

# Bicol University College of Nursing Vision, Mission, Goal, and Objectives: Awareness, Dissemination, and Attainment

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## Abstract

Bicol University College of Nursing's (BUCN) vision, mission, goal, and objectives (VMGO) serve as fundamental guide in its mandate for instruction, research, and extension, towards yielding world-class nurses. This study looked into stakeholders' awareness of the BUCN VMGO, the college's strategies towards its attainment, and possible enhancements towards its wider dissemination and greater assurance of attainment. This is a cross-sectional type of research which utilized a mix of sampling designs for selecting respondents—namely total enumeration for students; random sampling for BUCN administration, teaching, and non-teaching staff; and purposive sampling for parents, alumni, community, and linkages. Results show that stakeholders are highly aware of the BUCN VMGO due to wide dissemination through posters, flyers, IEC materials, and social media. The college's strategies towards the attainment of its VMGO are seen to be well-practiced, most significant of which are ensuring a pool of highly qualified professors, distributing various VMGO info-dissemination materials, promoting its personnel's professional and personal development, and taking responsibility for students' advancement. Areas for improvement include BUCN's regular tracking of graduates, undertaking activities with institutional linkages and communities, encouraging students to join organizations and participate in their activities, and having parents and guardians commit to overseeing their children's and wards' academic standing. Summarily, it can be said that stakeholders are cognizant of BUCN's VMGO, that BUCN implements effective strategies to realize its VMGO, and that different stakeholders have distinctive suggestions to help BUCN attain its vision and to improve the college in general.

**Keywords:** *nursing education, stakeholders' awareness, strategies to attain VMGO*

## Introduction

The vision and mission statements of an institution contain its long-term goals for itself and for the community within which it operates. They identify the fundamental purpose of the institution's existence, its long-term role and stature, what it does to achieve this purpose and how it would like to play its role (CMO No. 37, 2012). An educational institution's program objectives, in particular, are statements that describe the career and professional accomplishments that a program is preparing its would-be graduates to achieve within three to five years of graduation. These objectives are based on the needs of the industry and the society in which these graduates will serve.

The vision, mission, goal, and objectives (VMGO) of Bicol University College of Nursing (BUCN) seeks to set professional standards for the roles and responsibilities of the administration, teaching, and non-teaching staff towards their clients and

themselves. The VMGO statements embody the fundamental guide for the future of BUCN and the nursing education it offers. They direct the entire college towards the accomplishments of its planned and projected programs and activities. They also enunciate the long-term role and stature of each stakeholder as the scholastic proceedings go on year after year. The stakeholders are those entities who may be affected by or who may have an effect on the VMGO of the college.

The parameters set by the VMGO allow the BUCN personnel to be guided in accordance with Bicol University's expected outcomes of producing world-class nursing professionals in all fields of nursing. Thus, the VMGO is the first and primary area that is being examined during accreditations where it is evaluated for congruence with the institution's VMGO, its relevance, and its extent of dissemination,

among others. The institution and the college, in particular, therefore undergo various activities to properly disseminate the VMGO to all its stakeholders and to the greater public. These processes need to be documented and assessed for effectiveness, hence, this study.

The last Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP) accreditation that the BUCN underwent was in 2017, wherein assessment of Area I, or the VMGO, resulted in a rating of 3.97. One of the recommendations for the improvement of this area is to conduct a survey towards the assessment of awareness, acceptability, and other aspects of VMGO responsiveness. To address this recommendation, this study was undertaken, to focus particularly on stakeholders' awareness about BUCN's VMGO, strategies employed towards its attainment, and possible improvements on the dissemination of the VMGO and on the strategies used to attain them.

## Materials and Methods

### Research and Sampling Design

This study is a cross-sectional type of research. The following sampling methods for the five sets of respondents were employed: (1) total enumeration of students enrolled for second semester for school year 2017–2018, (2) random sampling among regular and active BUCN administrators, teaching and non-teaching staff, and (3) purposive sampling among parents of enrolled students, alumni who graduated from 2007–2017, the community, and linkages where BUCN is affiliated to or has linkage with through a memorandum of agreement (MOA). The institutional linkages and community include the Bicol Regional Training and Teaching Hospital (BRTTH), the Provincial Health Office (PHO),

City Health Office (CHO) and the municipal and barangay health stations, represented by the medical center chief and other doctors, the chief nurse, nurse supervisors, head and staff nurses, and other health workers. These respondents are the people who have regular interaction with BUCN student nurses during related learning experience (RLE), administration, and with faculty and non-teaching staff for office transactions and other routine activities. The number of respondents is shown on Table 1.

### Research Question and Interview Guide

The questionnaire contained four parts. The first three parts covered the awareness of the different groups of stakeholders, the strategies practiced by the college in the attainment of the VMGO, and possible improvements on both the dissemination of BUCN's VMGO and strategies practiced towards the attainment of the VMGO. The fourth part contained open-ended questions to get the respondents' thoughts and ideas on possible improvements that BUCN may implement in the dissemination and attainment of their VMGO.

The interview guide, on the other hand, contained eight questions. Key informants were allowed to answer freely and verbalize their thoughts and perceptions on the important issues concerning the BUCN VMGO. The interviews provided validation to information gathered through the questionnaires.

### Analysis of Data

Descriptive statistics like frequency, percentage, ranking, and mean were used in the analysis of data. A five-point Likert Scale was used to measure stakeholders' assessments, with 5 as the highest and one 1 as the lowest. Table 2 shows the range and descriptions of the five-point scale.

**Table 1.** Respondents of the Study

Type of Respondents	No. of Respondents	Retrieval Rate
BUCN Student Nurses	144	100%
BUCN Administration, Faculty & Non-teaching Staff	32	86.48%
Parents and/or Guardian	102	70.83%
Alumni	115	69.28%
Linkages and/or Community	30	60%
<b>Total</b>	<b>423</b>	<b>100 %</b>

**Table 2.** Likert Scale Range and Description of the Stakeholders Awareness Assessment

Range	Description
4.21–5.00	Highly Aware
3.41–4.20	Aware
2.61–3.40	Moderately Aware
1.81–2.60	Least Aware
1.00–1.80	Not Aware

**Results and Discussion**

***Stakeholders’ Awareness of BU College of Nursing’s Vision, Mission, Goal, and Objectives***

The Bicol University College of Nursing’s (BUCN) stakeholders are found to be highly aware of the college’s vision, mission, goal, and objectives. In particular, survey results show the administration, faculty, and staff of BUCN to be *Highly Aware*, with the highest mean rating of 4.76; student nurse respondents are *Highly Aware*, yielding a mean rating of 4.30; parents and guardians are found to be *Highly Aware* at 4.25; alumni are likewise *Highly Aware* at 4.21; and community and linkages are only *Aware*, with mean rating of 3.52 (table 3).

It is expected that BUCN’s administration, faculty, and staff to have the highest level of awareness, since BUCN’s VMGO is posted in strategic locations around its campus, such as on bulletin boards and posters. It is also they who are expected to be most actively working towards its attainment, thus, the greater awareness.

Apart from being on bulletin boards and posters, the VMGO is also disseminated through flyers, is broadcasted in social media, and circulated among different agencies, institutions, the industry sector, and in the community; thus, the similarly high level of awareness among the students, parents and guardians, and the alumni. Additionally, these sets of stakeholders, particularly the students and alumni, are similarly expected to be aware of the VMGO since this is discussed with them at the start of every school year. Parents and guardians may have learned vicariously through their children and wards.

It can be noted that the parents and guardians have a slightly higher awareness than the alumni. This could be due to the fact that many of the alumni would have had a different set of VMGO statements, having attended college under a different administration,

whereas the parents are exposed to the current one. The difference in their mean ratings, however, is considered negligible. This could be because whatever changes have been made to the VMGO since their time would not be too significantly deviant from the previous ones.

The community and linkages have the lowest rating of awareness, but only a level lower than the rest. This is acceptable, in fact still of above-average awareness, and this is due to the wide dissemination of the VMGO as described above. Their lower level of awareness is understandable because they are the ones with less interactions with the BUCN administration, faculty, staff, and students. Their dealings with BUCN are for official transactions, routine activities like meetings at the start of the semester, and formal gatherings like seminar workshops. Interactions of students with other members of the community take place during their related learning experiences at the clinical areas, at the city health office, and in the community.

The stakeholders’ awareness about BUCN’s VMGO includes awareness of the content and of the manner of dissemination, including through information, education, and communication (IEC) materials. These IECs showcase not only the institution’s VMGO but also the road map that will enable its attainment.

It is advantageous to the college that the identified stakeholders are, in general, highly aware of BUCN’s VMGO. Apart from awareness, however, it is important that everyone likewise helps towards attaining them. Thus, strategies have to be created and employed to this end.

***Strategies Practiced by the College in the Attainment of the BUCN VMGO***

In order to work towards the attainment of BUCN’s vision, mission, goal, and objectives, strategies have been put in place by the college for them to practice. These are listed in Table 4, along with frequencies of how much stakeholders believe they are applied.

As the table shows, the administration, faculty, and staff indicate their full confidence that these strategies are practiced, having a 100% frequency for all strategies. This is followed by the students with 72.22%, parents and guardians with 56.86%, the

**Table 3.** Awareness of BU College of Nursing's VMGO by the Different Stakeholders

INDICATORS	STUDENTS				ADMIN, FACULTY & STAFF				PARENTS/ GUARDIAN				ALUMNI				LINKAGES/ COMMUNITY				OVERALL			
	144		32		102		115		30		423		30		423		30		423		30		423	
	M	AR	M	AR	M	AR	M	AR	M	AR	M	AR	M	AR	M	AR	M	AR	M	AR	M	AR	M	AR
I am aware of the BUCN VMGO	4.13	A	4.94	HA	3.99	A	4.07	A	4.07	A	3.00	MA	4.06	A										
I am aware that BUCN's VMGO are displayed on bulletin boards in the campus	4.53	HA	4.91	HA	4.54	HA	4.48	HA	3.37	A	4.47	HA												
I am aware that the VMGO are printed in brochures, programs & other materials	4.21	HA	4.81	HA	4.24	HA	4.02	A	3.40	MA	4.15	A												
I am aware that the VMGO are broadcasted in media &/or internet through BU website & BUCN Facebook page	4.21	HA	4.38	HA	4.11	A	3.56	A	3.07	MA	3.94	A												
I am aware that the VMGO are widely disseminated to the different agencies, institutions, industry sector & the community	4.15	A	4.13	A	4.04	A	3.56	A	3.30	MA	3.90	A												
I am aware that the Vision clearly reflects what BU & BUCN hopes to become	4.31	HA	4.91	HA	4.26	HA	4.26	HA	3.30	MA	4.26	HA												
I am aware that the Mission reflects BU's legal & educational mandate	4.23	HA	4.88	HA	4.17	A	4.15	A	3.43	A	4.19	A												
I am aware that the goal of BUCN is clearly stated & is consistent with the Mission of the university	4.32	HA	4.81	HA	4.26	HA	4.18	A	3.53	A	4.25	HA												
I am aware that the Objectives are consistent with the Goal of BUCN	4.22	HA	4.78	HA	4.24	HA	4.21	HA	3.40	MA	4.21	HA												
I am aware that the Objectives clearly state the expected outcomes in terms of desirable values & attitudes	4.37	HA	4.88	HA	4.32	HA	4.34	HA	4.17	A	4.37	HA												
I am aware that the Objectives clearly state the expected outcomes in terms of research & community involvement capabilities	4.36	HA	4.84	HA	4.31	HA	4.23	HA	3.83	A	4.31	HA												
I am aware that the Objectives clearly state the expected outcomes in terms of leadership & management skills	4.38	HA	4.75	HA	4.32	HA	4.62	HA	3.63	A	4.41	HA												
I am aware that the Objectives clearly state the expected outcomes in terms of commitment to service to all types of clients	4.36	HA	4.91	HA	4.37	HA	4.31	HA	3.80	A	4.35	HA												
I am aware that the Objectives clearly state the expected outcomes in terms of concern towards environment & community resilience	4.33	HA	4.69	HA	4.27	HA	4.13	A	3.70	A	4.24	HA												
I am aware that the Objectives clearly state the expected outcomes in terms of gender & development	4.32	HA	4.66	HA	4.28	HA	4.80	HA	3.63	A	4.42	HA												
I am aware that the Objectives clearly state the expected outcomes in terms of practicing analytical & critical thinking skills	4.33	HA	4.78	HA	4.27	HA	4.26	HA	3.67	A	4.28	HA												
I am aware that the Objectives clearly state the expected outcomes in terms of competencies of the students & graduates	4.38	HA	4.84	HA	4.31	HA	4.36	HA	3.53	A	4.33	HA												
Total Weighted Mean	4.30	HA	4.76	HA	4.25	HA	4.21	HA	3.52	A	4.24	HA												

**Table 4.** The Strategies Practiced by the College in the Attainment of the VMGO

INDICATORS	STUDENTS		ADMIN, FACULTY & STAFF		PARENTS/ GUARDIANS		ALUMNI		LINKAGES/ COMMUNITY		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
The college is manned by highly qualified professors	144	100.00	32	100.00	102	100.00	59	51.30	28	93.33	365	86.29
The college has info-dissemination materials on the VMGO posted on the campus	144	100.00	32	100.00	102	100.00	55	47.83	28	93.33	361	85.34
The college leads in the professional and personal development of the teaching and non-teaching staff	142	92.36	32	100.00	102	100.00	61	53.04	24	80.00	361	85.34
The college is responsible in the continuous development of the student nurses through instruction, research and extension	133	100.00	32	100.00	102	100.00	61	53.04	27	90.00	355	83.92
The college provides continuing education for all its clientele	103	70.83	32	100.00	102	100.00	61	53.04	28	93.33	326	77.07
The college provides parents with feedback on student performance	141	97.92	32	100.00	99	97.06	40	34.78	11	36.67	323	76.60
The college provides parents with BUCN flyer	134	93.06	32	100.00	102	100.00	36	31.30	13	43.33	317	74.94
The college provides instruction manual for the related learning experiences of students	128	88.89	32	100.00	86	84.31	59	51.30	9	30.00	314	74.23
The college provides venue for student development through local, regional and national conferences	102	98.61	32	100.00	94	92.16	61	53.04	19	63.33	308	72.81
The college provides student manual	104	72.22	32	100	58	56.86	56	48.70	11	36.67	261	61.70

alumni with 48.70%, and the community and linkages with 36.67%.

It is understood that the administration, faculty, and staff have the greatest responsibility in ensuring the attainment of the VMGO; thus, they employ all means of achieving this. They see that these strategies are indeed practiced. The students, for their part, are first-hand witnesses to the practice of these strategies and attest that most of these are employed towards the attainment of the college's VMGO. The parents and guardians see less of these strategies applied, and more so the community and linkages. Thus, they see less of these strategies being practiced.

Found to be the most important strategy in attaining BUCN's VMGO is ensuring that the college is manned by highly qualified professors. This is seen in the fact that 100% of the professors are master's degree holders, and 50% have doctorate degrees, making the teaching personnel highly qualified professional nurse educators. According to Gonzalo, (perscom, 2018), she is happy that her daughter is in BUCN because she believes that the professors are very good and teach the students very well. Batalla (perscom, 2018) verbalized that BUCN faculty is a strong boost to the college in producing world-class nurses; hence, she allowed her son to enroll in BUCN.

Ranking as the second strategy, which the respondents see BUCN to be implementing is that the college has VMGO info-dissemination materials posted in conspicuous areas within the campus. Having these materials around the campus allow stakeholders to be constantly reminded about their vision, mission, goal, and objectives, thus, will encourage them to work towards their attainment.

A third strategy is that the college puts premium on the professional and personal development of the teaching and non-teaching staff, such that much can be expected of them and that they indeed deliver quality services to their clientele. Equally significant is that the college consciously carries out its responsibility in the continuous development of the student nurses through instruction, research, and extension.

It is noteworthy how results for the alumni have percentages that range from 34.78% to 53.04%, a stark contrast against the overall ratings which ranges from 61.70% to 86.29%. This may be because the alumni's work locations are far from BUCN; thus, they are not too knowledgeable about the activities of the college. They are not informed that the BUCN carry

out relevant undertakings as strategies to attain the college's VMGO. For instance, in interviews with two male alumni, Nol and Amaranto (perscom, 2018), they mentioned that they did not know that BUCN gives VMGO flyers to the parents. During another interview, an alumna, said that she was not informed at all that the college provides feedback on student performance to parents.

The results under the students are notably the higher figures ranging from 70.83% to 100%. This denotes students' good knowledge, awareness, and understanding of the programs and projects in the college. According to Ordinario (perscom, 2018), the colleges' affairs and activities are undertaken mainly for the students.

There were 61.70% who verbalized that the college provided a student manual. The researcher then suggests that the BUCN administration look into this matter, make sure of the production and distribution of the aforesaid student manual, and distribute copies to the students and other stakeholders. This college manual serves as guide for the students towards attaining their own goals and meeting the challenges during the entire school year.

### ***Possible improvements in the dissemination and attainment of the VMGO***

While it has been established that stakeholders generally have a high level of awareness of BUCN's VMGO and that most stakeholders are likewise aware of the strategies used by the college in attaining them, it is important that BUCN maintain and ensure this same level of awareness and, therefore, continue to practice those strategies. The college therefore continually finds ways of better disseminating its VMGO and create more strategies towards its attainment. In an attempt to augment the means of dissemination currently used and to support the strategies used in the attainment of the VMGO, this research sought suggestions from its respondents on possible improvements in its means of dissemination, moreover, in its attainment. The paper summarized the suggestions into five major categories for each type of respondent in Table 5.

One important suggestion from the students is for them to actively participate in organizations that would mold them and help them show their potentials in becoming great leaders. Indeed, students must make use of their time by participating in relevant activities

**Table 5.** Suggested Enhancements in the Attainment and Dissemination of the VMGO (n=423)

STUDENTS		F	P
1.	Be part of organizations where they can show their potentials and actively participate in activities that would help mold them to become leaders	85	59.03
2.	To study even harder, perform well in the related learning experiences and pass the board examination and be a topper	79	54.86
3.	To wear their white uniforms with pride and confidently represent the university in outside activities like medical missions and serve the people efficiently	62	43.06
4.	To attend class regularly, respect teachers and accept grades. Perform better in the classrooms and in the clinical areas to avoid criticisms from professor.	34	23.61
5.	Facilities in the college must be repaired and improved, just like the CRs, chairs, electric fans and floors in the classrooms	28	19.44
BUCN ADMINISTRATION, FACULTY & STAFF		F	P
1.	More faculty members and non-teaching staff must actively participate in the crafting and/or revision of the VMGO and must help in the dissemination of the BUCN VMGO	12	37.50
2.	Prioritize infrastructure projects and improvement of facilities for BUCN to be at par with other HEI's and to meet the vision of becoming a world-class university	9	28.13
3.	Increase number of linkages by collaborating with the NGOs and LGUs	5	15.63
4.	Increase opportunities for teaching and learning development of teaching and non-teaching staff by sending them to attend international, national and local trainings and conferences	3	9.38
5.	Continue the dissemination of VMGO to the community and emphasize VMGO to the freshmen	1	3.13
PARENTS AND/OR GUARDIANS		F	P
1.	Parents/guardians must monitor the attendance and performance of their children in school and they must be provided with students' academic and clinical performance on a regular basis	46	45.10
2.	BUCN must continue to hire highly qualified professors to maintain the standards BUCN is known for	45	44.12
3.	More parents and/or guardians must attend meetings and must be active in BUCN activities	23	22.55
4.	Improve facilities especially CRs and sound system of amphitheater	11	10.78
5.	There must be a system where students can have online enrolment process	3	2.94
ALUMNI		F	P
1.	The BUCN must keep a regular tracking of all graduates	12	10.43
2.	There must be information dissemination about latest in BUCN to alumni and the community	9	7.83
3.	Invite alumni to give lecture to students	7	6.09
4.	Invite alumni to participate in important activities like Foundation Day celebrations	4	3.48
5.	Invite financially blessed alumni to donate to help improve BUCN facilities	2	1.74
LINKAGES AND/OR THE COMMUNITY		F	P
1.	There should be more activities with the partners in the community	22	73.33
2.	BUCN must share news and updates, especially accomplishments to the community by providing them with BUCN newsletters on a regular basis	18	60
3.	BUCN must have a web page with the VMGO and a showcase of BUCN's accomplishments	9	30
4.	BUCN must undergo strict evaluation and assessment of services	8	26.67
5.	External accreditation must be done on a random basis, not scheduled	4	13.33

F – Frequency P – Percentage

in the college. This will help them develop holistically and transition towards mature professionals. Another suggestion is for the students to study even harder, perform well in the related learning experiences, pass and top the board exam. This postulates that the students are aware of their roles and responsibilities for the college, for their families, and for themselves.

Another set of suggestions came from the BUCN administration, faculty, and non-teaching staff saying that the faculty members and non-teaching staff must actively participate in the crafting or revising of the VMGO and must help in the dissemination of the BUCN VMGO. It is to be noted that BUCN undertook a revision of the VMGO in 2015. The revision was done by a group of BUCN administration, coordinators, faculty president, college student council (CSC) officers, selected parents, alumni, and people in the community. Prof. Bebian Alparce (perscom, 2018), a faculty of BUCN, suggested that if another revision will be done, the other faculty members and non-teaching staff must be enjoined to participate as well. That way, they may be given the chance to share their important thoughts and the salient elements to be included in the next VMGO.

Another suggestion from the same group is on prioritizing infrastructure projects for BUCN, including good and functional comfort rooms, comparable with those in other higher education institutions (HEIs) and in keeping with Bicol University's vision of becoming a world-class university. The comfort rooms have been a long-time problem of the college. An interview with Rognao (perscom, 2018), a non-teaching staff of BUCN, revealed that the main problem regarding the comfort rooms is the poor water system. However, the researcher was told during the interview that the college has already included the repair of the comfort room in its budget and that repairs and improvements will be made soon.

The parents likewise gave their suggestions, primary, among which is monitoring the attendance and performance of their children in school and regularly apprising the parents about the students' academic and clinical performance. This indicates that the parents and guardians of the BUCN student nurses are very willing to guide them and monitor them in school to ensure their good academic and RLE performances. The parents likewise verbalized that the college must maintain the standards BUCN is known for.

The alumni, on the other hand, suggested that BUCN keep a regular tracking of all graduates. Tracking the whereabouts of the graduates is essential for the colleges and universities to know what transpired in their professional path (Gaebel *et. al.*, 2012). Tracking is good for determining long-term outcomes and in obtaining further institutional support.

A suggestion to improve and increase linkages by collaborating with the non-government organizations (NGOs) and local government units (LGUs) also came about. According to Nanthagopan (2011), networking and linkages focus on very good communications and partnerships with others to serve people with mutual interest. Hence, it is best for BUCN to have more linkages in the international, national, and local scenes. Both students and the linkages and the community stakeholders suggested that not only should there be an increase in the number of linkages but also that more activities with the partners in the community should be engaged in.

Suggestions on improving the facilities were also noted from various stakeholders, namely the students, the administration, faculty and staff, and the parents. These suggestions may be presented to the university authorities so that proper action may be done.

In general, the results show that stakeholders are aware of BUCN's accomplishments and performance both in recent and in distant academic years. BUCN may do well in maintaining the standards they are known for and sustain such excellence in all fields of nursing.

## Conclusion and Recommendation

Findings indicate that BUCN's stakeholders are cognizant of BUCN's VMGO, that the college implements effective strategies to realize its VMGO, and that the different stakeholders have distinctive helpful suggestions to support BUCN's endeavors to attain its vision and improve the college in general. Based on the conclusions of the study, the following are recommended: BUCN may propose activities and partner with the community and linkages for a mutual intent for public service. The publication of the BUCN newsletter and BUCN VMGO flyers must be more extensive and must be shared and spread to its linkages and the community in general, budget for which must form part of BUCN's work and financial



plan. Furthermore, BUCN may lead students to get involved in relevant organizations, inside and outside the university to advocate the spirit of service and volunteerism. The dissemination of the BUCN VMGO must continue every year, such that it may provide a basis for future revisions and/or improvement. Selected students, faculty and non-teaching staff, parents, alumni, and community and linkages may be included in the crafting and revision of the VMGO. BUCN may develop a mechanism where parents may be able to do monitoring of their children's attendance and performances in school in a consistent way. BUCN may conduct tracking of graduates, which must be done on a regular basis.

BUCN administration must keep open communication lines with all stakeholders so that strategies will be more effective, and accomplishments for the attainment of the VMGO will be remarkable. As the enhancements forwarded by the different stakeholders are found most relevant, it will be wise for BU and BUCN to take heed of all those suggestions to continually achieve excellence and attain its vision of becoming a world-class university. Educational activities involving all stakeholders must be undertaken all year round.

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