	Very Good
Pontevedra	4.30	Excellent
Dumarao	4.20	Very Good
Sapian	4.25	Excellent
Pilar	4.05	Very Good
Total	4.26	Excellent

Instructional processes, methodologies and learning opportunities of CapSU were rated excellent in all campuses except Tapaz, Dumarao and Pilar campuses which were rated as very good, respectively.

Table 8. Comparison of assessment of instruction in terms of classroom management of CapSU among respondents from different CapSU campuses

CapSU Campus	Mean	Interpretation
Tapaz	4.19	Very Good
Mambusao Poblacion	4.30	Excellent
Mambusao Burias	4.32	Excellent
Roxas City	4.34	Excellent
Dayao	4.30	Excellent
Sigma	4.16	Very Good
Pontevedra	4.28	Excellent
Dumarao	4.21	Excellent
Sapian	4.19	Very Good
Pilar	4.04	Very Good
Total	4.25	Excellent

Assessment of instruction in terms of classroom management of CapSU were all rated as excellent except Tapaz, Sigma, Sapian and Pilar Campuses which were all rated as very good, respectively.

Table 9. Comparison of Assessment of Instruction of CapSU among Respondents from Different CapSU Campuses

CapSU Campus	Mean	Interpretation
Tapaz	4.13	Very Good
Mambusao Poblacion	4.31	Excellent
Mambusao Burias	4.38	Excellent
Roxas City	4.37	Excellent
Dayao	4.32	Excellent
Sigma	4.21	Excellent
Pontevedra	4.34	Excellent
Dumarao	4.21	Excellent
Sapian	4.32	Excellent

Pilar	4.1	Very Good
Total	4.29	Excellent

Instructions were excellent in Mambusao Buriyas Campus, Roxas City, Pontevedra, Dayao, Sapián, Mambusao Poblacion, Dumarao and Sigma. However, instructions in the Tapaz and Pilar Campuses was only found to be very good.

IV. CONCLUSIONS

1. Overall instructions at Capiz State University was excellent. Instructions in terms of curriculum and program studies, instructional process, methodologies and learning opportunities and classroom management were all excellent.
2. The different campuses of Capiz State University have excellent instruction in such a way that curriculum reflects national and regional goals and institutional vision and mission and that teaching strategies stimulate the development of the students' critical and analytical thinking

and independent learning while strict adherence to attendance policies are enforced.

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