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The Preparedness of the Radiologic Technology Program of Davao Doctors College for PACUCOA Accreditation: Basis for an Accreditation Development Plan

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ABSTRACT

This study aimed to determine the preparedness of the Radiologic Technology Program of Davao Doctors College for PACUCOA Accreditation. The independent variables were social position and executive leadership of the Davao Doctors College. The dependent variable was the preparedness of the Radiologic Technology Program for PACUCOA accreditation in the following nine areas, namely: Purposes and Objectives, Faculty, Instruction, Library, Laboratories, Physical Plant and Facilities, Student Personnel Services, Social Orientation and Community Involvement, and Organization and Administration. The study employed the descriptive correlational research design There was no significant difference in the ratings of the students and faculty in the following areas: Purposes and Objectives, Instruction, Library, Laboratories, Physical Plant and Facilities, Student Personnel Services, and Social Orientation and Community Involvement. These seven areas were rated very good by both groups of respondents. However, there was a statistically significant difference in the ratings of students and faculty in the areas of Faculty and Organization and Administration. Students' ratings were noticeably higher than those given by the faculty. Nevertheless, these two areas were rated as very good by both groups of respondents. Both students and faculty rated executive leadership as very good. However, they differed in the ratings for social position. The students rated it very good while the faculty rated it only as good. There was a statistically significant relationship, though only to a moderate extent, between the preparedness of the Radiologic Technology Program for PACUCOA accreditation and social position and executive leadership. The implementation of quality assurance at DDC strengthened the preparedness of the RT Program for accreditation based on the criteria set by PACUCOA. The student respondents have a significantly greater appreciation of the provisions for Faculty, Organization and Administration areas Moreover, this preparedness is further strengthened by the position of the College in terms of its local and international consortia mechanisms and support of its alumni and friends, great confidence on the executive leadership, a confirmation of the successful implementation of quality assurance in the school as evidence by the high passing percentage of the in the board examination.

Keywords: Accreditation, Radiologic Technology

INTRODUCTION

Voluntary accreditation is a concept based on self-regulation that focuses on evaluation and the continuing improvement of educational quality. According to Sarmiento (2002), it refers to the process leading to the issuance of a certificate of accreditation by the Federation of Accrediting Associations of the Philippines member-agencies or by the federated national associations of public and private TVET institutions as certifying agencies for TVET schools, attesting that the quality of the institution's educational programs and operations exceed the minimum standards set by the government.

The basic characteristics of accreditation are: its prevailing sense of volunteerism, its strong tradition of self-regulation, its reliance on evaluation techniques, and its primary concern with quality. Accreditation status is granted to an educational institution or program which meets commonly accepted standards of quality or excellence. (FAAP, 1985).

The importance of providing and maintaining a continuous mechanism with a view of raising academic standards, in addition to improving minimum standards, was the rationale for the establishment of accreditation in the Philippines (Arcelo, 2003). This was seen to be of great value to students, parents and other stakeholders of higher education who are assured of the quality of instruction in accredited institutions.

In 1970, the Presidential Commission to Survey Philippine Education (PCSPE) submitted policy recommendations to improve and strengthen higher education. Among the recommendations was to encourage schools to join or organize accrediting agencies and for accrediting agencies to establish a federation. These recommendations were referred to as the Integrated Reorganization Plan (IRP). Presidential Decree No. 1 approved and adopted the IRP. Presidential Decree No. 1 and PD No. 1200 (NEDA Five-Year Plan) both provided that the accreditation program shall be one of the strategies to achieve educational and manpower development goals (PACUCOA, 2005). These became the legal bases of accreditation in the Philippines.

In general, all educational institutions in the Philippines go through one form of accreditation, that is, recognition by the government. Government recognition is, however, inadequate for purposes of identifying and determining educational quality. Thus, private voluntary accreditation provides the opportunity for an educational institution to attain standards above those prescribed as minimum requirements by the government.

The Commission on Higher Education (CHED) recognizes the efforts of schools, colleges and universities who submit themselves to voluntary accreditation through accrediting agencies like the Philippine Association of Colleges and Universities

– Commission on Accreditation (PACUCOA), Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU), Association of Christian Schools, Colleges and Universities – Accrediting Agency (ACSCU-AA), and the Accrediting Association of Chartered Colleges and Universities in the Philippines (AACCUP), all of which are under the umbrella of the Federation of Accrediting Agencies of the Philippines (FAAP). As a matter of fact, the CHED encourages the use of voluntary, non-governmental accreditation systems in aid of the exercise of its regulatory functions (CHED, 1995). The CHED promotes a policy environment which supports the non-governmental nature and voluntary character of accreditation and protects the integrity of the accreditation process.

To this effect, the Commission on Higher Education issued CHED Order No. 31 s. 1995 titled Policies on Voluntary Accreditation in Aid of Quality and Excellence in Higher Education. The order stipulates that "it is the declared policy of the State to encourage and assist through the Commission on Higher Education (CHED), Higher Education Institutions (HEIs) which desire to attain standards of quality over and above the minimum required by the state".

Accreditation specifically evaluates nine areas in a school namely: purposes and objectives, faculty, instruction, library, laboratories, physical plant and facilities, student personnel services, social orientation, and community development, and organization and administration. A school that hurdles the rigid requirements of voluntary accreditation is recognized to have high quality standards. Though considered a feat, the real challenge actually lies in sustaining these standards of excellence that a school has imposed upon itself.

Radiologic Technology is a relatively young profession, having been formally given professional status only in 1992 by virtue of Republic Act No. 7431 known as the "Radiologic Act of 1992". There are 54 schools presently offering the program, either as a baccalaureate or associate degree, none of which offer accredited programs in Radiologic Technology.

Four years ago, Davao Doctors College expressed interest to have its Radiologic Technology Program accredited. Unfortunately, none of the accrediting agencies had an accreditation instrument for Radiologic Technology by then. This started the ball rolling for the development of an accreditation instrument for Radiologic Technology. Today, PAASCU and PACUCOA already have such instruments ready for testing. Nevertheless, no Radiologic Technology Program has yet been accredited at this time.

Inspired by its consistently outstanding performance in the national licensure examinations since the program opened in 1994 with yearly recognition from the Professional Regulation Commission (PRC) as Top-Performing School of Radiologic Technology in the Philippines since 1998, Davao Doctors College took it upon itself to

express its intent to undergo voluntary accreditation under PACUCOA.

The endeavor got strong support and encouragement from the officers of the Association of Deans and Educators of Philippine Schools and Colleges Radiologic Technology (ADEPSCRT) and the Philippine Association of Radiologic Technologists (PART) who have visited the school. After four years of waiting, the program is finally gearing up for accreditation.

This study aimed to determine the preparedness of the Radiologic Technology Program of Davao Doctors College for PACUCOA Accreditation. The independent variables were social position and executive leadership of the Davao Doctors College. The dependent variable was the preparedness of the Radiologic Technology Program for PACUCOA accreditation in the following nine areas, namely: Purposes and Objectives, Faculty, Instruction, Library, Laboratories, Physical Plant and Facilities, Student Personnel Services, Social Orientation and Community Involvement, and Organization and Administration.

METHODS

The study employed the descriptive correlational research design. The respondents were 21
clinical interns and four (4) full-time tenured faculty of the Radiologic Technology Department of the College of Allied Health Sciences of Davao Doctors College. The universal sampling technique was employed in the selection of respondents. The questionnaire was the research tool used in the collection of data.

The data were presented, analyzed, and interpreted using the following statistical measures: weighted mean, independent t-test and Pearson Moment-Correlation Coefficient. Weighted Mean was used to measure the level of preparedness of the Radiologic Technology Program of Davao Doctors College for PACUCOA Accreditation in the nine (9) areas. Independent sample t-test was employed to evaluate the significant difference in the ratings of the students and faculty on the level of preparedness of the Radiologic Technology Program of Davao Doctors College for accreditation. The Pearson-Moment Correlation Coefficient was used to determine
the relationship between the dependent and independent variables in the study.

RESULTS

The students rated all the nine areas of accreditation as very good with the area on Organization and Administration as the highest and Social Orientation and Community Involvement as the lowest.

TABLE 1. RATINGS ON THE PREPAREDNESS OF THE RADIOLOGIC TECHNOLOGY PROGRAMS FOR PACUCOA ACCREDITATION BY AREA

Area	Grand Mean			
	Students	Faculty	Over-all	
	Mean	Mean	Mean	VD
. Purposes & Objectives	4.10	3.95	4.03	VG
. Faculty	4.06	3.81	3.93	VG
. Instruction	4.03	3.75	3.89	VG
. Library	4.23	3.70	3.96	VG
. Laboratories	4.20	4.21	4.20	VG
. Physical Plant & Facilities	4.12	4.00	4.06	VG
. Student Personnel Services	3.93	3.58	3.76	VG
. Social Orientation & Community Involvement	3.85	3.43	3.64	VG
. Organization & Administration	4.26	3.79	3.97	VG
Grand Mean	**4.09**	**3.79**	**3.93**	**VG**

During the focus group discussion, both the students and the faculty, in separate occasions, claimed that they rated the level of preparedness of the RT Program of Davao Doctors College for PACUCOA accreditation, generally with very good ratings because they were fully aware of the continuous efforts of management to attain the best standards for the RT Program. The faculty in particular, reported that through the years, they have been a part in maintaining the high quality standards of the program and have personally felt the shared responsibility of keeping the RT Department at par with, if not the best, among the top RT schools in the country.

The students, on the other hand, expressed confidence that the DDC management has been unselfishly supporting the continual upgrading of the department's facilities and equipment and that their department rightfully deserved the very good rating they were given.

The faculty also rated all nine areas as very good with the area on Laboratories having the highest rating and Social Orientation and Community Involvement having the lowest rating.

Over-all ratings showed that all nine areas were rated very good. The area on Laboratories rated the highest and Social Orientation and Community Involvement the lowest.

There was no significant difference in the ratings of the students and faculty in the following areas: Purposes and Objectives, Instruction, Library, Laboratories, Physical

Plant and Facilities, Student Personnel Services, and Social Orientation and Community Involvement. These seven areas were rated very good by both groups of respondents.

However, there was a statistically significant difference in the ratings of students and faculty in the areas of Faculty and Organization and Administration. Students' ratings were noticeably higher than those given by the faculty. Nevertheless, these two areas were rated as very good by both groups of respondents.

Both students and faculty rated executive leadership as very good. However, they differed in the ratings for social position. The students rated it very good while the faculty rated it only as good.

There was a statistically significant relationship, though only to a moderate extent, between the preparedness of the Radiologic Technology Program for PACUCOA accreditation and social position and executive leadership.

CONCLUSIONS

The implementation of quality assurance at DDC strengthened the preparedness of the RT Program for accreditation based on the criteria set by PACUCOA.

The student respondents have a significantly greater appreciation of the provisions for Faculty, Organization and Administration areas compared to the teacher-respondents. This denotes a higher degree of satisfaction on the management and instruction of the College by the students.

The faculty and students have great confidence on the executive leadership, a confirmation of the successful implementation of quality
assurance in the school as evidenced by the high passing percentage of the students in the board examination.

The executive leadership has shown strong political will to achieve quality education through quality assurance mechanisms such as: compliance to CHED Policies, Standards and Guidelines, accreditation of Nursing, Biology, and Hospitality Management Programs, ISO certification and IQuAME which strengthened the readiness of the RT Program for PACUCOA accreditation. Moreover, this preparedness is further strengthened by the position of the College in terms of its local and international consortia mechanisms and support of its alumni and friends.

Based on the significant findings and conclusions of this study, the following recommendations are offered for consideration:

The proposed Accreditation Development Plan should be approved and implemented by the Davao Doctors College to reinforce

and sustain the strong areas of accreditation and improve on the relatively weak areas such as Social Orientation and Community Involvement and Social Position. A research study can be proposed on the effect of Total Quality Management on Job Satisfaction of the Employees of Davao Doctors College.

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