

UNIVERSITY STATUS ASSESSMENT: A BASELINE STUDY

Tarhata S. Guiamalon^{1*}, Susa A. Elias², Arbaya H. Boquia³

¹Assoc. Prof. Dr., Cotabato State University, PHILIPPINES, tarhata_guiamalon@ccspc.edu.ph

²Assoc. Prof. Engr. Cotabato State University, PHILIPPINES, planning@ccspc.edu.ph

³Assoc. Prof. Dr., Cotabato State University, PHILIPPINES, arbaya_boquia@cotsu.edu.ph

*Corresponding author

Abstract

The investment in higher education is notable as a means of developing human capital. As newly converted university, providing great services and offering programs that are relevant to societal needs is expected. It is deemed necessary to conduct a status assessment of the current condition of the university in order to determine where it can improve instruction and physical plant development. The study aims to provide information about the following: (a) curricular offerings of the university; (b) demographic profiles of the student population, faculty education qualifications, non-teaching employees, and teaching and non-teaching employees; and (c) physical facility and location characteristics. The data collection methods used involved largely a documentary review. These documents were system generated data of students, data of Faculty from the Human Resource Management Office (HRMO) and from Planning office and inventories. Data were analyzed using frequency and percentage. It was concluded that Resources, like physical, human, financial and others, are essential for the success of any school system. Provisions of material resources such as school buildings and facilities for staff and students can attain the best performance in the teaching and learning process.

Keywords: Curricular Offerings, Physical Facilities, Educational Qualification, Demographic Profile

1 INTRODUCTION

Cotabato State University formerly Cotabato City State Polytechnic College is a state-owned University located in Cotabato City, Philippines. In April 2021, the Republic Act 11013 amended Republic act 10585, an act converting Cotabato City State Polytechnic College into Cotabato State University is fully implemented. CSU is 25.015 kilometers to Polloc Port; 12.626 kilometers to Timaku Port; 7.620 kilometers to Awang Airport; and 2 kilometers to North bound bus terminal. It has a land area of eight (8 hectares) specifically located at Rosary Heights IV, Sinsuat Avenue, Cotabato City.

It is a world class development hub for sustainable, inclusive, and transformative peace and development in Southern Philippines. It is mandated to produce science and technology professionals; and peace development advocates; promote and undertake research and extension; generate resource; and provide progressive leadership in the fields of specialization.

The university offers various programs accredited by the Commission on Higher Education (CHED) and Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP) and to date, CSU has successfully produced thousands of graduates who have become leaders, professionals, businessmen and experts who served as assets not only in the local but also in the national and global community. Universities, being the highest level of academic institutions, are committed to the professional and

intellectual development of mankind and society, and are thus encouraged to focus on research, teaching, and public service or consulting in order to create employment. Employment is an important aspect of any country's economic, social, and environmental growth process (Kessy, 2020). According to recent findings, higher education is both a determinant and an outcome of income, and it can bring both public and private benefits. Higher education is a noteworthy kind of human capital development investment. In fact, it can be viewed as a high-level or specialized form of human capital, with a major contribution to economic development. It is properly referred to as the "development engine of the new world economy" (Özcoy, 2008).

Thru the guidance and supervision of the Commission on Higher Education (CHED), the University began to courageously face more challenging responsibilities particularly on meeting and sustaining the standards of a university and embrace new challenges as well as new opportunities in terms of its four-fold functions, the instruction, research, extension and production. It is expected that the University ensure and provides great services and offers programs that is relevant to the needs of the society. The educational institution is where students' knowledge, abilities, and attitudes are refined and cultivated. Hence, it is necessary that the school quickly copes with and adapts to a constantly changing environment (Hughes, 2014). As newly converted university, it is deemed necessary to undertake study on identifying the strength and weaknesses of the services.

1.1 Statement of the Problem

The study aims to provide information about the Cotabato State University profiles in terms of the following: (a) curricular offerings of the university; (b) demographic profiles of the student population, faculty education qualifications, non-teaching employees, and teaching and non-teaching employees; and (c) physical facility and location characteristics.

1.2 Statement of the Problem

To cope up with the demand of the society, higher education institution ought to embrace the challenges and adopts rapid changes. It's important to remember that the ultimate goal of any university is to produce graduates who are able to meet the needs of industries and other agencies of the government. The essential criteria and educational demands of universities should also be considered in order to achieve this goal. This study may help the university in enhancing its processes and services to its clientele. There is no wrong in a society that promotes education for its citizens because education is a vital component of a successful society. The results of the study will be the bases in formulating action plan on the services improvement.

2 LITERATURE REVIEW

Higher education institutions' service quality has become a requirement for survival in the higher education market. The following changes need to be made to the higher education system first: improving the quality of higher education by investing in the education of research-teaching staff and training administrative staff to provide quality support to the university's academic and administrative activities, revisiting and revising curricula, improving communication with representatives of the regional economy, updating and upgrading university library holdings, encouraging communication with stakeholders, and additional advance training through life - long learning activities and programs (Legcevic, 2014).

Successful university financial management could have a dramatically good impact on area economies and the implementation of comprehensive regional initiatives. Government officials must first comprehend the principles that underpin why universities may be essential agents in regional development. There are also a variety of engagement-supporting mechanisms available, most of which are already in use. But, it's really the strategic coordination of such initiatives within a broader regulatory framework that will have the greatest impact (European Commission, 2011). According to Dooley and Kirk, (2007), the key contributor is the University in economic development and wealth generation. Further, university act as human capital provider and innovation. A university's main objective is to offer a high-quality graduate education. In order to assess quality, it is necessary to look at the appropriateness of graduate education programs and the employee competencies of the graduates after they graduate. This will allow higher education institutions to get feedback and to learn how efficient they are at providing knowledge to students. It will be used to develop and reform curriculum and to gauge the curriculum's appropriateness for enhancing the performance of its graduates in the workplace (Guiamalon, T., 2021).

However, Shaffer, Deller and Marcouiller (2006) opined that there's a need for a university to collaborate with other institutions. For them, the best option collaboration in initiating economic development in the region and industries. In addition, Universities alone, according to Florida et al. (2006), are insufficient to stimulate

regional growth and require collaboration with other institutions. Industry is among the agencies that supports universities' innovation demands. Poor countries can profit from publicly accessible knowledge if they focus on education and empower individuals to seek ideas from people around the world (Romer 2007)

3 METHODOLOGY

Descriptive design was used in this study. The data collection methods used involved largely a documentary review. These documents were system generated data of students, data of Faculty from the Human Resource Management Office (HRMO) and from Planning office and inventories. Data were analyzed using frequency and percentage. The data also was used in the formulation of the University Land Use Development and Infrastructure Plan (LUDIP).

4 METHODOLOGY

4.1 Curricular Offerings

Currently, there is an aggregate of 58-degree programs i.e., three (3) Doctorate programs, 19 Master's, and 35 Baccalaureate. Likewise, the university has been offering one (1) Associate degree program including a Laboratory High School that offers both Junior and High School programs. Moreover, there are at least 13-degree programs were accredited in FY 2016 and another two-degree programs in FY 2017 and 2018. Then in 2019, there were two additional degree programs that were accredited, whereas in FY 2020, at least four additional degree programs were accredited reaching up to 21 overall. Hence, the institution is expected to increase its program offerings to achieve its goal of enhancing and expanding academic programs in a community of learning that promotes academic excellence and innovation. In addition, With firm commitment to achieve its mission of producing science and technology professionals; and peace and development advocates; promote and undertake research and extension; generate resources; and provide progressive leadership in the fields of specialization, Cotabato State University participated in various events in the local, national and international events and conferences.

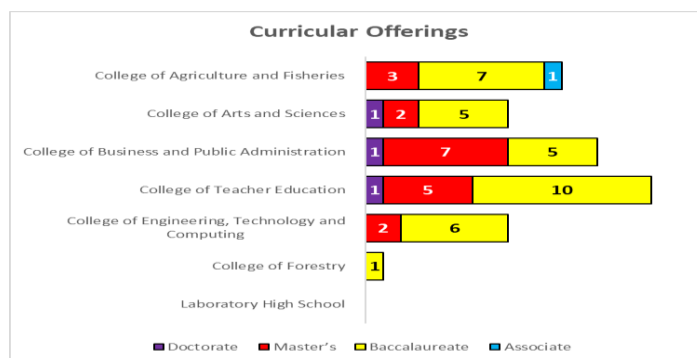
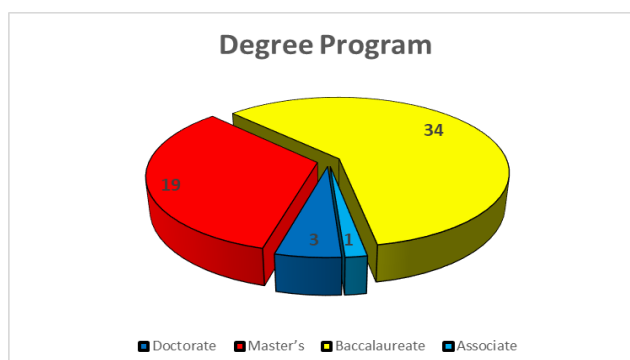


Figure 1. Curricular Offerings of the University



4.2 Students Population

Table 2 presents the summary of students' population of the Cotabato State University for the year 2015-2020. In year 2015 the total population was 10,485; 8,778 in 2016; 7,524 in 2017; 7,409 in 2018; and 6,096 in 2019. As clearly shown in the table, there was an observed decline of students' population cuts across all

courses. Moreover, this reduction was greatly associated with the implementation of the Kto12 transition. However, in year 2020 there was a 14% increase of students' population. Over the period of years, the departments having the greatest number of enrolled students were the College of Business and Public Administration (CBPA); College of Arts and Sciences (CAS); College of Engineering Technology and Computing (CETC); and College of Teacher Education (CTED).

Based on observation, the population of students has shown a dramatic increase based on significant indicators such as the accessibility of the university's location, performance in licensure examination wherein recently, the passing rate has increased and a graduate of this university was among those who topped the Licensure Examination. In addition, this institution has embraced its status of being a university which serves as another motivation for the students of Cotabato City and nearby places to enroll in this institution. Besides, the pandemic has caused students from private institutions to transfer in public state colleges and universities like CSU.

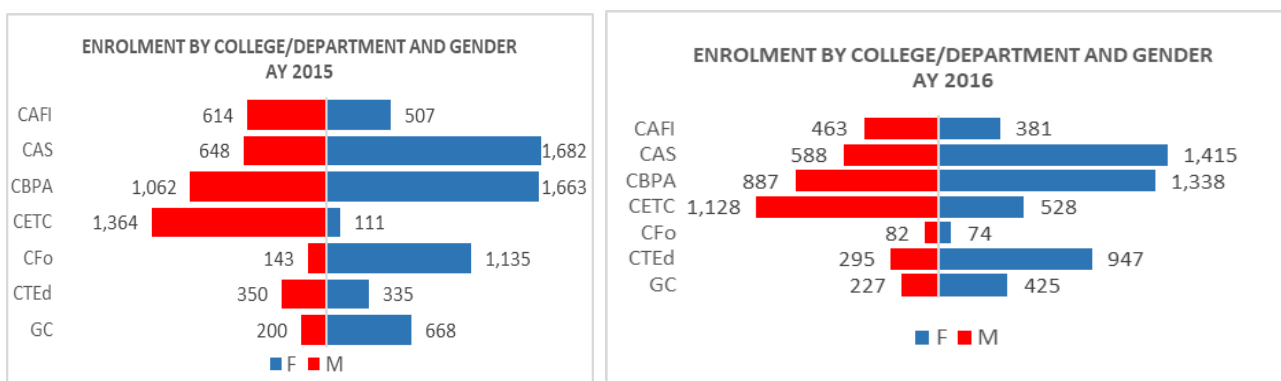


Figure 3. Enrollment by College/Department and Gender AY 2015-2016

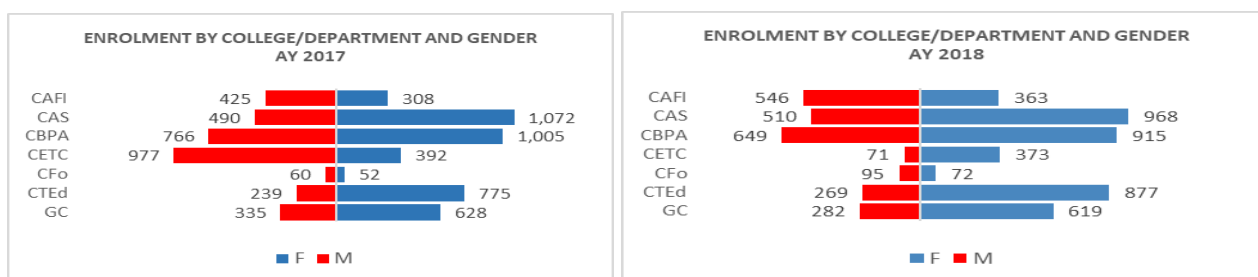


Figure 4. Enrollment by College/Department and Gender AY 2017-2018

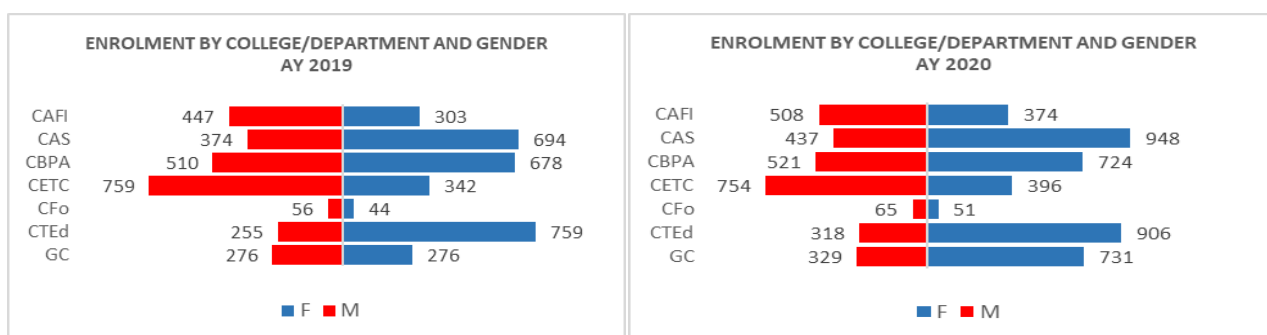


Figure 4. Enrollment by College/Department and Gender AY 2019-2020

4.3 Faculty Educational Qualification

Consistent with the educational goals and objectives of the university, the faculty is responsible for planning and delivering curricula and instruction. In this concept, the university thru the Human Resource Management Office has continuously improved its hiring guidelines and policies in relation to the provisions

of the Civil Service Commission. Qualified and competent faculty members had been hired to ensure quality education. As projected in Figure 5, there is an increasing number of faculty members with doctoral degree. From 21.15% in FY 2016, it went up to 34.25% in FY 2020. The strong support of the administration and motivational skills of immediate supervisors including self-determination have contributed to such kind of increase. Nonetheless, for the faculty with Masters' and baccalaureate degree holders, it shows the opposite direction. Since FY 2017, it shows a fluctuating decrease until FY 2020. This may be due to various factors in view of economic reason, personal and health reasons. Besides, the university thru its faculty development programs had benefited the teaching forces; hence most of them had enhanced their competence and expertise in their respective fields of specialization.

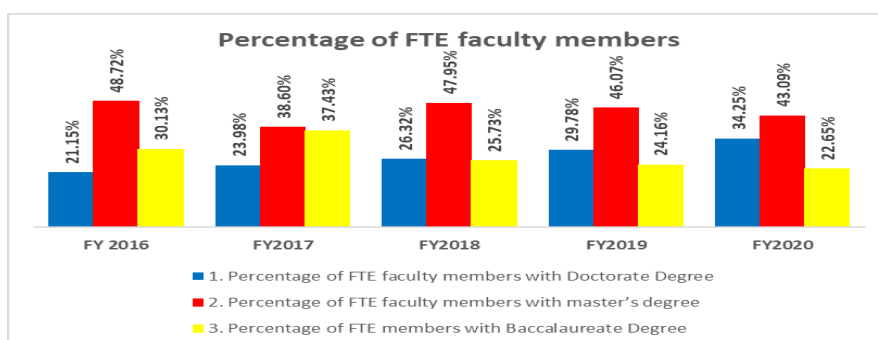


Figure 5. Percentage of FTE Faculty Members

4.4 Non-Teaching Population

Figure 6 illustrates the other employees of the university under the administrative work force. There are 43 males and 28 females or a total of 71 employees stationed in different colleges, offices and units. It is observed that the non-teaching force is dominated by male because the male population has been discovered as more inclined with technical skills and other tasks related hereof. It is interesting to note that with the university's adherence to the provisions of Gender and Development (GAD) programs, the policies of hiring non-teaching personnel is compliant with the mandates of GAD.

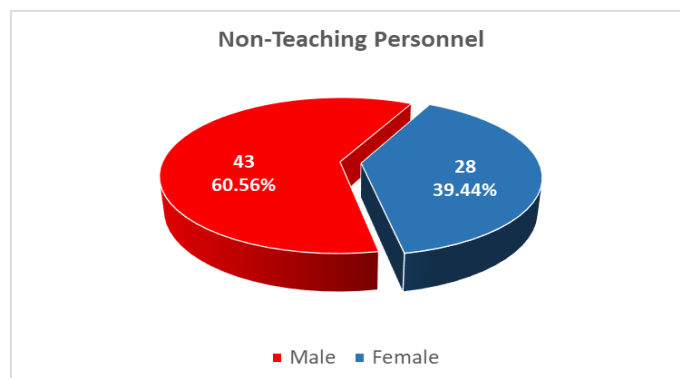


Figure 6. Non-Teaching Population

4.4 Teaching and Non-Teaching Employees

The Figure depicts the human resource of the Cotabato State University for the year 2018-2020. Moreover, it is composed of the teaching and non-teaching employees which are categorized into type of employment status such as permanent and non-permanent. As shown in Figure 7, the total number of employees for the year 2018 is 332. Out of the total employees for this year, 221 are teaching employees while 111 are non-teaching employees; 214 employees are permanent while 118 are non-permanent. In year 2019, almost 10% increase in the total employees is noted. For teaching, there are 236 while 123 for non-teaching. On the other hand, 226 are under permanent employment status and 133 are under non-permanent employment status. For the year 2020, the total number of employees is 374. For this year, 249 are teaching employees while 125 are non-teaching employees; 241 are permanent employee whereas 133 are non-permanent employees.

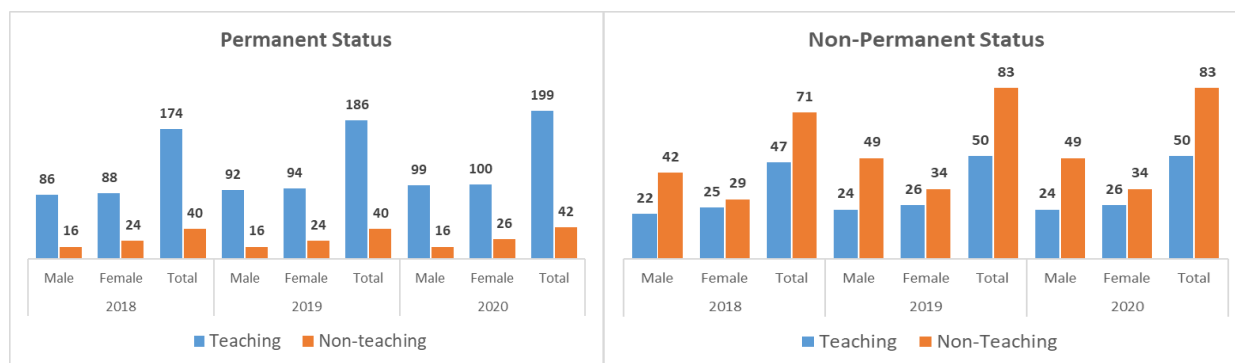


Figure 7. Permanent and Non-Permanent Status

The university has a total number of 75 employees who are under the provision of Job Order or Contract of Service. As indicated in Figure 8, there are 37 males and 38 females who are distributed in various offices and colleges. Aside from the job order utility and administrative staff, there are also faculty members who are employed as job order. They are hired for piece work or intermittent job of short duration not exceeding six months and they are paid monthly. Employees who are in this position are terminated at the end of the Fiscal Year. Those who have shown a satisfactory performance are required to apply for a renewal of contract of service following the Civil Service rules and other government provisions under casual or contractual appointments.

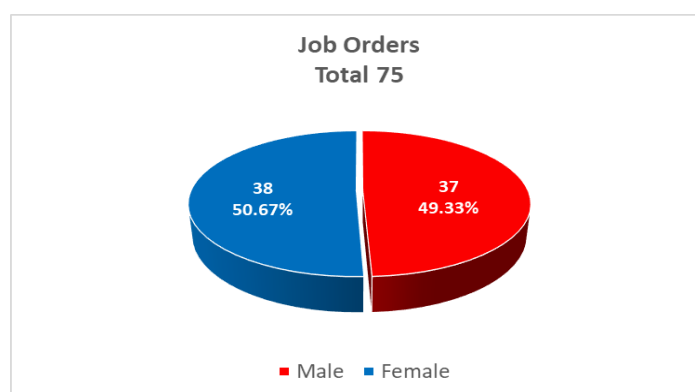


Figure 8. Job Orders

4.4 Physical Plant and Locational Characteristics

The Cotabato State University (CSU) has field laboratories for the agriculture, fisheries, and forestry programs. For the agriculture program, the field laboratory is located in Barangay Rebuken, Sultan Kudarat, Maguindanao, BARMM. This field laboratory was acquired by the university with the total land area of 8 hectares. Moreover, this can be reached using a private and public vehicle transport and it would take approximately 25 minutes from the campus of Cotabato State University, Sinsuat Avenue, Cotabato City. The distance of this field laboratory from the campus is 14 kilometers and it can be accessed through a concrete road from the Cotabato City-Davao City national highway. To Guiamalon & Hariraya (2021), quality education resources are crucial. Physical, human, financial, and other resources are important for a school system to function. Further, Asiabaka (2008) opined that during the learning process, school facilities play both direct and indirect roles.

Table 1. Inventory of Existing Building

Name	Building Area (sqm)	No. of Storey	Status
Administrative Building	500	1	Old

Office of the University President			
Vice President for Admin. and Finance			
Vice President for Academic Affairs			
Internal Control Unit			
Office of the Administrative Officer Chief			
University Secretary			
Accounting Office			
Human Resource Management Office			
Cashier			
Library	288	2	OLd
Gymnasium	1,800	1	Newly Repaired
Office of the Registrar			
Gender and Development Office			
Alumni Office			
Suppl and Property Management Office			
Academic Related Services (ARS)			
Sports Physical Educ. & Extension Dev. Office (SPEED)			
Academic & Research building	600	4	New
Academic Room			
Offices			
Vice President for Research Extension & Production Office			
Extension Services Office			
Research Service Office			
Research and Development Center			
Public Information Office			

ISO/Institutional Quality Assurance Office			
Fitness Room			
Record Office			
Management Information System			
Islamic Center/Mosque	200	2	Old
Academic Room			
Islamic Laboratory			
Other Function			
Prayer Room			
Datu Blah Sinsuat Sr. Bldg	400	1	New
Office of the Director for External and International Linkages			
University Clinic			
CBPA Faculty Office			
CBPA (a,b,c,)	1200	1	
Academic Rooms			
Mini library/Reading area/Student Office			
Faculty Office			
College Of Education (a,b,c,)	550	1	
Academic Rooms			
Office of the dean			
Laboratory			
Office of the dean			
Payakan G. Tilendo BLg	1000	4	old
Academic Rooms			
Laboratory room			
CETC Faculty Office			
General Service Office			

Tourch Office			
Engineering Mini Library			
Graduate School/ILag. High Idg.	240	2	old
Academic Rooms			
Office of Dean			
Faculty Room			
Office of the Graduates School Dean			
Conference Room			
Program Head Office			
Reading Area			
Park Stage	30	1	New
Canteen/College of Educ. Faculty Office	500	1	Newly Required
Laboratory High School	1200	2	
Academic Rooms			
Grandstand 1	800	2	
Academic Rooms			
PE Outdoor Class			
CWTS Office			
Salamindanao			
Grandstand 2	600	2	Old/Newly Required
College of Arts and Sciences (a,b,c,d,)	1,200	1	Repair
Academic Rooms			
Office of Dean			
Mini Library			
College of Forestry (old bldg.)	200	1	Old
Academic Rooms			
Office of the Dean			
New Admin Building	580	3	Ongoing construction
Dilangalen Bldg. (Halal & Sci. Lab.)	350	2	

Academic Rooms			
Science Laboratory			
Halal Food Laboratory			
College of Agriculture Bldg.	1000	1	22
Academic Rooms			
Agri./Forest./Fishery Bdg	1450	5	
Academic Room			
Student Center	300	1	
E- Building	150	2	
Academic Rooms			
Academic Bulding (Cong. Sema)	250	3	
Academic Rooms			
Graduates Academic Building	400	2	
Academic Rooms			

Farm animals are raised in this field laboratory like goat, carabao, cow, and chicken. The visible structures in the area are nursery, goat house, vermi culture and barn yard. Moreover, the area has: 18 primary agricultural products; fruit bearing trees; allotted 8100 square meters for fishponds; and allotted 900 square meters for nursing pond. During field exposures, designated professors guide and monitor their students. Further, this area is being managed and supervised by the designated farm manager. And there are two caretakers who are designated for the security and maintenance of the area.

Further, an Integrated nursery for Agriculture and Forestry with 1000 square meters is in Barangay Solon, Sultan Mastura. The area is used by Bachelor of Science in Forestry and Agriculture students for seedling production. This parcel of land is donated by the Barangay. Barangay Solon can be accessed through any private and public utility vehicle. Solon is approximately 18 kilometers from the Cotabato State University and approximately 32 minutes by travel.

In addition, at about 50,000 square meters (5 hectares) with Lot 1-A of the Subdivision Plan (LRC) Psd-ARMM)-04-000598 is used for College of Fishery as field laboratory for students. A part of this land at about 2.5 hectares is considered protected area as mangroves area while the remaining 2.5 hectares were allotted for fish ponds. A total of 6 fishponds intended for hatchery, fingerlings and for growing. Aside from mangrove, coconuts trees and kalamansi were grown around the area. Barangay Magsaysay is approximately 22 kilometers from Cotabato State University and about 42 minutes by transport.

5 CONCLUSION

The university has successfully produced thousands of graduates who have become leaders, professionals, businessmen and experts in their fields who have become assets not only in the local community but also within the local, national and global community. The development of human capital is notable from these investments in higher education. Further, Resources, like physical, human, financial and others, are essential for the success of any school system. Material resources such as school buildings and facilities are provided for staff and students so that they can attain the best performance in the teaching and learning process.

6 RECOMMENDATIONS

The following recommendations are based on the findings to improve the services of the university.

1. With the university's enrollment growing, it is necessary to construct more academic buildings in order to accommodate all students.
2. Providing permanent status for Job order faculty may be given priority in order to retain qualified faculty.
3. Sustainable program for professional growth of the teachers and for school plant may strengthen to address the issues and concerns of the faculty.
4. Linkages with stakeholders may intensify since they are the partner of the university in developing and enhancing programs and projects of the university.

7 ACKNOWLEDGEMENT

The University Research Services Office of Cotabato State University financially supported this study.

REFERENCE LIST

- Asiabaka, I.P (2008). The Need for Effective Facility Management in Schools in Nigeria, Department of Education, Foundation and Administration, Faculty of Education. Imo State University, Owerri, Nigeria. New York Science Journal.
- Dooley, L.. and D. Kirk, 2007, University-industry collaboration: Grafting the entrepreneurial paradigm onto academic structures, *European Journal of Innovation Management*, 10 (3), 316-332.2.
- European Commission, 2011, Connecting Universities to Regional Growth: A Practical Guide, A guide to help improve the contribution of universities to regional development, with a view to strengthening economic, social and territorial cohesion, in a sustainable way
- Florida, R., G. Gates, B. Knudsen, and K. Stolarick (2006). "The University and the Creative Economy." http://www.creativeclass.org/rfcgdb/articles/univ_creative_economy082406.pdf
- Guiamalon, T. S. (2021). GRADUATE EDUCATION PROGRAMS: ITS RELATION TO GRADUATES WORK COMPETENCIES IN THE WORKPLACE. IJAEDU-International E-Journal of Advances in Education, VII. <http://ijaedu.ocerintjournals.org>
- Guiamalon, T. & Hariraya, P. (2021). THE K-12 SENIOR HIGH SCHOOL PROGRAM: THE CASE OF LABORATORY HIGH SCHOOL, COTABATO CITY STATE POLYTECHNIC COLLEGE, SOUTH CENTRAL MINDANAO, PHILIPPINES. IJASOS – International E-Journal of Advances in Social Sciences, Vol.VII, issue 19, April 2021.
- Hughes, K. (2014). The Effect of Classroom Management Strategies on Math Fluency Growth Rate. Doctoral Dissertation. retrieved September 6, 2019 from https://shareok.org/bitstream/handle/11244/14895/hughes_okstate_0664D_13201.pdf?sequence=1.
- Kessy. A. (2020) Higher Education and Prospects of Graduates' Employability in Tanzania. Journal of Education and Practice.
- Legcevic, J. (2014). The Role of University in Economic Development-The case of Croatia. https://www.academia.edu/12348027/THE_ROLE_OF_UNIVERSITY_IN_ECONOMIC_DEVELOPMENT_THE_CASE_OF_CROATIA
- Romer, P. (2007) "Economic Growth." From The Concise Encyclopedia of Economics, David R. Henderson, ed. Liberty Fund. <http://www.stanford.edu/~promer/EconomicGrowth.pdf>
- Özcoy, C. (2008) The Contribution of Higher Education to Economic Development. https://www.academia.edu/773478/The_Contribution_of_Higher_Education_to_Economic_Development
- Shaffer, Ron, Steve Deller, and Dave Marcouiller. (2006) "Rethinking Community Economic Development." *Economic Development Quarterly*. 59-74.