



# International Journal of Research Publication and Reviews

Journal homepage: [www.ijrpr.com](http://www.ijrpr.com) ISSN 2582-7421

## Status of Accreditation of the Bachelor of Science in Entrepreneurship

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DOI: <https://doi.org/10.55248/gengpi.4.623.45330>

### ABSTRACT

Accreditation is a self-regulatory process that emphasizes ongoing progress in educational quality and self-study evaluation. It is both a method and a result. In order to ascertain the Bachelor of Science in Entrepreneurship's accreditation status with the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP), a study was conducted. In this study, a focus group discussion, an interview, and documentary analysis were all part of the case study design. The following factors were looked into as significant results areas of mission, goals and objectives, faculty, curriculum and instruction, student services, research, extension and community involvement, library, physical facilities, laboratories and administration.

BS Entrepreneurship accreditation in administration, quality of instruction, student services, and community relations are strengths that can help it overcome limitations in professional exposure, research and innovation. Faculty and students at the university must be encouraged to engage in research and innovation. As a result, in order to pass the higher-level accreditation and sustain excellent education, the institution's accreditation requirements must be properly followed.

**Keywords: accreditation, BS Entrepreneurship and quality education**

### Introduction

The pursuit of excellence has long been a hallmark of higher education around the world. It is a commitment that any university or college upholds through a philosophy and set of tools to ensure quality and standards, a commitment that prioritizes students and their interests and necessitates a high level of determination and adaptability. However, the world in which higher education institutions operate is changing at an unprecedented rate, necessitating a renewed focus and redirection of higher education goals and objectives that will provide the best opportunities for individual transformation and career growth in a rapidly changing economy.

As a result, it's no wonder that "quality as a concern has dominated the educational debates sparked and supported by international aid and collaboration, as well as by the ethos of economic globalization" (Kumar, 2010). The rising concern about the quality of education delivered in schools is fueled in part by market forces, such as greater rivalry for a piece of the global student market, which has enhanced demand for quality education and school accountability. It indicates that the educational endeavor has been influenced by global processes that are endangering the autonomy of national educational systems while also causing major changes in the fundamental circumstances of a school system based on closeness and familiarity. (Bryant, 2015)

Improvement in the context of accreditation, it has been said, is merely something that is anticipated to happen if institutions follow the accrediting body's norms (Collins, 2015). As a result, accreditation becomes more process-driven, with a focus on what can be certified as high quality rather than quality itself (Engebretsen et al., 2012). Furthermore, adherence to a set of criteria encourages only conformity rather than high-quality outcomes (Engebretsen et al., 2012).

Needless to say, educational institutions still primarily create their reputation among their various stakeholders - students, parents, employers, other schools, government and financing organizations - through accreditation. Accreditation processes are used to promote self-awareness and plan for future institutional growth. Accreditation processes are used to promote self-awareness and plan for future institutional growth. Accreditation allows universities to decide whether a credential or courses taken at another university are of sufficient quality to be accepted.

In addition to guaranteeing that minimum quality standards are met, encouraging continuous improvement, fostering international and national recognition of the accredited programs, ensuring that students and graduates of accredited program have comparable opportunities in the domestic and international markets, and supplying pertinent stakeholders with transparent and reliable information, accreditation systems for Bachelor of Science in Entrepreneurship can serve a variety of purposes. Numerous studies support the value and effects of accreditation, but their breadth is typically constrained; many are from certain geographical regions, and very few are in the domain of entrepreneurship education. As a result, there are still many unsolved gaps regarding the

status of accreditation in entrepreneurship education. So, the Bachelor of Science in Entrepreneurship of the Mindoro State University Main Campus, Philippines was used as examples in the study on preparation for higher-level accreditation.

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## Methods

The case study was used in the study. This method was used to obtain the necessary information on the status of accreditation of the Bachelor of Science in Entrepreneurship of the Mindoro State University Main Campus, Philippines, for the academic year 2022-2023. The participants involved were 8 students of the program. Interview and focus group discussion were used as the primary data gathering instrument taking into account the ethical consideration of the study. Secondary data were taken from BS Entrepreneurship Department, College of Business and Management for documentary analysis.

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## Results and Discussion

The Bachelor of Science in Entrepreneurship of the Mindoro State University Main Campus, Philippines is clearly stated, and the university goals and objectives supporting the mission statement are clearly and categorically perceived in the interview and focus group. They are in line with the institution's goals, reflect national and development goals, as well as desirable Filipino values, and the BS Entrepreneurship program objectives are educationally sound and feasible. The university mission statement, which includes aims and objectives, is made available to prospective students and is understood and subscribed to by staff, resulting in faculty and student understanding and acceptance.

During the data collection, the participants thought that admission requirements in terms of policies and practices on selection were in line with government regulations, and that they were supportive of the goals and objectives in terms of identifying provision for flexibility in meeting course requirements. Since they are used equitably and consistently, retention policies and criteria are clearly established, made known, and have been effective in identifying and inspiring students to finish degree requirements. Furthermore, the admissions procedure is thought to be adequate for classifying students into BS Entrepreneurship program.

The academic qualifications of the BS Entrepreneurship faculty exceeded the CHED's criteria, and any deficiencies were addressed by unusual competence in other areas and the fact that they participated in professional growth programs. In terms of professional performance, professors are considered as carrying out the program goals and objectives. They are aware of contemporary entrepreneurship and business management concerns, well-prepared for classes, demonstrate mastery of subject matter and abilities, relate subject matter to current situations, and support BS students with their research. They demonstrate professional development by actively participating in professional organizations, sharing experience, and utilizing library materials and instructional aids.

Meanwhile, the selection of entrepreneurship faculty members is a collaborative process based on clear principles and processes that include terms of appointment, as evidenced by the documentary study. According to BS Entrepreneurship Department, College of Business and Management (CBM) reports, teaching assignments are excellent because they are focused on specialization, with teaching loads that are acceptable and faculty salary rates that are satisfactory.

The interview and focus group discussion reveal that human resources are in good shape. Technical professionals at the BS Entrepreneurship Department-CBM include consultants in planning and business incubator program, as well as instructional material preparation. Classrooms, conference rooms, office space, laboratory facilities, and computer services are all offered at the BS Entrepreneurship Department-CBM in terms of physical resources. Students require a laboratory facility in which to do research.

The organizational structure is clearly established in an organizational chart, according to the BS Entrepreneurship Department-CBM reports, with the head librarian taking responsibility for the general operations. Head Librarian is in charge of directing, supervising, and preparing the library budget, as well as participating in curricular planning. In addition, there is a sufficient number of clerical and support employees who offer prospects for professional advancement as well as bailment retirement and fringe benefits.

According to BS Entrepreneurship Department-CBM reports, the funding for operation and development of library resources and other services is enough. For the institution, there is also a standardized accounting system.

The library's collections are balanced, adequate in quantity, and updated on a regular basis, exceeding the CHED's minimum requirements. The collection is organized, updated, and categorized according to the established system and cataloguing rules in terms of organization and maintenance. These are written policies that govern the purchase of books, journals, and non-print products. In addition, plans are in place for the general care and repair of all library materials. In addition, the library features a good research system. There is a well-organized and well-maintained collection. The participants thought library services were excellent in terms of providing a wide range of services to customers and maximizing the productive use of library items. It's easily accessible and has enough area for reading and study.

BS Entrepreneurship students are provided services in the form of academic business implementation advising and other auxiliary services. As regards administration organization, BS Entrepreneurship Department-CBM has a governing body which is the Board of Regents. It takes charge of policy formulation and composed of qualified officials of the institution. The BS Entrepreneurship Department-CBM s records administration is seen to be efficient support and concern for quality instruction from the administration.

The BS Entrepreneurship curriculum is functional and relevant since they reflect national institutional goals and consist of carefully organized learning experiences meant to provide professional and technical preparation for entrepreneurship students. Furthermore, efforts are being made to ensure that syllabi in basic and major, elective and other courses provide proper preparation for students as they do research and business planning.

The instructional materials and methods, such as syllabi, are excellent, as they are updated on a regular basis and provide research methodology training. BS Entrepreneurship students also have access to a wide range of books and reference materials, as well as laboratory facilities.

Of guarantee comprehensive development and learning of desirable values and attitudes, faculty use effective and varied approaches to instruction, including seminars and symposia.

The BS Entrepreneurship Department-CBM has a clear grading policy and proven methods for assessing student achievement, including comprehensive exams and other learning assessments as well as the quality of business plan, research, term papers, and projects.

The BS Entrepreneurship Department-CBM has developed particular norms and criteria for reviewing feasibility study and business plan support, business implementation to guarantee that they meet the CHED standards. All additional requirements pertaining to the personal data of students are carefully enforced.

Participants agreed that research was an important aspect of the training. Faculty efforts are aimed at producing a sufficient volume of high-quality research, as well as giving feasibility study and business plan support, business implementation, and research updates to students through seminars and workshops.

The BS Entrepreneurship Department-CBM helps to keep the research journals up to date. Participants said the BS Entrepreneurship Department-CBM was getting active in community service through activities, programs, and initiatives aimed at developing social concern for the community, as well as through integrated discussions of current community concerns in several topic areas.

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## Conclusions

The BS Entrepreneurship program objectives of the Mindoro State University Main Campus, Philippines meet national development goals, and the institution's mission statement is well expressed and widely communicated. Students' admission standards in terms of selection and retention rules and practices are in line with government regulations as well as the institution's goals and objectives. The BS Entrepreneurship faculty's academic qualifications in entrepreneurship and business administration far exceed the CHED's criteria. They are highly qualified, well-chosen, and designed to teach subjects in their field of expertise. Human and physical resources, especially laboratories, are well provided for. Faculty members in BS Entrepreneurship are highly qualified, experienced, and actively involved in research, with findings published and disseminated. BS Entrepreneurship students, on the other hand, are capable of independent study and have access to the university's resources. The library has sufficient library holdings, financial support, and knowledgeable staff, as well as an organized and well-maintained collection, enough physical facilities, and effective library services. The BS Entrepreneurship-College of Business and Management provides suitable student assistance in the form of feasibility study and business plan and business implementation advice and counseling. It also provides administrative support through a governing body entrusted with policy formation in the areas of planning, financial management, and records management. There is fund set aside for research projects, as well as for planning activities in which faculty members are involved. The BS Entrepreneurship curriculum is relevant, functional, and flexible, with an educational plan that is directed to human and national development.

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## Recommendations

The BS Entrepreneurship action plan, which also addresses accreditation-related areas, may be created in order to uphold the higher education institution's commitment to excellence. To evaluate the students' academic progress and readiness, a follow-up study could be carried out. The findings should be strictly followed by the institution so as to maintain the higher-level accreditation to uphold quality education.

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