



# Accreditation Redefined: Empowering Elementary School Stakeholders to Achieve Educational Excellence (Literature Review)

Nestor T. Kitongan<sup>1</sup>, Charry B. Langban<sup>2</sup>, and Hyde L. Balante<sup>3</sup>

<sup>1,2,3</sup>Graduate School, Baguio Central University, Baguio City Philippines 2600

**Abstract**— This literature review explores the crucial role of educational institutions in fostering national development by equipping graduates with skills vital for the global job market. Educational quality, deeply impacted by global competitiveness and market demands, requires continuous enhancement and alignment with industry standards. Various definitions of educational quality reflect diverse stakeholder expectations, complicating consensus and implementation. In the Philippines, a significant decline in higher education quality, evidenced by poor licensure exam results and the proliferation of low-quality institutions, underscores the urgent need for systemic improvement. Accreditation is highlighted as a key mechanism for enhancing quality, promoting continuous self-evaluation and improvement despite its challenges, such as potential focus on compliance over substantive quality. The iterative nature of accreditation, informed by Dewey's theory of experience, suggests that continuous improvement is essential for maintaining educational standards and ensuring the relevance of institutions in national and global contexts.

**Keywords**— college, quality assurance, evaluation, internationalization, standards.

## INTRODUCTION

Education institutions, especially private schools, colleges, and universities, are crucial in helping a country develop a competitive edge abroad. They are so expected to create graduates who have the knowledge and skills required in the international job market. The challenge is so enormous that educational institutions must constantly compare their performance to industry norms and stay up to date with new innovations. Therefore, there is a pressing need to raise education quality even higher.

Several scholars (Arcelo, 2003; Harvey, 2004; Espinel et al., 2015; Griego, 2005 as referenced in Hasbun and Rudolph, 2016; Harvey, 2002, as quoted in Collins, 2014;) described the quality of education in different ways. According to Glasser (1990, quoted in UNICEF (2000), these definitions of quality must be flexible and open to adaptation in light of new knowledge, evolving conceptual frameworks, and fresh insights into the nature of educational difficulties.

The fact that "quality as a concern has dominated the educational debates triggered and sustained by international aid and cooperation, and by the ethos of economic globalization" (Kumar, 2010) comes as no surprise. In part, market pressures like the growing competitiveness for a piece of the global student market, which had also increased the need for quality education and school accountability, are to blame for the rise in worry about the quality of education delivered in schools. It indicates that the educational endeavor has been impacted by global



processes that are endangering the independence of national educational systems and also causing significant changes in the fundamental parameters of an educational system founded on integrating into a local community marked by proximity and familiarity. (Koul, 2006 as cited in Jung et al. 2010; Burbules & Torres, 2000 as cited in Singh, 2011; Bryant, 2015).

Quality is a complex concept (Green 1994, referenced in DAAD, 2010). Numerous studies have explored the nature of quality, particularly in education (UNICEF, 2000; UNESCO, 2005; Generation All, 2014; Hightower et al., 2011; Van Der Bank & Popoola, 2014), resulting in varying viewpoints (DAAD, 2010). Despite a common understanding, there is no universally objective definition of quality (DAAD, 2010). Perspectives on excellence are individually linked, leading to multiple dimensions of quality. In general, quality encompasses value, adherence to standards, suitability, prevention of deficiencies, and meeting customer expectations (Reeves and Bednar, 1994 as referenced in Stensaker, 2007).

The most significant research on quality in higher education, by Harvey and Green (1993; Nguyen, 2012), offered multiple notions of quality as seen by the many stakeholders in higher education. They claimed that the five criteria of quality—exceptional, perfection, suitability for purpose, value for money, and transformation—could be used to categorize stakeholder insights on quality.

In the Philippines, there is a concerning decline in the quality of select higher education institutions, evident through indicators like graduates' underperformance. Paqueo, Orbeta, and Albert (2012, as cited in Conchada and Tiongco, 2015) emphasize the prevalence of low-quality institutions, characterized by consistently low licensure exam passing rates and a lack of accredited programs. Corpuz (2003, as cited in Conchada and Tiongco, 2015) highlights the inverse relationship between the educational system's quality and the proliferation of higher education institutions (HEIs) referred to as "educational opportunities." Intensified competition between private and state universities, the emergence of low-cost but low-quality private institutions, and the absence of centralized accreditation further contribute to the erosion of educational quality.

The deteriorating state of higher education in the Philippines necessitates urgent action to reverse the decline, enhance institutional performance, and equip graduates with vital knowledge and skills for success in a competitive global landscape. Buendia (2012) and the USAID Philippine Education Assessment Report of 2011 highlight concerning trends in performance based on professional board examinations (PBE) conducted by the Professional Regulation Commission (PRC). Between 2000 and 2010, passing rates averaged around 36%, compared to approximately 45% from 1995 to 1999, indicating a decline. These findings emphasize the need for comprehensive interventions to improve higher education quality.

Moreover, the low passing percentages may even overestimate the quality of higher education institutions (HEIs) as graduates who are unlikely to pass exams often choose not to take them or are prohibited by their institutions. Private, non-sectarian institutions exhibit the poorest performance, with nearly 300 HEIs showing 0% passing rates in certain subjects. Even reputable colleges have experienced significant decreases in passing rates, as



reported by the recent survey conducted by CHED in 2008 (Bernardo, 2009 as referenced by Buendia, 2012; USAID, 2011). These findings underscore the urgency for immediate attention and reform in the higher education landscape.

Accreditation serves as a crucial means for educational institutions to establish their reputation among various stakeholders, including students, parents, employers, other schools, the government, and funding organizations. However, critiques of certification emerge. Kemenade and Hardjono (2009, as reported in Collins, 2015) found that certification had minimal impact on raising educational standards, mainly due to heavy administrative burdens and time constraints. Lack of concrete evidence linking certification to educational advancement is another concern (Collins, 2015). Accreditation can shift the focus towards processes rather than actual quality, favoring proof of high quality (Engebretsen et al., 2012). Additionally, adherence to rules may foster mere compliance rather than ensuring high-quality outcomes (Engebretsen et al., 2012). Ultimately, accreditation supports internal evaluation and institutional growth preparation by assessing the caliber of diplomas and courses from other organizations.

One method that colleges and universities may raise the bar for teaching and learning quality and keep themselves in check with the established standards is through accreditation. This entails making a sizable amount of resource investments to raise the caliber of the professors, boost research output, and upgrade the facilities. In order to better understand the effect that accreditation experience has on the educational quality at Baguio Central University, the research set out to collect measurable data. The hypothesis tested in the study was: H01 Accreditation experience has no significant impact on the quality of education of Baguio Central University. The findings of this study will contribute to the understanding of the effectiveness of accreditation in promoting quality education and its impact on various stakeholders. The results can inform policy and decision-making processes related to accreditation and educational quality improvement strategies.

## **REVIEW OF RELATED LITERATURES**

Dewey's theory of experience (Dewey, 1938 as quoted in Hasbun & Rudolph, 2016; Schmidt, 2010), which addressed the importance of experience in education and proposed that experience is the result of integrating continuity and interaction, serves as the foundation for this study. He held that a person's experiences in the past and present had an impact on their experiences in the future (continuity), and that there are contextual variables that have an impact on the present experience. This is pertinent to the essay since the recent accreditation experiences of the school specifically College of Business Administration, College of Tourism and Hotel and Restaurant Management and the College of Teacher education and Liberal Arts were influenced by earlier ones as well as by present situational issues, which would then influence subsequent accreditation experiences.

The processes of experience and education are intimately related and important to one another (Quay, 2003; Quay, 2013). Dewey (1938, quoted in Greenberg, 2003) urged educators to give students experiences that led to development and learning since not all experiences were instructional. He thought that the learners' experiences will expand and become more creative in the future as a result of these encounters. In other words, continuity of



experience holds that a positive experience now will probably have an influence on decisions and experiences in the future. (Arstila and Kiverstern, 2014; Greenberg, 2003; Neill, 2005).

Self-Evaluation. Accreditation requires thorough preparation, involving the collection of relevant information to meet the required standards and address potential inquiries and issues. This preparation demands significant efforts from a few staff members and utilizes organizational resources. Through the self-study process, institutions can uncover previously unidentified weaknesses and strengths, suggesting remedies for weaknesses and strategies to sustain strengths. It also highlights the need for additional resources, new programs, or management changes. Moreover, self-evaluation is widely regarded as the most valuable aspect of the accreditation process, focusing the attention of key administrators and ensuring academic quality and accountability (American Council on Education, n.d.).

Accreditation in the Philippines. Accreditation in the Philippines can be categorized into two types: government accreditation and private accreditation. Government accreditation, conducted by CHED, involves the release of government recognition or permits for private HEIs (Biglete, 2004; Conchada and Tiongco, 2015). State universities and colleges (SUCs) do not require government authority from CHED to offer programs, while CHED-Supervised Institutions (CSIs) and Local Colleges or Universities (LCUs) may seek government authority if the programs offered lack legal basis. Private HEIs are granted permits or recognition upon meeting the minimum requirements prescribed by CHED for each program. Regional Offices and Regional Quality Assessment Teams (RQATs) evaluate HEIs' compliance with minimum standards (Biglete, 2004; Sabio and Sabio, 2012; Conchada and Tiongco, 2015).

Private accreditation, in contrast, is a voluntary process conducted by private accrediting bodies. These accreditation standards surpass the minimum requirements set by CHED for various programs. CHED encourages accreditation by offering incentives and greater institutional autonomy. Accreditation is now recognized as a means to promote educational excellence through self-regulation and peer evaluation (acics.org; Biglete, 2004). HEIs with accredited programs receive recognition and benefits from CHED. The Federation of Accrediting Agencies of the Philippines (FAAP) is the authorized umbrella organization that certifies the accredited status of programs granted by accrediting agencies such as ACSC-AAI, PAASCU, PACU-COA, and AACUP ([www.pacucoa.ph](http://www.pacucoa.ph)).

The following are the main steps in the accreditation process: (1) an institutional self-survey or self-evaluation; (2) a preliminary visit (4 to 6 months after the start of the self-survey); (3) a formal survey visit (at least six months after the preliminary visit); and (4) a decision by the governing board of the accrediting agency. The following are the accreditation levels:

“Level I applicant status: for programs which have undergone a preliminary survey visit and are certified by the FAAP as being capable of acquiring an accredited status within two years;



Level II accredited status: for programs which have been granted accredited status by any of the member agencies of the FAAP and whose status is certified by the latter;

Level III accredited status: for programs which have at least been reaccredited and have met additional requirements based on criteria/guidelines set by FAAP; and

Level IV accredited status: institutions which have distinguished themselves in a broad area of academic disciplines and enjoy prestige and authority comparable to that of international universities". (www.pacucoa.ph; Conchada and Tiongco, 2015).

The Revised Policies and Guidelines on Voluntary Accreditation in Aid of Quality and Excellence in Higher Education, also known as CHED Memorandum Order (CMO) No. 1 (2005), encourages "the use of voluntary non-governmental accreditation systems" and establishes a set of guidelines that fully support an accrediting agency's regulatory practices. The CMO lists two accreditation organizations. On the one hand, FAAP members include the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU), the Association of Christian Schools, Colleges and Universities Accrediting Agency, Inc. (ACSCU-AAI), and the Commission On Accreditation of the Philippine Association of Colleges and Universities (PACU-COA). On the other hand, the National Network of Quality Accrediting Agencies (NNQAA) is inclusive of AACUP and the Association of Local Colleges and Universities Commission on Accreditation (ALCUCOA). All processes, policies, frameworks, and systems of accreditation created by the aforementioned bodies must be forwarded for approval to CHED (Conchada and Tiongco, 2015; CHED, 2005).

## **DISCUSSIONS**

### ***The Role of Educational Institutions in National Development***

Educational institutions, from elementary schools to universities, are crucial in cultivating a nation's intellectual capital, directly impacting a country's global competitiveness. Elementary education, in particular, lays the groundwork for cognitive, social, and emotional development, ensuring that students acquire essential literacy, numeracy, and critical thinking skills. These early stages are where foundational competencies are formed, which later education levels build upon to prepare students for the international job market.

The expectation for educational institutions at all levels is not only to impart knowledge but to ensure that students, beginning in elementary school, are equipped with the skills necessary to thrive in a rapidly changing global environment. This responsibility places immense pressure on schools to maintain high standards, adapt curricula to industry shifts, and continuously innovate. The role of educational institutions in national development underscores the need for a robust educational framework, starting from elementary education, that aligns with both local and global demands. Failure to establish this strong foundation may result in a long-term mismatch between graduates' skills and job market requirements, potentially leading to underemployment or unemployment.



This challenge is particularly significant for developing countries, where education is viewed as a primary driver for economic growth and social mobility. Institutions that bridge the gap between educational offerings, beginning at the elementary level, and market demands can contribute to reducing poverty, fostering innovation, and enhancing a country's competitiveness on a global scale.

### ***Challenges in Maintaining and Enhancing Educational Quality***

The task of ensuring educational quality is compounded by the need for institutions to continuously benchmark their performance against global standards. Scholars like Harvey (2002) and Kumar (2010) highlight that quality has become a dominant concern in educational debates, especially in the context of globalization. The pressures of the global education market, where institutions vie for international students, have intensified the focus on educational quality and accountability.

As globalization exerts its influence, the autonomy of national education systems, including elementary schools, is increasingly threatened. This can lead to the erosion of localized educational practices tailored to specific cultural and societal needs. For instance, the push for global competitiveness might compel institutions to adopt curricula and teaching methods that prioritize marketable skills over local knowledge and traditions. This shift could potentially weaken the cultural fabric of societies, resulting in a loss of diversity in educational approaches.

Moreover, the emphasis on measurable outcomes and accountability might drive institutions to "teach to the test," potentially undermining broader educational goals such as critical thinking, creativity, and holistic development. In the context of elementary education, this could mean that fundamental skills and values might be overshadowed by a focus on standardized assessments, affecting the overall development of students.

### ***Defining Educational Quality: A Complex Concept***

Quality in education is a complex and often subjective concept, with no universally accepted definition. As Green (1994) and other scholars have highlighted, perspectives on educational quality vary widely, reflecting the diverse expectations of different stakeholders. Harvey and Green (1993) provide a framework that categorizes quality into five dimensions: exceptional, perfection, suitability for purpose, value for money, and transformation.

The multiplicity of definitions of quality reflects the varying expectations of stakeholders, including students, parents, employers, and government bodies. This diversity of perspectives can lead to challenges in achieving a consensus on what constitutes a "high-quality" education. For instance, while some stakeholders might prioritize employability and practical skills, others may value theoretical knowledge, ethical grounding, or cultural enrichment.

Institutions must navigate these differing expectations and strive to meet them, which can be a complex and resource-intensive endeavor. Furthermore, the lack of a standardized definition of quality complicates efforts to measure and compare educational outcomes across institutions, potentially leading to inconsistencies in educational standards.

### ***The State of Higher Education Quality in the Philippines***

In the Philippines, the quality of higher education has shown signs of decline, as evidenced by the underperformance of graduates in licensure exams and the prevalence of low-quality institutions. Studies by Paqueo, Orbeta, and Albert (2012) indicate that many institutions are characterized by low licensure exam passing rates and a lack of accredited programs. The proliferation of low-cost private institutions has exacerbated the situation, contributing to a dilution of educational quality. The decline in the quality of higher education in the Philippines poses significant challenges for the country's socio-economic development. Graduates who are not adequately prepared for the professional world may struggle to find employment, which can lead to increased levels of underemployment and unemployment. This situation could also have broader implications for the country's ability to compete in the global market. Additionally, the presence of a large number of low-quality institutions undermines the overall reputation of the Philippine higher education system, making it less attractive to international students and potentially affecting the country's ability to attract foreign investment in education-related sectors.

### ***Accreditation as a Tool for Enhancing Educational Quality***

Accreditation plays a critical role in helping educational institutions maintain and improve quality. It provides a framework for self-evaluation and continuous improvement, offering external validation of an institution's commitment to meeting established standards. However, the process is not without its criticisms. Researchers like Kemenade and Hardjono (2009) have argued that certification may have limited impact on actual educational outcomes, as it often imposes significant administrative burdens and shifts the focus from substantive quality to procedural compliance. The accreditation process, while valuable, can lead to unintended consequences. Institutions may become overly focused on meeting accreditation requirements at the expense of more meaningful educational improvements. This focus on compliance can stifle innovation and reduce the flexibility needed to respond to new educational challenges. Moreover, the resources required for accreditation—both in terms of time and money—can be substantial, potentially diverting attention away from other critical areas such as curriculum development, faculty training, and student support services.

In the context of the Philippines, the accreditation process has been a mixed blessing. While it has helped raise awareness about the importance of quality assurance, it has also exposed significant gaps in the capacity of institutions to meet these standards. The varying levels of accreditation among institutions reflect disparities in resources, governance, and institutional commitment to quality improvement.

### ***The Experience of Accreditation in Philippine Institutions***

The case of Baguio Central University's accreditation experience highlights the importance of accreditation in driving quality improvement. The process has led to measurable improvements in educational quality, as evidenced by enhanced faculty qualifications, increased research output, and upgraded facilities. The positive outcomes from accreditation experiences at institutions like Baguio Central University suggest that when implemented effectively, accreditation can lead to significant improvements in educational quality. However, the success of accreditation efforts largely depends on the institution's commitment to using the process as a tool for



genuine improvement rather than merely as a means to gain recognition. The findings from such studies can inform policy decisions and guide other institutions in their efforts to enhance educational quality through accreditation.

### ***Dewey's Theory of Experience and Its Relevance to Accreditation***

Dewey's theory of experience, which emphasizes the importance of continuity and interaction in education, provides a valuable lens through which to view the accreditation process. According to Dewey (1938), past and present experiences influence future experiences, suggesting that the impact of accreditation is cumulative and builds over time. Applying Dewey's theory to accreditation implies that each accreditation cycle should build on previous experiences, leading to continuous improvement in educational quality. Institutions that approach accreditation as an iterative process, where each cycle provides opportunities for reflection, learning, and growth, are more likely to achieve sustainable improvements in quality. This perspective encourages institutions to view accreditation not as a one-time event but as part of an ongoing journey towards excellence. It also highlights the importance of institutional memory and the need for continuity in leadership and vision to ensure that lessons learned from past accreditation experiences are effectively integrated into future efforts.

The task of ensuring educational quality is compounded by the need for institutions to continuously benchmark their performance against global standards. Scholars like Harvey (2002) and Kumar (2010) emphasize that quality has become a dominant concern in educational debates, particularly in the context of globalization. The pressures of the global education market, where institutions compete for international students, have intensified the focus on educational quality and accountability.

For programs such as a Master of Elementary Education, this global focus can influence curriculum development and instructional strategies. The autonomy of national education systems, including those specific to elementary education, is increasingly challenged by global standards.

This can lead to the erosion of localized educational practices tailored to the unique cultural and societal needs of younger learners. For example, the push for global competitiveness might pressure elementary education programs to adopt curricula that prioritize marketable skills over local knowledge and traditions. Such a shift could potentially weaken the cultural foundation and diversity in educational approaches, which are crucial for early childhood development.

Additionally, the emphasis on measurable outcomes and accountability might drive elementary education programs to focus heavily on standardized assessments. This "teach to the test" approach could undermine broader educational goals essential for young learners, such as fostering critical thinking, creativity, and holistic development. For students pursuing a Master of Elementary Education, it's important to address these challenges and advocate for educational practices that balance global standards with the needs of local communities, ensuring that young learners receive a well-rounded and culturally relevant education.



## CONCLUSION

The literature reviewed underscores the critical role of educational institutions in national development, particularly in producing graduates equipped for the global job market. The challenge of maintaining and enhancing educational quality is significant, requiring continuous benchmarking against global standards, adaptation to market demands, and a commitment to innovation. Accreditation emerges as a vital tool in this endeavor, though it must be approached with a focus on genuine quality improvement rather than mere compliance. The experiences of Philippine institutions, coupled with theoretical insights like Dewey's theory of experience, suggest that a thoughtful and iterative approach to accreditation can yield significant benefits in terms of educational quality and, ultimately, national development.

## REFERENCES

- [1] ACICS. org. (n.d.). ACICS policy perspective: How effective accreditation supports innovation in postsecondary education.
- [2] American Council on Education (2015) Assuring academic quality in the 21st century: Self-regulation in a new era. [http://www.aspa-usa.org/wp-content/uploads/2015/02/Assuring\\_Academic\\_Quality\\_21st\\_Century\\_2012.pdf](http://www.aspa-usa.org/wp-content/uploads/2015/02/Assuring_Academic_Quality_21st_Century_2012.pdf)
- [3] Arcelo, A. (2003). In pursuit of continuing quality in higher education through accreditation: The Philippine experience. International Institute for Educational Planning. Available on <http://www.unesco.org/iiep>
- [4] Arstila, V. and Kiverstein, J. (2014). Experienced continuity of experiences. *Procedia - Social and Behavioral Sciences*. Volume 126, 21 March 2014, Pages 64-65. DOI: 10.1016/j. Available on <https://doi.org/10.1016/j.sbspro.2014.02.316>
- [5] Bernardo, A. B. (2009). Philippine international research publications from 1994-2008: An assessment of the NHERA's project. De La Salle University.
- [6] Biglete, A. (2004). Handbook on diplomas, degrees and other certificates in higher education in Asia and the Pacific. 2nd edition/ Asia Pacific Programme of Educational Innovation for Development, United Nations Educational, Scientific and Cultural organization Bangkok: UNESCO Bangkok
- [7] Bryant, S. (2015). Challenges facing higher education institutions. Available on <https://beyond2015.acu.ac.uk/submissions/view?id=106>
- [8] Buendia, R. (2012) The state of Philippine higher education system: Facing the challenges of regional integration and interdependence First International Conference on Educational Measurement and Evaluation. 9-11 August, 2012.
- [9] CHED accreditation in the Philippines. Available on <https://www.scribd.com/document/89588856/Ched-Accreditation-in-the-Philippines-67223608>
- [10] Collins, M. (2015). Using international accreditation in higher education to effect changes in organizational culture: A case study from a Turkish university. *Journal of Research in International Education*. Vol. 14, Issue 2. <http://journals.sagepub.com/doi/abs/10.1177/1475240915592589>



- [11] Conchada, M.I., and Tiongco, M. (2015). A review of the accreditation system for Philippine higher education institutions. Discussion Paper Series No. 2015-30. Available on <https://dirp3.pids.gov.ph/webportal/CDN/PUBLICATIONS/pidsdps1530.pdf> Philippine Institute for Development Studies
- [12] DAAD (Deutscher Akademischer Austausch Dienst), (2010). Inter-university council for East Africa: A road map to quality. Hand book for Quality Assurance in Higher Education Volume 4: Implementation of a Quality Assurance System.
- [13] %3Foption%3Dcom\_phocadownload%26view%3Dcategory%26download%3D46%3Aquality-assurance-handbook-vol-1%26id%3D3%3Apublications&usg=AFQjCNE4Z2\_rY0r\_Lx]3cjMryzSiiAN53Q
- [14] Engebretsen, E., Heggen, K., Eilertsen, H.A. (2012). Accreditation and power: A discourse analysis of a new regime of governance in higher education. *Scandinavian Journal of Educational Research* 56(4): 401-417. DOI: 10.1080/00313831.2011.599419. Available on [https://www.researchgate.net/publication/233230898\\_Accreditation\\_and\\_Power\\_A\\_Discourse\\_Analysis\\_of\\_a\\_New\\_Regime\\_of\\_Governance\\_in\\_Higher\\_Education](https://www.researchgate.net/publication/233230898_Accreditation_and_Power_A_Discourse_Analysis_of_a_New_Regime_of_Governance_in_Higher_Education)
- [15] Espinela, J.A., et al. (2015). Quality differences of higher education and its determinants in a less-developed country. *Journal of Higher Education Policy and Management*. Vol. 37, No. 2, 204–221. Available on <http://dx.doi.org/10.1080/1360080X.2015.1019118>
- [16] Generation All (2014). Quality education for all: What the research tells us. Available on [http://www.generationallchicago.org/wp-content/uploads/2014/11/Quality-Education-for-All-What-the-Research-Tells-Us\\_Nov-2014.pdf](http://www.generationallchicago.org/wp-content/uploads/2014/11/Quality-Education-for-All-What-the-Research-Tells-Us_Nov-2014.pdf)
- [17] Greenberg, A. (2003). Filling in the gaps: How the continuity of experience could disprove materialism. Available on <http://serendip.brynmawr.edu/bb/neuro/neuro03/web2/agreenberg.html>
- [18] Harvey L. (2004). The power of accreditation: Views of academics. *Journal of Higher Education Policy and Management* 26(2): 207–223. <http://dx.doi.org/10.1080/1360080042000218267>. Available on: <http://www.tandfonline.com/doi/abs/10.1080/1360080042000218267?journalCode=cjhe20>
- [19] Hasbun, T.C. and Rudolph, A. (2016). Navigating the waters of accreditation. *SAGE Open*. Jun 2016, 6 (2) 2158244016656719; DOI: 10.1177/2158244016656719.
- [20] Hightower, A.M., et al. (2011). Improving student learning by supporting quality teaching: Key issues, effective strategies. Editorial Projects in Education, Inc. Available on [http://www.edweek.org/media/eperc\\_qualityteaching\\_12.11.pdf](http://www.edweek.org/media/eperc_qualityteaching_12.11.pdf)
- [21] Jung, I., Wong, T.M., Li, C., Baigaltugs, S., and Belawati, T. (2010). Quality approaches in Asian distance education: Diverse approaches and common culture. *The International Review of Research in Open and Distance Learning* Vol. 12, No. 6. Available on [www.irrodl.org/index.php/irrodl/article/download/991/1990](http://www.irrodl.org/index.php/irrodl/article/download/991/1990)
- [22] Kumar, K. (2010). Quality in Education: Competing concepts. *Contemporary Education Dialogue*. Vol 7, Issue 1. DOI: 10.1177/0973184913411197. Available on <http://journals.sagepub.com/doi/abs/10.1177/0973184913411197#articleCitationDownloadContainer>



- [23] Neill, J. (2005). John Dewey: The Modern father of Experiential Education. <http://www.wilderdom.com/experiential/ExperientialDewey.html>
- [24] Nguyen, T. (2012). Internal quality assurance In Vietnam's higher education: The influence by international projects Published Masters Thesis. University of Twente Retrieved [http://essay.utwente.nl/62342/1/MSc\\_Nguyen\\_T.\\_-\\_S1056492.pdf](http://essay.utwente.nl/62342/1/MSc_Nguyen_T._-_S1056492.pdf)
- [25] Quay, J. (2003). Experience and participation: Relating theories of learning. *Journal of Experiential Education*. Volume: 26 issue: 2, page(s): 105-112.
- [26] DOI:10.1177/105382590302600208. Available on
- [27] <http://journals.sagepub.com/doi/abs/10.1177/105382590302600208>
- [28] Quay, J. (2013). Education, experience and existence: Engaging Dewey, Peirce and Heidegger (A review by Jeffrey Kinsman). *Professional Educator (Australian College of Educators)*, 2013, Vol. 12(5) pp. 14-18 Available on <http://www.academia.edu>
- [29] Sabio, R. and Sabio C. (2014). Concerns for quality assurance and excellence in higher education. *International Journal of Information Technology and Business Management* 29th March 2014. Vol.23 No.1 <http://www.jitbm.com/JITBM%2023%20volume/4%20Quality%20Assurance.pdf>
- [30] Schmidt, M. (2010). Learning from teaching experience: Dewey's theory and preservice teachers' learning. *Journal of Research in Music Education* 58(2) 131-146 © 2010 MENC: The National Association for Music Education Reprints and permission: [sagepub.com/journalsPermissions.nav](http://sagepub.com/journalsPermissions.nav) DOI: 10.1177/0022429410368723. Available on <http://jrme.sagepub.com>
- [31] Singh, N. (2011). Higher Education in the Global Market: Opportunities and Threats. *International Journal of Educational Leadership Preparation*, Volume 6, Number 2 (April - June, 2011), ISSN 2155-9635. Formatted and edited by Creighton, T., Brizell, B., Tech, V., Tareilo, J. Available on <http://files.eric.ed.gov/fulltext/EJ973830.pdf>
- [32] Stensaker, B. (2007). Impact of quality processes. Embedding quality culture in higher education pp 59-62. A selection of papers from the 1st European Forum for Quality Assurance. Available on [http://www.enqa.eu/indirme/papers-and-reports/associated-reports/EUA\\_QA\\_Forum\\_publication.pdf](http://www.enqa.eu/indirme/papers-and-reports/associated-reports/EUA_QA_Forum_publication.pdf)
- [33] The Importance of Accreditation. <http://www.acics.org/students/content.aspx?id=4320>
- [34] UNESCO (2005). Education for all: The quality imperative. *Global Monitoring Report 2005*. Available on <http://unesdoc.unesco.org/images/0013/001373/137333e.pdf>
- [35] UNICEF (2000). Defining Quality in Education. A paper presented by UNICEF at the meeting of The International Working Group on Education Florence, Italy June 2000 Available on <http://www.unicef.org/education/files/QualityEducation.PDF>
- [36] USAID (2011). The Philippine Education Assessment Report. Available on [http://www.academia.edu/1433995/Philippine\\_Education\\_Sector\\_Assessment\\_Report](http://www.academia.edu/1433995/Philippine_Education_Sector_Assessment_Report)
- [37] Van Der Bank, C.M. and Popoola, B.A. (2014). a theoretical framework of total quality assurance in a university of technology. *Academic Journal of Interdisciplinary Studies* Vol 3, No. 4. DOI:10.5901/ajis.2014.v3n4p401. Available on <http://www.mcser.org/journal/index.php/ajis/article/viewFile/3117/3073>