# Document Organizer Apps (DOApps): An Innovative Processing System of the Accrediitation Documents

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**Abstract:** This descriptive research determined the effectiveness of the Accreditation App for organizing documents for the different AACCUP Areas in preparation for the Level III Phase II accreditation with the aim of developing convenience, accuracy and systematic processing of documents. Ten (10) area coordinators were requested to evaluate effectiveness of the application software in terms of its accuracy, systematic impact and convenience. Results revealed that all area coordinators evaluated the apps as highly convenient and systematic, however, in terms of accuracy it was evaluated to be slightly accurate for only few documents were tested. As evaluated by the area coordinators, the effectiveness of the apps was described as Area 1 highly effective, Area 2 slightly effective, Area 3 effective, Area 4 slightly effective, Area 5 effective, Area 6 slightly effective, Area 7 slightly effective, Area 8 effective, Area 9 effective and Area 10 slightly effective. Based on the evaluation made by the area coordinators, it can be recommended that the apps may be subjected for more refinement. It can also be regarded that the school must provide high capacity devices in order to store maximum data.

**Keywords:** Application Program, Effectiveness, Area, AACCUP.

## INTRODUCTION

The world of today faces a lot of challenges in the field of competition for quality instruction and learning. The trendsetter in education particularly in schools or in university, is the quality of educational services provided to the clientele and this can all be measures to the performance, employability, quality of the teacher and the physical appearance in school.

All of these can be measured in terms of accreditation. Most of the universities and colleges particularly in the Philippines, subjected their academic programs for accreditation to verify and determine the quality of services rendered by an academic institution. Accreditation is a voluntary process of self-regulation and peer review adopted by the educational community. Institutions of higher education have voluntarily entered into associations to evaluate each other in accord with an institution's stated goals. Non-accredited institutions must be able to demonstrate that they possess certain "characteristics of quality" before they are allowed to become members of the association of accredited institutions (Kumar, P., Shukla, B. & Passey, D, 2020).

As cited by Rivera, (2012) AACCUP strategically has put in place a system that externally assess the quality of provisions of degree offerings among chartered colleges and universities. This external assessment of quality will drive these institutions to improve continuously and further enhance the quality not only of the provisions of the degree offerings but critically to improve the overall quality of highereducation programs they offer.

Considering that in the part of state universities in the rural areas, like where Northern Iloilo State University is situated, the bulk of works in accreditation is undeniable. Oftentimes, the task force members during the accreditation program are the academic faculty. Some of them had more than one preparations or higher and being a part of the accreditation task force team is an additional burden for them. Searching and organizing documents were one of the top ranking issues being encountered which caused the delay of the preparation of the documents.

The institution particularly the researcher who is also a task force member of the accreditation had looked into the possibility of creating a system to strategize the organization o of the documents. The purpose of which is to make the process easy, convenient and systematic for such an instance that some of the documents can be also evidences of the other area of evaluation.

So, through the advent of technology not only in the teaching but also in some operational processes, the organizing apps had been created and initiative in order to help out segregating the documents in every area of evaluation.

Thus, this research study was conducted to determine how effective and operational is the process.

Hence, this study.

## METHODOLOGY

This descriptive survey research aimed to determine the effectiveness and functionality of the document organizing apps (DOApps) in the organizing of the documents, as evaluated per area in terms of accuracy, convenience and systematic operations. This sought answers to the following questions:

1. What is the effectiveness of the DOApps to children in terms of accuracy, convenience and systematic operations as a whole and when grouped into different areas such as Area 1 – VMGO, Area 2 – Faculty, Area 3 – Curriculum and Instruction, Area 4 – Support to Students,

Area 5 – Research, Area 6 – Extension and Community Development, Area 7 – Library, Area 8- Physical Plant, Area 9 – Laboratory and Area 10- Administration.

2. What can be recommended into the system to make it more efficient and functional in on the part of the task force or area coordinators?

## RESULTS

**Evaluation of AREA 1 in terms of Accuracy, Convenience and Systematization**
The graph shows that Area 1 (Vision, Mission, Goals and Objectives) were evaluated as moderately accurate, very highly convenient, and in terms of systematization it was described as moderate. Graph 1 presents the results
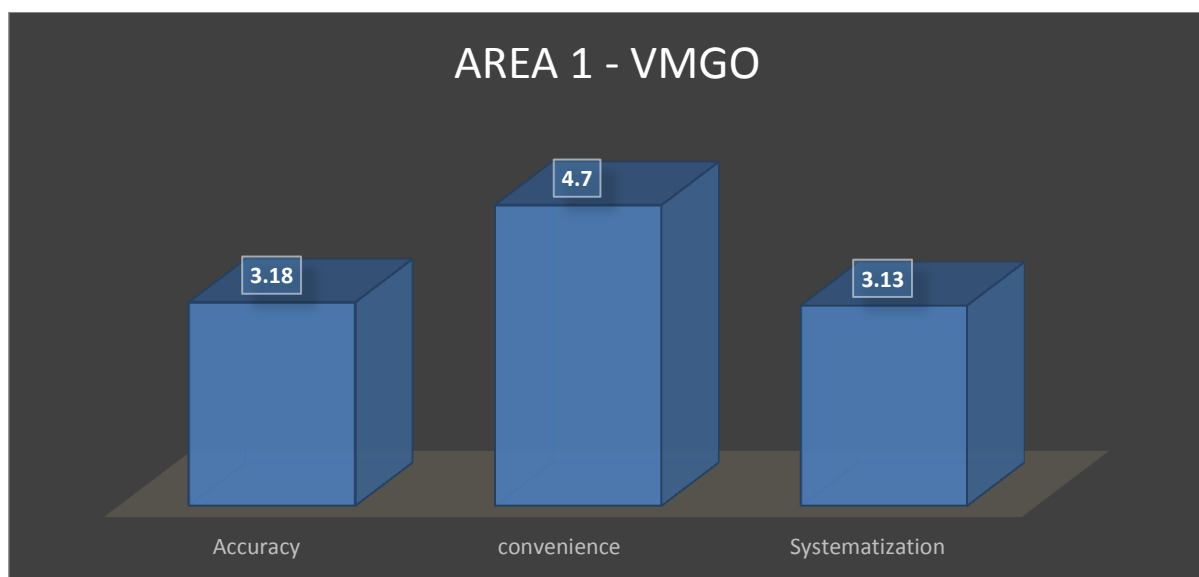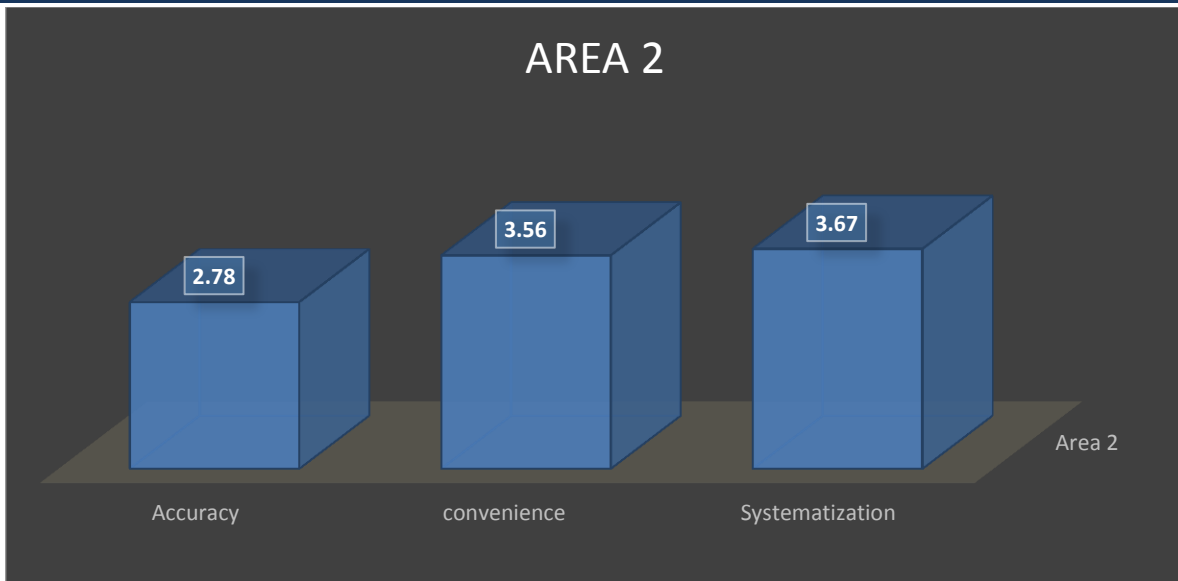


**Graph 1:** Evaluatiton of AREA 1 in terms of Accuracy, Convenience and Systematization
Scale: 4.21-5.00 (very high); 3.41-4.20 (high); 2.61-3.40 (moderate); 1.81 – 2.60 (low) and 1.00 – 1.80 (very low)

**Evaluatiton of AREA 2 in terms of Accuracy, Convenience and Systematization**
The graph shows that Area 2 (Faculty) were evaluated as moderately accurate, highly
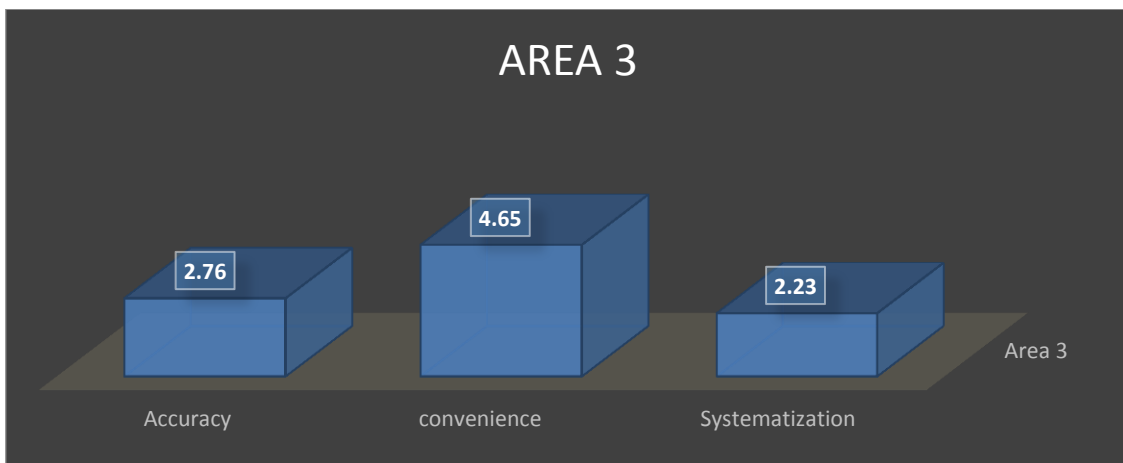
convenient, and in terms of systematization it was described as high. Graph 2 presents the results

**Graph 2:** Evaluatiton of AREA 2 in terms of Accuracy, Convenience and Systematization
Scale: 4.21-5.00 (very high); 3.41-4.20 (high); 2.61-3.40 (moderate); 1.81 – 2.60 (low) and 1.00 – 1.80 (very low)

**Evaluatiton of AREA 3 in terms of Accuracy, Convenience and Systematization**
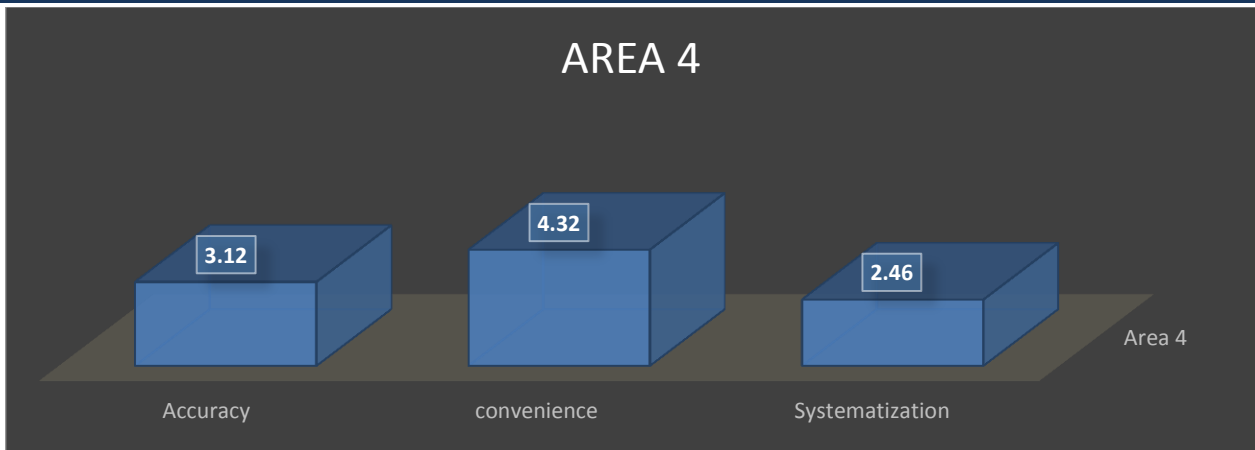The graph shows that Area 3 (Curriculum and Instruction) were evaluated as moderately accurate, very highly convenient, and in terms of systematization it was described as low.Graph 3 presents the results.



**Graph 3:** Evaluatiton of AREA 3 in terms of Accuracy, Convenience and Systematization
Scale: 4.21-5.00 (very high); 3.41-4.20 (high); 2.61-3.40 (moderate); 1.81 – 2.60 (low) and 1.00 – 1.80 (very low)

**Evaluatiton of AREA 4 in terms of Accuracy, Convenience and Systematization**
The graph shows that Area 4 (Support to Students) were evaluated as moderately accurate, highly convenient, and in terms of systematization it was described as low. Graph 4 presents the results
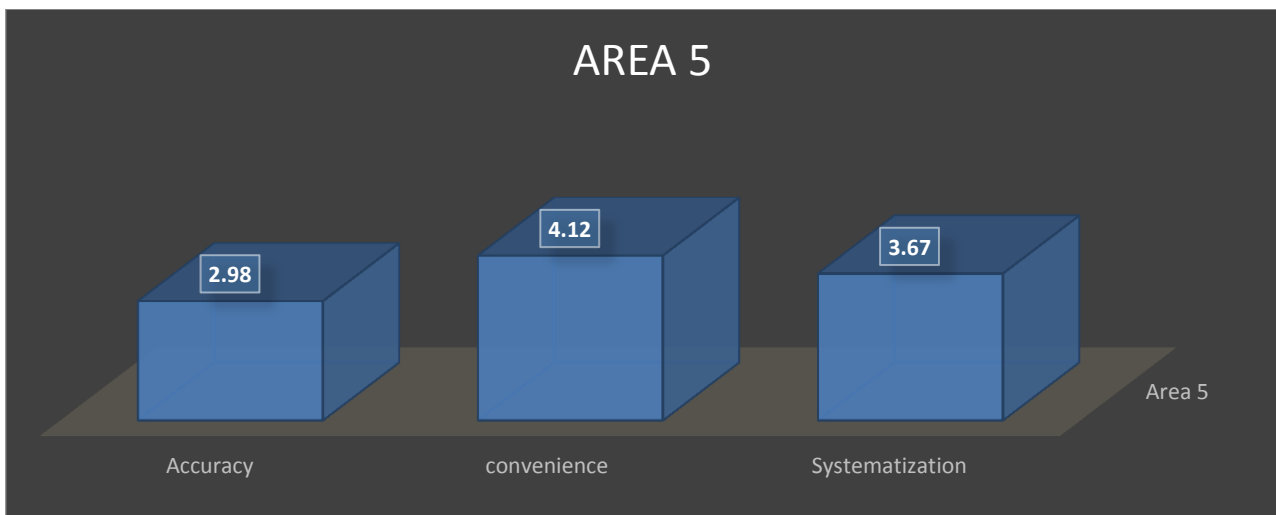
## AREA 4

3.12    4.32    2.46

Accuracy    convenience    Systematization    Area 4

**Graph 4:** Evaluatiton of AREA 3 in terms of Accuracy, Convenience and Systematization
Scale: 4.21-5.00 (very high); 3.41-4.20 (high); 2.61-3.40 (moderate); 1.81 – 2.60 (low) and 1.00 – 1.80 (very low)

**Evaluatiton of AREA 5 in terms of Accuracy, Convenience and Systematization**

The graph shows that Area 5 (Research) were evaluated as moderately accurate, highly convenient, and in terms of systematization it was described as moderate.Graph 5 presents the results
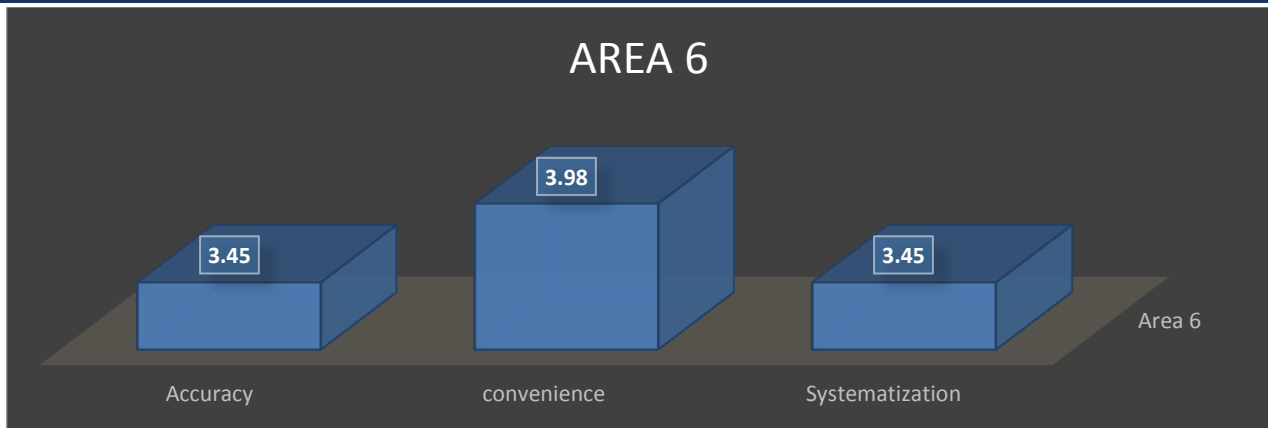
## AREA 5

2.98    4.12    3.67

Accuracy    convenience    Systematization    Area 5

**Graph 5:** Evaluatiton of AREA 3 in terms of Accuracy, Convenience and Systematization
Scale: 4.21-5.00 (very high); 3.41-4.20 (high); 2.61-3.40 (moderate); 1.81 – 2.60 (low) and 1.00 – 1.80 (very low)

**Evaluatiton of AREA 6 in terms of Accuracy, Convenience and Systematization**

The graph shows that Area 6 (Extension and Community Services) were evaluated as highly accurate, highly convenient, and in terms of systematization it was described as high. Graph 6 presents the results.
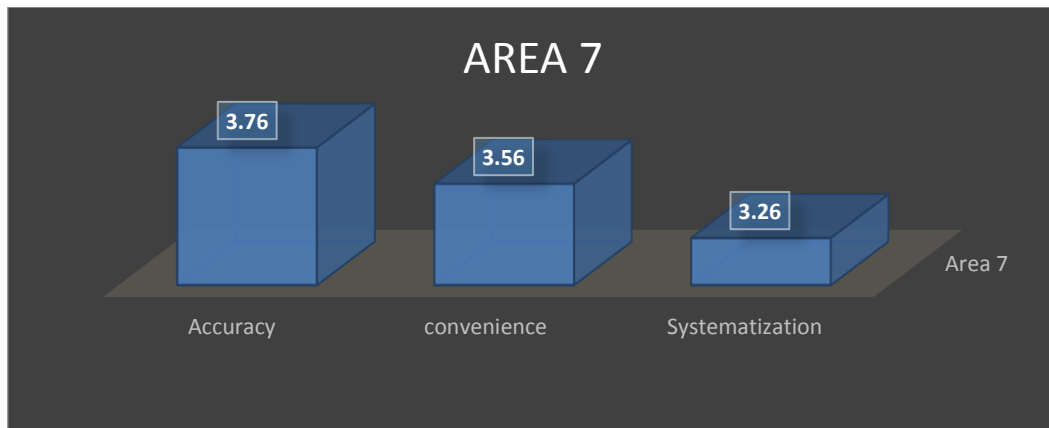
**Graph 6:** Evaluatiton of AREA 6 in terms of Accuracy, Convenience and Systematization
Scale: 4.21-5.00 (very high); 3.41-4.20 (high); 2.61-3.40 (moderate); 1.81 – 2.60 (low) and 1.00 – 1.80 (very low)

**Evaluatiton of AREA 7 in terms of Accuracy, Convenience and Systematization**
The graph shows that Area 7 (Library) were evaluated as highly accurate, highly convenient, and in terms of systematization it was described as moderate.Graph 7 presents the results.
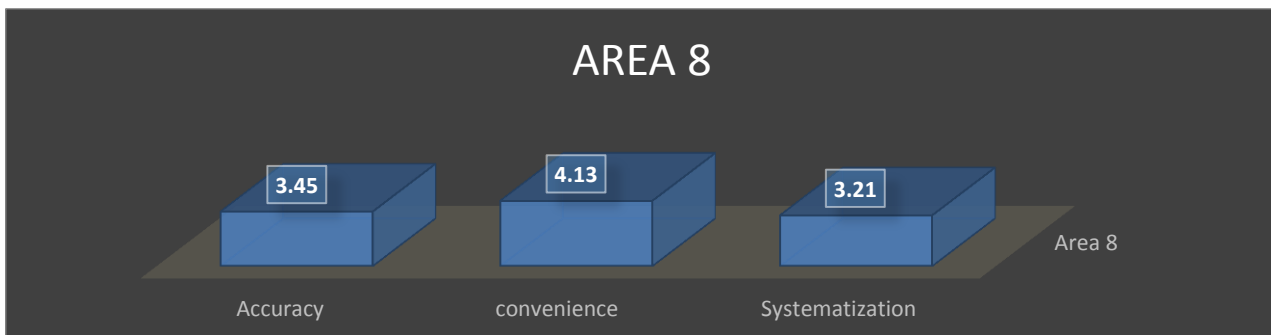


**Graph 7:** Evaluatiton of AREA 7 in terms of Accuracy, Convenience and Systematization
Scale: 4.21-5.00 (very high); 3.41-4.20 (high); 2.61-3.40 (moderate); 1.81 – 2.60 (low) and 1.00 – 1.80 (very low)

**Evaluatiton of AREA 8 in terms of Accuracy, Convenience and Systematization**
The graph shows that Area 8 (Physical Plant and Facilities) were evaluated as highly accurate, highly convenient, and in terms of systematization it was described as moderate. Graph 8 presents the results.
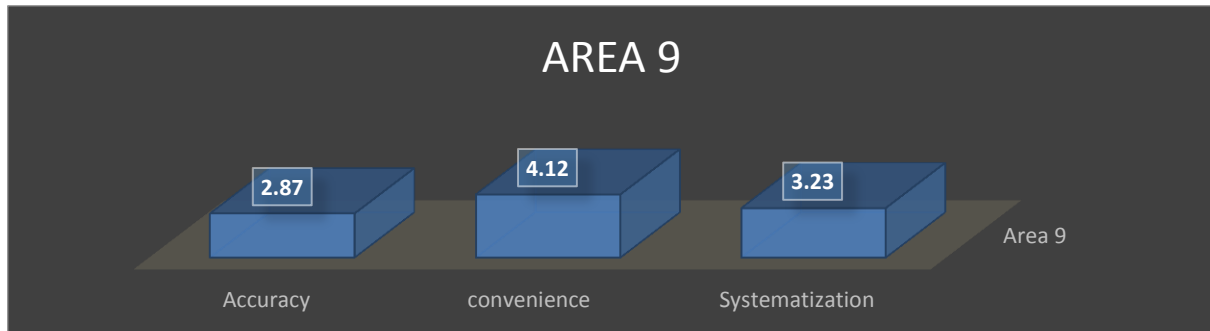


**Graph 8:** Evaluatiton of AREA 8 in terms of Accuracy, Convenience and Systematization
Scale: 4.21-5.00 (very high); 3.41-4.20 (high); 2.61-3.40 (moderate); 1.81 – 2.60 (low) and 1.00 – 1.80 (very low)

**Evaluatiton of AREA 9 in terms of Accuracy, Convenience and Systematization**
The graph shows that Area 9 (Laboratory) were evaluated as moderately accurate, highly

convenient, and in terms of systematization it was described as moderate.Graph 9 presents the results
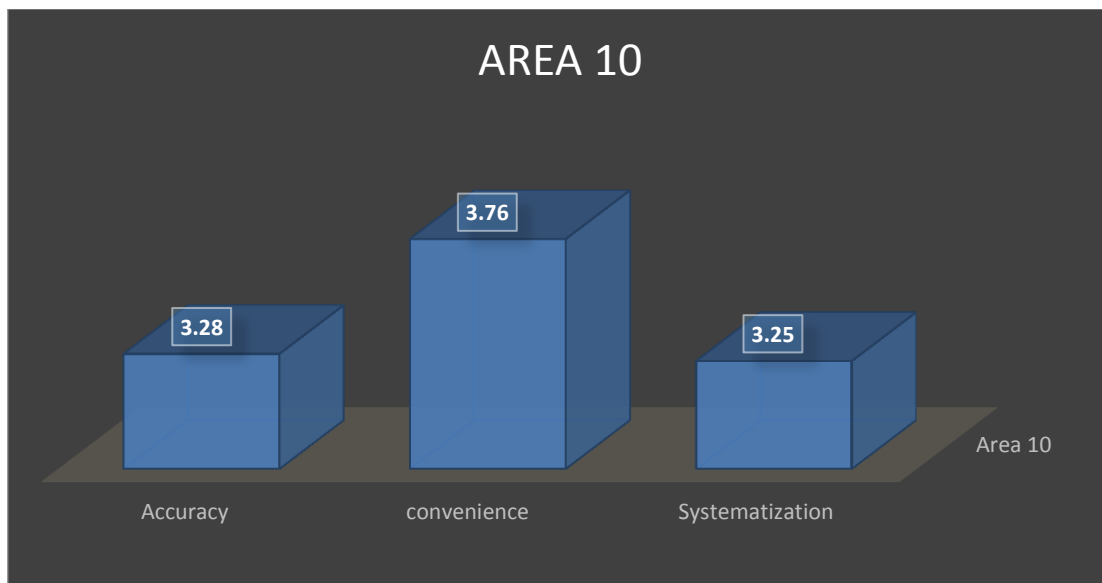


**Graph 9:** Evaluatiton of AREA 9 in terms of Accuracy, Convenience and Systematization
Scale: 4.21-5.00 (very high); 3.41-4.20 (high); 2.61-3.40 (moderate); 1.81 – 2.60 (low) and 1.00 – 1.80 (very low)

**Evaluatiton of AREA 10 in terms of Accuracy, Convenience and Systematization**
The graph shows that Area 10 (Administration) were evaluated as moderately accurate, highly

convenient, and in terms of systematization it was described as moderate. Graph 10 presents the results.



**Graph 10:** Evaluatiton of AREA 10 in terms of Accuracy, Convenience and Systematization
Scale: 4.21-5.00 (very high); 3.41-4.20 (high); 2.61-3.40 (moderate); 1.81 – 2.60 (low) and 1.00 – 1.80 (very low)

## DISCUSSION

Considering that as mandated by the Commission on Higher Education (CHED), the state universities and colleges (SUCs) have four mandated functions such as instruction, research, extension and resource generation. The areas mentioned above supports the mandated functions of the tertiary institutions and thus, its functions or operation supported all the activities, programs and operations.

## CONCLUSION AND RECOMMENDATIONS

In its own perspective, determining or evaluating the quality of instructional services to the institutions is part and parcel of the educational processes. By ensuring the sustainability of the quality services provided, there must be a system of adaptation in order that the attainment of the planned vision and mission to serve the clientele is regarded. Thus, this documentation accreditation apps or shortly called "DOApps" can be the surest solution to reach out this purpose.

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Just what Gregory, (2012) concluded in his study that, as evident from the requirements of the various accreditation levels, higher education institution accreditation in the Philippines is centered on four key result areas, namely: quality of teaching and research,support for students, relations with the community, and management of resources. Thus, by far accreditation infact is a process that could bring out the best in all areas of the academic institution.

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