

# ***Accreditation, Outcomes-Based Education and On-Line Education System: Important Roles in the Advancement and Prestige of Academic Institutions***

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## **Abstract**

*Schools and universities are moving towards the improvement of academic performance of the students. To support the needs to achieve quality, applying to international accreditation is one of the steps to meet the advancement and prestige of the institution. Outcomes-Based Education (OBE) has been integrated in the instructional and learning approaches and was adopted by different universities considering that this is also a requirement in accreditation. OBE provides an approach to planning, delivering, and assessing instruction and to focus on desired results of education and to conduct outcomes' assessment and evaluation. On-line education is also being done and implemented by most of the schools to provide convenience to students. This distance learning becomes an instrument to help other people to acquire degree via Internet with the assurance of quality from the delivering institution. The accreditation, OBE and on-line education become the icons of advancement in the universities all over the world.*

**Keywords:** *accreditation, Outcomes-Based Education, on-line education*

## **Introduction:**

Schools all over the world are aiming to achieve quality education to cope and obtain high standard and prestige. Academic institutions invest in facilities and equipment, acquire new technologies and adopt to different international quality standards to provide customer satisfactions. Outcomes-based education, accreditation, and on-line education become requirements now to show the improvement of educational institutions.

## **ACCREDITATION**

Accreditation is a process of recognizing an educational institution possessing certain standards of quality and excellence. It is based on self-regulation which focuses on evaluation and the continuing improvement of educational quality. It is a process by which institutions or programs continuously upgrade their educational quality and services through self-evaluation and the judgment of peers. It is a status granted to an educational institution or program which meets commonly accepted standards of quality or excellence (PAASCU, 2015).

Accreditation's basic characteristics are its prevailing sense of volunteerism, strong tradition of self-regulation, reliance on evaluation techniques and primary concern with quality. Institutions pursue a direction on accreditation (local and international) to achieve prestige and quality. This is because accreditation provides access to internationally recognized and reputed universities and organizations through membership and other partnership /twinning/ consortia arrangement. It also strengthens the

trust and confidence of the stakeholders, earns respect and admiration of the academic community and ensures sustainable growth and development of the university.

**There are 5 Major Steps (PAASCU 2015):**

1. The Institution Self-Survey
2. The Pre-survey Visit
3. The Formal Survey Visit
4. Initial Accreditation
5. Full Accreditation
6. Periodic Resurvey (Optional)

Upon the preparation of the self-survey, the document will be submitted to the Accrediting Body and they will provide status as, **Application Status**, which contain the submission of letter and other supporting documents; **Candidate Status** is when the preliminary and self-survey forms are submitted for the Consultative or Formal Visit to the University; **Member Status** when the institution received favorable rating from the accrediting team. Accreditation levels for programs are being given by the accrediting body as follows:

- **Candidate Status** – undergone preliminary survey visit and certified as being capable
- **Level 1 Accredited Status** – granted after a favorable formal survey of the accrediting agency
- **Level II re-accredited status** – re-accredited by the accrediting agency
- **Level III re-accredited status** – re-accredited and met additional criteria/guidelines set by the accrediting agency.
- **Level IV Accredited Status** – accredited programs are highly respected as very high quality academic programs and with prestige comparable to similar programs in excellent foreign universities.
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Institutional self-survey questionnaire should be used. The analysis for the accreditation consists of provisions, conditions and characteristics found in good institutions. The section on analysis is intended to provide the factual basis required for the evaluation of the different aspects in this area and graded as follows:

- E** - provision or condition exists extensively
- S** - provision or condition exists moderately
- L** – provision or condition is very limited
- M** – provision or condition is missing but needed
- O** – provision or condition does not apply

Evaluations represent the best judgment of the effectiveness of the implementation of the provisions after all the evidence has been considered. The evaluators should use the rating scale given below:

- 5 -Excellent:** (the provisions or conditions are effectively implemented and are functioning excellently.)

- 4 - Very Good:** (The provisions or conditions are implemented and are functioning well)
- 3 - Good:** (The provisions or conditions are moderately implemented and are functioning satisfactorily.)
- 2 - Fair:** (The provisions or conditions are implemented to a limited extent and are functioning minimally.)
- 1 - Poor:** (The provisions or conditions are not implemented and are not functioning.)
- 0 - Does not apply:** (The provisions or conditions are not applicable.)

Accreditation will surely level-up the status of the academic organization and it provides continuous improvement to the institutions.

## **OUTCOMES-BASED EDUCATION**

Outcomes-Based Education (OBE) is now being implemented by the schools all-over the world. This also helps to provide quality graduates. OBE is an approach of curriculum design and teaching that focuses on what students should be able to do (attained) at the end of course or programme. According to Spady, W. (1994), OBE is clearly focusing and organizing EVERYTHING in an educational system on what is essential for all students to be able to do successfully at the end of their learning experiences. OBE is learner-centered. But it is not reporting in class or even not doing role playing or drama in a programming class. It does not mean lecture is a no...no inside the class. It is teaching the students in the way they easily learn (Alday, R. 2015).

To clearly differentiate INPUT, OUTPUT and OUTCOME, INPUT refers to number of hours, textbook, references, coverage; OUTPUT refers to projects, thesis, machine problem, developed programs; and OUTCOME refers to the students who had applied knowledge in programming, had mastered multimedia application development, can communicate effectively or can work in a group or team (Alday, R. 2015).

### **How to implement OBE?**

- An **approach to planning, delivering, and assessing instruction**
- Administrators, faculty and students are required to **focus attention and efforts on the desired results of education**
- **Assessment of the attainment of outcomes** is done
- **Evaluation of the results of assessment** is conducted
- **Improvement of the program** is undertaken based on decisions resulting from evaluations

### **Guided by Accreditation Manual, prepare:**

- Programme Educational Objectives (PEO)
- Assessment Methods
- Programme Learning Outcomes (PLO) Assessment Methods
- Course Learning Outcomes (CLO) Assessment Methods
- Continual Quality Improvement (CQI)

## **SETTING UP AN OBE SYSTEM**

1. Develop an **OBE Framework**
2. Develop an **Institutional Learning Outcomes (ILOs)**

3. Develop **Program Educational Objectives (PEOs)**
4. Identify **Student Outcomes (SOs)**
5. Redesign the **curriculum**
6. Perform **curriculum mapping**
7. Develop an **Outcomes-based Teaching and Learning (OBTL) Framework**
  - Convert existing syllabi to **OBE-based syllabi**
  - Develop the **Assessment and Evaluation Process for CLOs**
8. Develop the **Assessment Process for PEOs and SOs**
9. Develop the **Evaluation Process for PEOs and SOs**
10. Develop **Continuous Quality Improvement (CQI) process**

## **ON-LINE EDUCATION**

Online education system is also known as distance learning and consists of taking classes via the internet. Onlineclasses provides flexibility and convenience to the students in preparing assignments and activities. Most of the schools are doing online to assist working students.

Online-education system uses different software to administer the lectures. Some of the software being used are customized and developed by each institution to ensure that quality is delivered according to the needs of the students. Video conferencing, using learning management system (LMS) and applying other available e-learning software help a lot in the success of on-line educational system of different universities.

Studies are being done to continuously assess the quality of online learning system and to ensure that the students could really get the “real learning” they need.

## **Conclusion and Future Work**

Accreditation, Outcomes-based Education and e-learning could lead schools and universities to achieve quality education and prestige. Following the standards for both accreditations and OBE will lead to continual improvement. An enhanced on-line educational system serves as an efficient tool to ensure that leaning goals and objectives are achieved by the students. A generally formulated framework and model that illustrate effective integration of OBE and accreditation may serve as a guide to achieve high standard and quality education.

## **References**

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