

**EDUCATIONAL POLICY PERFORMANCE IN PRIVATE HIGHER EDUCATION:
INDICATIVE PROMOTER OF HUMAN CAPITAL DEVELOPMENT****Dr. Danilo C. Diotay**Faculty/AMA International University-Bahrain
BAHRAIN**ABSTRACT**

This study examines the role and importance of private higher education in promoting human capital development. It is anchored on the theory of human capital recognized as major contributor in driving a nation's economic growth. It focused on the importance of education as key for moving society toward sustainability by preparing the kind stock of human capital. This is the role of (private) higher education realized as main producer of education output – the graduates, and outcome – the stock human capital. Significantly, educational policy performance indicators classified as quantitative data are identified, analyzed and measured as essential elements indicating growth in educational outcomes. Such outcomes represent an output as an investment in quality education which directly increases human capital. This study further aims to find out if benefits still outweigh the cost. To ensure benefits over costs, higher education must prepare quality graduates by employing educational performance policy measures using identified indicators to find out quality of educational performance, efficiency, equity and externalities. Assessment of education output was made to know the return to investment in education. Some tools were applied to measure the educational performance policy per university program and college. Baseline 4 and 5-year cohort data was used to understand flow of enrolment. The output of this study, a University scorecard was prepared.

Keywords: Educational performance policy, private higher education, human capital, sustainable development, investment in quality education.

INTRODUCTION

Education is a basic factor in economic development. At the equity, health, and better opportunities for employment which means lower unemployment, higher wages, promotion, and professional development. At present, having a college degree is believed to be an indicator of one's status in society. A college degree is the minimum requirement in hiring salaried employees. This has resulted in the increasing demand for higher education at a rate much faster that the country can readily supply (PBE, 2011).

However, it is a cruel paradox that a college education, in common instances, helps to escape poverty; one aiming for education has to be rich to afford one. Furthermore, those who do manage to go to college run the risk that the education they pay for may turn out to be sub-standard or defective (Robles, 2012).

This concerns higher education institutions in the country about the quality of education they serve. Poor quality education could be a poor investment. Assessment of the impact of educational investments thus requires a close monitoring of the quantity and coverage of educational services, as well as, of the quality of these services.

Negros Occidental University, in her remarkably 73 years of existence since it was founded, is continuing its pursuit of achieving its goal – to produce quality graduates. This education

output indicates the type of stock human capital the University develops, the type of social capital our nation has right now and similarly would have in the future if no further intervention is made.

This study conceptualizes the idea of valuing education in terms of educational performance policy. This study sets out the primary questions of, “Do private higher education institutions positively probe human capital development?”; “Do higher education institutions able to achieve their vision, mission, goals and objectives?”

This paper purposely aims to analyze the educational performance policy indicators of Negros Occidental University as a higher education institution through evaluating and assessing educational policy measures in terms of educational performance, efficiency and equity, and externalities. Specifically, it examines the extent of higher education development in terms of input, retention, relevance, quality, and equity in the levels of the institution, the student, and the community. This is the basis for the preparation of the improved educational performance quality through the University Scorecard.

LITERATURE REVIEW

The related literature review for this study presents a background and importance of private international university, private international universities’ educational policies, examining and assessing education quality indicators’ concepts, human capital and economic theories in relation to cost and benefit analysis concepts and theories on investments in private international university higher education. This part also offers the revision of related studies on cost-benefit analysis in private international university higher education setting that delivers further views and ideas about this study.

In this background, one of the most vital decisions one can obtain is the investment in higher education. Pursuing a university career may engage considerable personal costs but the lifetime economic benefits to individuals [7].

Further, looking at the circumstances in the past, the changes in the rates of employment, rates of enrolment, and investment in education as examined in the last two decades of economic crisis position how education and skills institute the way individuals, families and societies as a sum total could be apparent. Young people who are highly educated from fields of study could easily practice a career in a given industry, ending up in a “high skills – high wage” equilibrium or the so-called “credentialization” [9],[10]. For others, going to a tertiary qualification does not guarantee the expected rewards, as they anticipate that the labor market would be too discriminatory of hiring graduates or job seekers. Those who have even stayed extended enough in college would just end up in a disappointment as they would just resolve for under-employment as a result. Those who had not attained a full secondary education and were not able to build up the compulsory foundation skills required to endure in a complex economy, more or less found themselves at the unfavorable end of the skills-based polarization, stuck in a “low skills – low wage” equilibrium or in long-term unemployment with very slight prospects for life improvement. Those with an upper secondary qualification were competent to undergo and live on where they would profit more out the programs for employment they have been equipped for a job.

Statistical data and policy experiences in many countries specify which kinds of policies are effectual to better prepare the potential graduates’ employability, equipping them to achieve

both a first-rate level of foundation skills and soft skills, such as teamwork, communication and negotiation. Such skills as identified will grant them the resilience they need to be successful in an ever changing labor market. One source that is seen and a solution is to lessen school dropout rates and making definite that as many young people learners as possible are able to terminate at least an upper secondary education, if necessary, through second chance education opportunities, identifying pertinent program offerings appropriate to the skill needs of the labor market. Developing vocational education and training, and bridging education to the world of work by including work-based learning would suppose to support the need. Securing flexible conduits into tertiary education and providing good study and career guidance services are essential so that young people can make sound and informed career decisions. These are exactly the policies that the OECD Youth Action Plan has adopted at the OECD Ministerial Meeting in May 2013 as advocating to recover the prospects for young people and for societies as a whole [11].

Looking to that perspective, the identical concern is now posed to private universities higher education. In view of the academic structure, after secondary education, a capable student may continue to enroll in a non-degree technical or vocational course or pursue a higher education. To check our higher institutions especially the local private universities, an answer could be served but one has to do first a vigilant investigation Higher education institutions found and safeguard their own internal organization. The framework of their organization is normally separated into two areas, namely: policy formulation and policy implementation. In educational policies, some countries in Asia, GCC and Europe are experiencing the phenomenon of mass higher education with the affiliated rise of universities and colleges (public and private) offering a superior multiplicity of programs, and with changing and different capacity to distribute teaching and learning services. The formulation and/or approval of all policies, rules and standards in the school are the main purpose of the Governing Board. The implementation of policies and the management of the school operations are vested in the administration headed by the President. Unfortunately, as several studies on higher education have revealed, the expansion of educational opportunities is inversely matched by a deteriorating quality of education in the some countries. This situation has staged to a growing interest in the assessment of the academic program offerings, financial potential and manpower of educational institutions, and the efficiency of their delivery systems through a system of evaluation and accreditation [12].

PBEEd Chairman, Ramon Del Rosario, in his opening address in one of the higher education conferences said that higher education institutions persist to be confronted with the declining quality of graduates coming out of the higher education system [8]. If this remnants unresolved ultimately down the road, we will be faced with waning competitiveness, which is rather depressing for a country that prides itself of its human capital. If we want to build world class business graduates, we require to do everything we can to address the various challenges education poses at all levels.

The government and private sector have at varying degrees been exerting efforts to act in response to the above challenges. Their responses to these challenges are not necessarily complementary. Efforts to deal with challenges related to social inclusion like access and equity have forged solutions identified to get better quality and significance of higher education. As a solid example, government decision to implement ceilings on tuition fee increases to keep higher education moderately reasonable and accessible do not guarantee well to private higher education institutions that need additional funds to bump up and support the quality of education being offered to students [13].

In another outlook, higher education system operates in a free-economy environment or capitalist, and as such, is in question to the factors that influence the country's market economy. The incidence of a large number of economic players in higher education would have been sizeable to make sure that individual colleges and universities compete for quality [14]. The interaction of market forces would have determined the quality of products and services in international universities higher education to stabilize and make acceptable market equilibrium.

In relation to how higher education institutions assess and scrutinize its educational policy, in terms of educational performance, efficiency, effectiveness, equity and productivity delves down to the quality of an institution's general product – the education outcomes. In the process, progression, retention and graduation rates are of mere interest not only to policy makers, accrediting agencies, and the general public or taxpayers, but, especially to students, their families, and to those who have successfully left college. For decades, policy makers and retention experts have claimed that an institution's ability to demonstrate student success and its ability to attract, recruit and admit new students are interrelated [15]. An institution's success in recruitment and admitting students ultimately depends on evidence that its students are satisfied, persisting to graduation, and thus achieving value for the investment they and their families are getting in higher education studies [16]. For example, Randi Levitz and Lee Noel (2011) maintain that colleges and universities across the nation, irrespective of the mission and size, have recognized the principle that "The success of an institution and the success of its students are inseparable". It must be known as no surprise that an escalating number of possible students and their families would come to visit campuses poised with questions regarding retention and graduation rates seeking the viability of quality education.

There are numerous universal reasons that are held regularly across academic institutions for getting on upon enrolment management and retention strategies that are diverge. Today's challenging and complex and higher education environment, a mushrooming bound to college population, escalating costs, covering state support, enormous analysis from the national government – private colleges and universities must not only be able to put practices and policies in place that encourage academic goals, but provide empirical evidence of student success [17]. Also, to maintain students they currently have than enlist new ones to change the ones they have lost, it has been dramatically shown that it is far more cost efficient for institutions. Another, generally learner-centered academic institutions have good retention practices. They are based on interfering and intentional interventions that are focused on intellectual involvement and student engagement; and they put emphasis on universal quality augmentations of educational programs and services. Good retention rates are essentially the bi-product of improved quality of student life and learning on college campuses [18].

In the penultimate view, in institutionalizing the quality assurance of international university higher education institutions, the following indicators, metrics and targets must be set: The use of performance indicators is one key. Key Performance Indicators (KPIs) are used to assess whether the goals of the institution have been achieved. KPIs define what is being measured, how it is measured, and the unit of measurement (metric) if it is a quantitative indicator. KPIs should be specific and measurable. The HEI can then work towards a target value, which is then equivalent to successful performance. Performance indicators should be recognized by the defined competencies that have actually been established in the students. Some research results substantiate that higher education institutions with higher retention outcomes are conducting sound educational practices [19].

METHODOLOGY

This of the study discusses the identified methodologies involved in this study. The detailed information on the research design, participants, variables, data gathering and analysis procedures, and statistics used are herein presented.

Research Design

This section presents the appropriate method that the researcher employed in order to attain the objective of the study.

This study uses the descriptive method of research. The study describes the examination of educational policy evaluation framework using document analysis to identify indicators and defines these indicators, their purposes, and uses in the determination of the costs and benefits of private higher education. On one hand, the study also describes the method of assessing the level of students' satisfaction on educational experience, services and facilities, and student life through survey research. Assessment includes the analysis of data, use of statistical tools and treatment, rendered distributed results, their interpretations, and presentation. Moreover, the study explicates the results of the survey research and its correlation to the outcomes of examining the educational policy evaluation measures, and finally, significantly presents descriptively the overall findings and recommendations of the study that answered the research problems stated thereon.

RESULTS

In this section, the data are presented pertinent to the results as determined from the findings of the study. It also statistically presents the findings in support to the problems of the study. The following are the findings and result of the study:

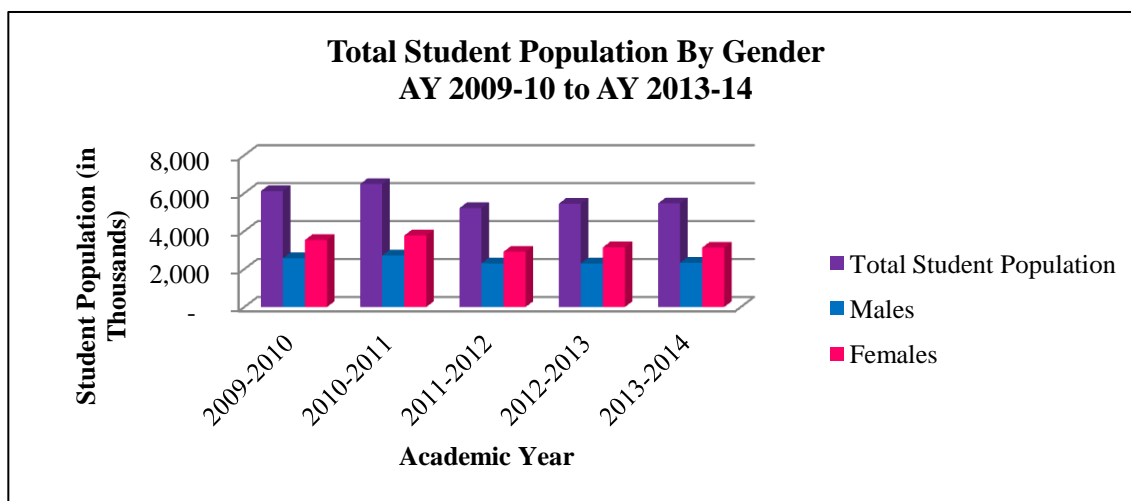
In the first statement of the problem, what are the indicators of educational policy evaluation measures in terms of (a) educational performance, (b) efficiency, (c) equity, and (d) externalities, the following are the results:

Educational Performance Policy

In educational performance policy, the identified indicators include total yearly first-time students/entrants enrolment and percentage, admission rates, participation rates, completion success rates, retention rates, attrition rates, progression rates, graduation rates, and the University scorecard.

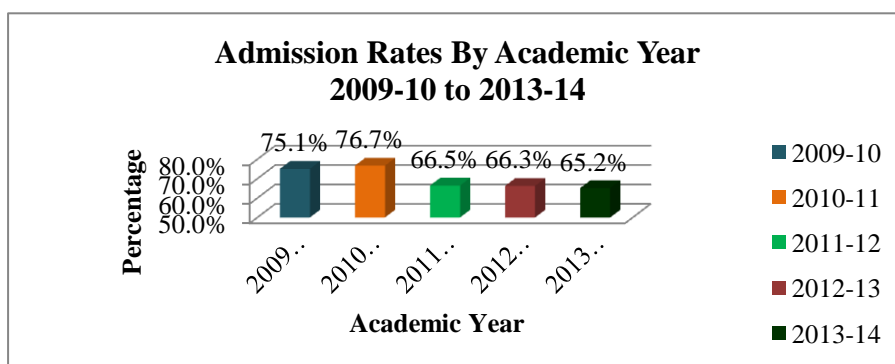
Total Yearly First-Time Students Enrolment and Percentage Indicator. For student enrolment profile, Figure 2 presents the University's total student population, student population by gender and percentage for AY 2009-10 to AY 2013-14. As shown, AY 2010-2011 got the highest population with 6,485 students and AY 2011-2012 has the lowest population with 5,213 students. Figures 3 and 4 graphically show the total student population and percentage by gender for AY 2009-10 to AY 2013-14, respectively.

**Figure 1. Total Student Population By Gender
AY 2009-10 to AY 2013-14**



Admission Rates Indicator. The following figure displays the University’s Admission Profile By Academic Year for AY 2009-10 to AY 2013-14. Graphically presented in Figure 3 is the Admission Rates for AY 2009-10 to 2013-14. AY 2009-10 had 75.1%, AY 2010-11 got 76.7%, AY 2011-12 had 66.5%, AY 202-13 with 66.3%, and AY 2013-14 with 65.2% admission rates.

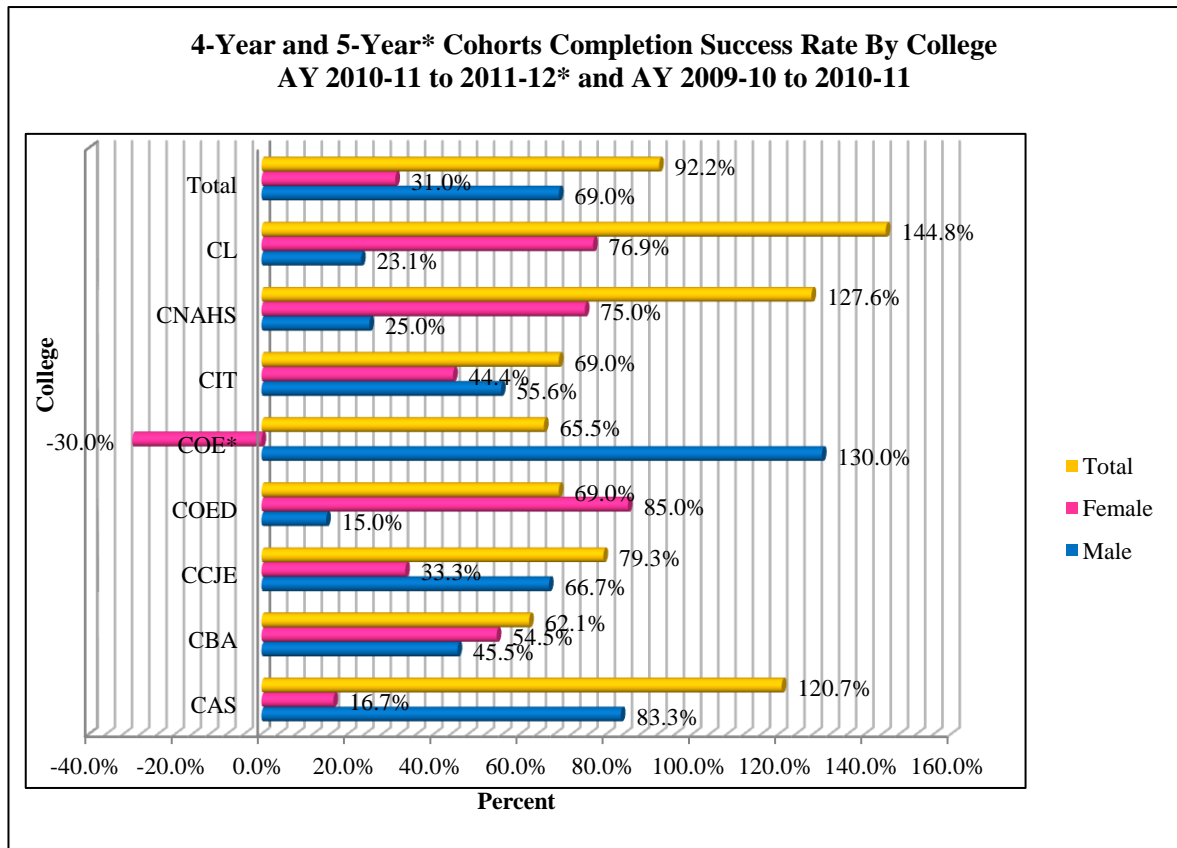
**Figure 3. Admission Rates By Academic Year
2009-10 to 2013-14**



Participation Rates Indicator. Another educational performance indicator is the participation rates of students enrolment categorized by college, percentage by college, by program, and by gender. The following tables and figures illustrate the findings on participation rates of the University for the period 2009-10 to 2013-14.

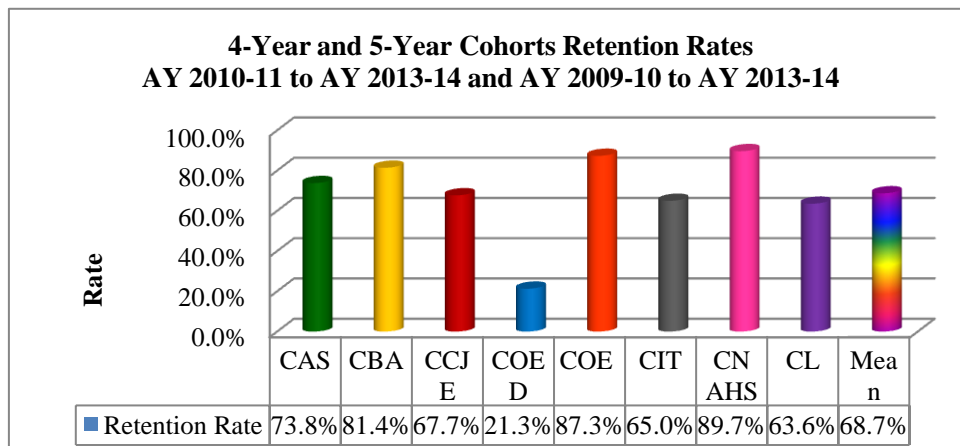
Completion Success Rate Indicator. Another educational performance indicator is the completion success rate. The university completion success rate covered only the period AY 2010-11 to 2011-12 for 5-year cohort program and AY 2009-10 to 2010-11 for 4-year cohort program. Figure 4 illustrate that CAS had a completion success rate of 120.7%, CBA had 62.1%, CCJE had 79.3%, COED with 69%, COE with 65.5%, CIT had 69%, CNAHS with 127.6%, and School of Law with 144.8%.

**Figure 4. Completion Rates By College
AY 2010-11 to 2011-12**



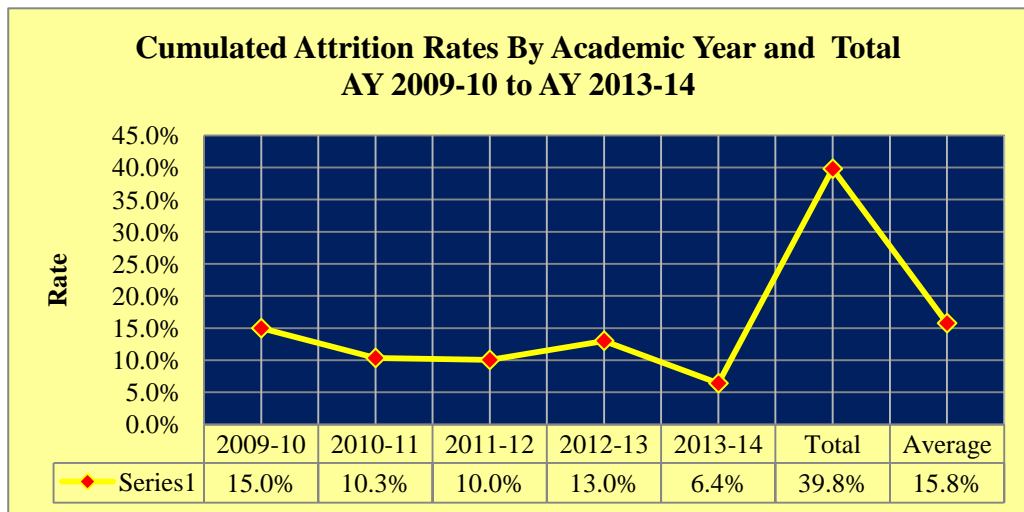
89.66%. The College of Engineering (COE) had 87.34% retention rate. Figure 24 graphically depicts the retention rates for each college.

**Figure 5. Retention Rates
AY 2010-11 to AY 2013-14 and AY 2009-10 to AY 2013-14**



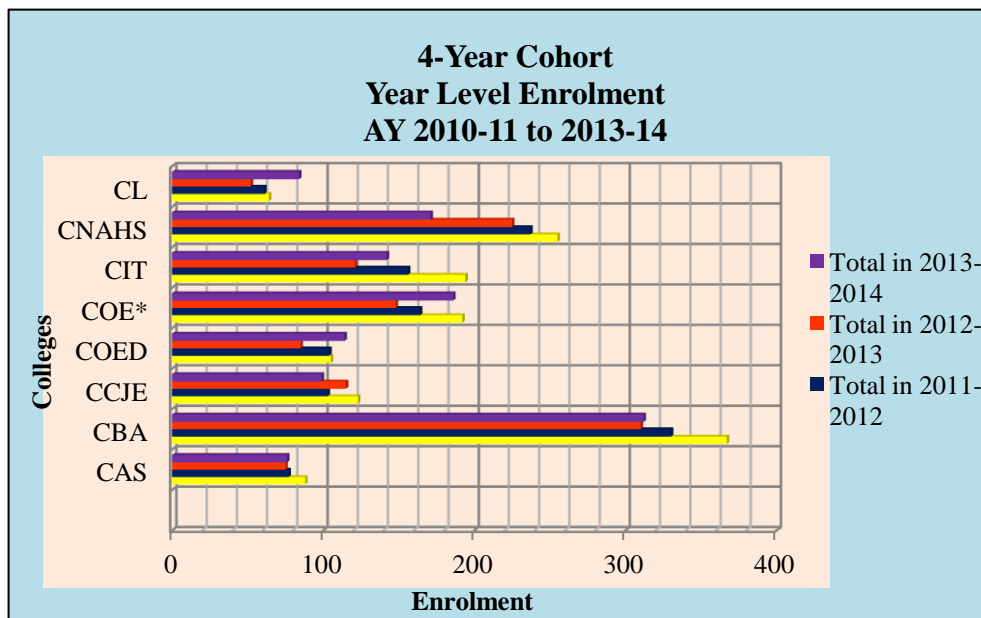
Attrition Rate Indicator. Another performance indicator is the Attrition Rate or Dropout Rate. The University’s attrition rates per college are demonstrated by the following Figure.

Figure 6. Cumulated Attrition Rates By Academic Year and Total AY 2009-10 to 2013-14



Progression Rates Indicator. The next educational performance indicator is the progression rate. For a 4-year cohort, a progression rate was determined in a three-year level period. For a 5-year cohort, a progression rate was determined in a four-year level period. Table 30 indicates the 4-year and 5-year Cohorts Progression Rate for AY 2009-10 to AY 2013-14 and AY 2010-11 to AY 2013-14, respectively. As shown in Figure 7, for the total enrolment from AY 2010-11 to AY 2011-12 had a progression rate of 88.8%, for the next year level, the progression rate was 81.5%, and the following year’s progression rate had gone to 85.3%.

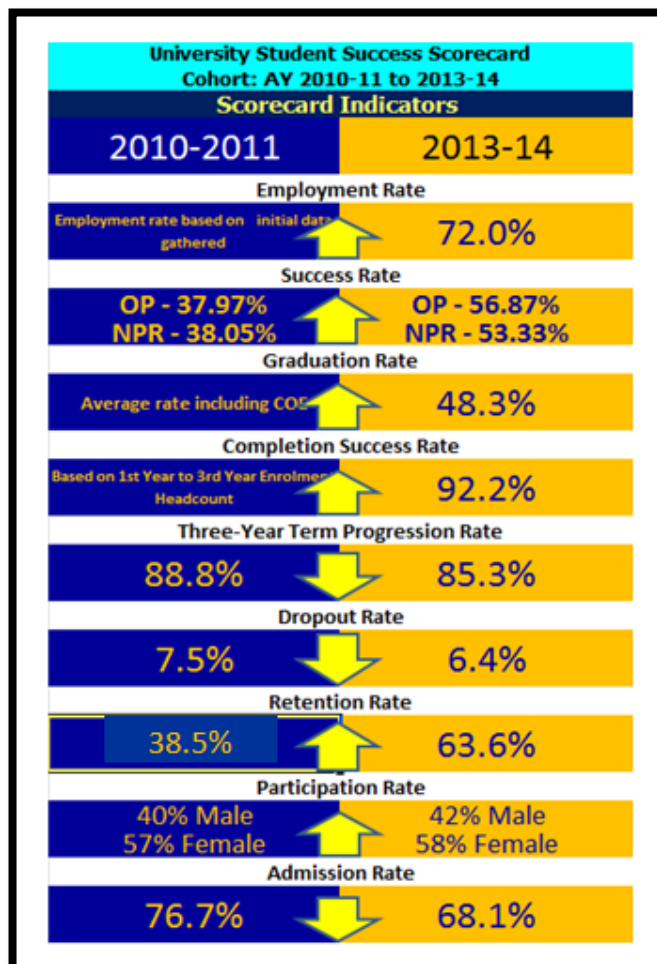
Figure 7. 4-Year Cohort Year Level Enrolment AY 2010-11 to 2013-14



Graduation Rate Indicator. Following is the performance indicator Graduation Rate. Graduation rate was based on AY 2009-10 to AY 2013-14 for a 5-year cohort and on AY 2010-11 to AY 2013-14 for a 4-year cohort. It was determined by identifying the total number of first time students at the starting academic year of the cohort divided by the number of students who graduated in the last academic year of the cohort.

Last of the identified educational performance indicator is the University Scorecard. A scorecard represents the overall performance status of the university in terms of the result of most of the indicators used in the process. It serves as an evaluation marker for the institution and a selling brand to the public. The following figure shows the University Scorecard.

Figure 8. University Scorecard



DISCUSSION

This section interprets and explains the results of the study. It further describes the results in terms of theoretical and practical considerations.

In the statement of the problem on what are indicators of educational policy analysis measures in terms of educational performance, efficiency, equity and externalities, analysis was done in the context of input-access-output- outcomes and impacts indicators across the levels of the institution, school and students for evaluating educational performance, efficiency and equity, and externalities.

Specifically, on the study framework, details and importance of the following educational performance indicators are discussed:

The indicators employed in this study were intended to serve a number of purposes. First, to add to the information that prospective local and even foreign students, their parents, and others could use in guiding their choice of institution for enrolment. Secondly, for

institutions to compare their characteristics and performance against each other to inform future developments in the delivery of education services. Thirdly, to illustrate the diversity of higher education institutions. Lastly, to contribute to public accountability of a large element and assist the future development of higher education policies. The indicators provide a measure of the common features of higher education institutions as well as their diversity. They also reveal a number of aspects of the student experience at higher education institutions and assess the performance of institutions in a number of areas which are relevant to the core purposes of higher education institutions. Other indicators, particularly those related to the financial performance of institutions, attempt to gauge the flexibility of institutions in meeting future challenges.

The development of performance indicators needs to acknowledge the differing missions and circumstances of institutions like NOU. Nonetheless, higher education institutions share a core set of purposes related to teaching and learning and need to satisfactorily perform against these purposes.

In developing and implementing these indicators, recognition has been given to ensure they fulfill a number of requirements: relevance - related to the purposes and objectives of the institution; reliability - based on consistent data; auditability - data are able to be scrutinized; transparency - data are to have clear meaning; and timeliness - data to support the indicators are currently available.

There are three major data sources for the performance indicators. The first major sources from which the majority of indicators were drawn were the Registrar's Office and MIS Office. The second source was data relating to income and expenditure provided by the Office of Finance and Accounting. The third major source from which the majority of outcomes indicators were derived was the Quality Assurance Office. Discussing the individual indicators in more detail necessitated to outline the scope of the indicators. The indicators employed in this study were preliminary and subject to refinement as the methodologies used are further developed. Data concerning privately funded institution such as NOU was not presently collected. In addition, the data shown in the performance indicators included the resources and activities of the organization as a private non-profit organization.

On Educational Performance Indicators

The performance is usually measured in terms of indicators of either flows or stocks of educational attainment through graduation rates. These indicators should allow for the identification of the available stock of "human capital" as measured by educational attainment of the population. Deficits in educational attainment, and thus apparent needs for improvement, would have to be defined in relation to a policy target. Obviously, in this way, performance indicators would assist the process of diagnosis of existing needs and definition of priorities in improving education. To the extent this process would lead to programs of educational reform, obviously more diagnostic information would be needed to identify needs and priorities, including the opinions of stakeholders.

In input and access indicators, the flow of human capital is the most standard indicators for this assessment relate to variables which - in economist's language - identify the flow of human capital formation in terms of coverage and internal efficiency of the system. These concepts are usually captured through (gross and net) enrolment rates and retention rates at

various levels of schooling. In this case, on higher education. These indicators form, together with the unit costs per student per level of schooling and population projections, key variables for the budget planning of the educational system.

It is important to distinguish between public and private school enrolment and retention rates, not only to ensure complete coverage of the educational system as a whole, but also to assess the efficiency of alternative delivery systems.

On the quality of schooling, student learning could be measured through national assessment systems that could help policy makers identify effective inputs and processes and improve these to achieve measurable gains in student learning. To assess improvements in educational quality, it is important to establish a baseline measurement of learning, probably best through a national assessment system and career board examinations (i.e. which relate to the educational objectives of the country's educational system). In this study, the quality of schooling is related to the success factor of the educational performance and productivity. Success rates would be used as indicator to determine the quality of schooling in general.

In this case, the baseline data used was the results of the previous national board examinations undertakings of the graduates from 2009 to 2014 for the degree programs of social work, accountancy, engineering, education, criminology, nursing, and medical technology. The indicator to use was the success rates.

Specifically, the following are the educational performance indicators identified and used in the study:

Total Yearly First-Time Students Enrolment and Percentage: First-time students or entrants is one key performance indicator in educational performance. First time students make a connection or entry to college from high school. This is one indicator that speaks of an institution's appeal to students of interests and must be safeguarded and supported by the University at the very start. First-time students is a portion of the total student population of the University at a given cohort. A large percentage of it indicates a positive publicity to the University and their needs must be taken into consideration for a lock-in and retention. Looking at the gender profile of entrants indicates the most attractive programs offered by the University.

Admission Rate Indicator: Applying to college was a simple process before. Those bound for a four-year college usually planned to go to a school in their home town or province one close by; many considered a college two hundred miles from home to be far away. Few students felt the need to apply to more than two or three colleges, and many applied to just one. College choices were most often based on location, program offerings, cost, and difficulty of admission, with a parental alma mater sometimes thrown in for good measure. For the most part, the whole process was fairly low-key. In the process of applying admission rate of the University, turned out to have 73.3% in average in four-years (AY 2010-2013). This is to acknowledge and account what happened to 26.7% of the applicants during admission period.

Participation Rates Indicator: In the context of using participation rate in this study as an indicator across programs of discipline, by college and gender, a fair distribution shows an evident of the number of student body spread across different programs where majority had been taken by CBA (female =33% of total) and COE (male = 32% of total), over the past

five years (to account for the five-year cohort). Overall, male population was 44% and female population was 56%.

Retention Rate Indicator: The terms retention and persistence are frequently employed interchangeably. Attempts to differentiate the terms have not been successful. For example, it has been suggested that retention is an institutional-level measure of success, and that persistence is an individual or Student-level measure of success (Hagedorn, 2005). However, this differentiation of terms has not been widely accepted. Integrated Postsecondary Education Data System (IPEDS), which is the primary source of retention information in the US, defined retention as follows:

“A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous year who are again enrolled in the current year. For all other institutions this is the percentage of first-time degree/ certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current year.

In terms of student retention among first-time, full-time students who enrolled at 4-year degree-programs in 2010, about 63.55 percent returned the following year (in 2011). Among the colleges, the School of Law’s retention rate was 89.66 percent, then by CBA with 81.41 percent. On average, the retention rate was 66.85 percent at the least of 21.33 percent. This very low retention rate indicates an impact most probably affected by many factors.

Qualification Completion Rate Indicator: This indicator measures the proportion of students who successfully complete the courses in which they are enrolled. The successful course completion indicator, (measured by the EFTS-weighted successful course completion rate) takes into account the ‘size’ of the course based on the number of equivalent full-time students (EFTS) participating in the course. The successful course completion rate is the sum of the EFTS delivered for successfully completed enrolments as a proportion of the EFTS delivered for the total course enrolments in a given year (“year n”), as shown in the following formula:

$$\frac{\text{EFTS delivered for the total number of successfully completed course enrolments ending in year n}}{\text{EFTS delivered for the total number of course enrolments ending in year n}}$$

In the study, the university completion rate was 84.5 percent for a 5-year cohort and 98 percent for a 4-year cohort. It was specifically exemplified by the highest completion rate of 121.3% by the School of Law during academic year 2011-12.

Progression Rate Indicator: Student progression is measured by the completion progression rate. This gives the percentage of students who complete a qualification at one year and move on within 12 months to pursue a qualification at a higher level at the same or a different year. The completion progression rate is simple to calculate and provides timely information. The indicator includes progression to higher-level qualifications. The formula for the completion progression rate is:

Number of students enrolled at a higher qualification level within 12 months following the completion
<hr/> Number of students completing a qualification at each level in year n

Attrition Or Dropout Rate (Per Program, Per College, Per Year: Dropouts may be defined as previously enrolled students who do not reenroll or do not complete their intended degree program or set of courses (e.g., Tinto, 1993). Researches suggested that financial concerns, family responsibilities/marriage, job conflicts, and low grades are among the top reasons for leaving school (Hoyt and Winn, 2003). Support interventions, counseling, and sensitivity in handling students' concerns and issues may be particularly important to consider in such cases. Data used in calculating dropout rates was collected through the enrolment profile starting in 2009-10 for a 5-year cohort and 2010-11 for a 4-year cohort. These has provided a "snapshot" of the regular enrolment in first year level up to fourth year level and the total number of dropouts per semester in every academic year. A dropout is a student who, for any reason other than death, leaves school before graduation without transferring to another school/institution. A dropout rate is a semester, annual or "event" rate that measures the proportion of students enrolled who drop out during a single academic year. The total number of dropouts for the school year is divided by the enrollment for the same year.

Graduation rate indicator: Graduation rates have become a key component of discussions about accountability in higher education. Graduation rate is one measure of the success of a university educational system and the quality of its workforce. Completion of college or its equivalent is usually the minimum level of education sought by employers; moreover, unemployment rates are lower and lifetime earnings are substantially higher for college graduates than for high school graduates.

Graduation rate is defined as the number of students who successfully passed academic and non-academic requirements for a certain cohort at a given period not exceeding six years over total number of first-time, full-time enrolment at the start of academic year of the cohort. In this study, the University graduation rate for AY 2013-14 was 49.1 percent.

The University Scorecard: With all the indicators' rendered results were then summarized on the generated University Scorecard for Student Success. For the cohort started AY 2010-11 and ended AY 2013-14, specifically the results showed that employment rate for 2014 was 72%, success rates for 2010-11, overall performance was 37.97 and national passing rate was 38.05%. Success rates for 2014 increased to 56.87% for overall performance and national passing rate increased to 53.3%. In terms of graduation rate for 2014 was 48.3%, completion success rate of 92.2%, 2014 progression rate of 85.3% compared to 2010's 88.8%, 2010 with a dropout/attrition rate of 7.5% and decreased to 6.4% for 2014, retention rate of 63.6%, male participation rate from 40% to 42% and female participation rate from 57% to 58%, and admission rate of 76.7% had decreased to 68.1%.

CONCLUSIONS

This section presents the ascertainment of study issues based on the result of study.

The results of the indicators used in the context of assessing and evaluating the institution Negros Occidental University reflect the developing context within which school now operate. They focus specifically on the impact of the university in improving the educational experience and lives of Negrense students through learning and their successes and achievements, particularly the broad outcomes for learners within the cradle of excellence and the vision, mission, goal and objectives of the University.

The emphasis of the study would have been impacted by the results and outcomes reinforce the principle that self-evaluation is not an end in itself. It is worthwhile only if it leads to improvements in the educational experiences and outcomes for students and young people, and to the maintenance of the highest standards where these already exist.

It is a way of knowing how good we are right now and what have we achieved so far in terms of our education output – the graduates and outcomes – the quality of human capital they are right now. This study builds on good practice in the University across her colleges and programs, and is designed to help faculty, staff and administration to evaluate the current performance and to identify priorities for action.

Increasingly, the University is improving the quality of learning through actions which are imaginative and innovative. This study provides sets of tools which can be used to bring about continuous improvement in efficiently and effectively searching talents, recruiting, accepting, admitting, retaining, progressing, completing and graduating students.

The quality indicators are a guide in that process and not a set of recipes for success. They must sit alongside professional expertise and other sources of guidance, for example on the curriculum, on learning, on the craft of teaching and on the leadership of change, to contribute to a common search for quality and the factors involved in achieving it in this University and others.

All of this study has always been about improving this University, about making things better for students, about making all colleges ambitious and excellent. The framework of indicators would help the institution to work out where is in improving its quality and aiming for excellence. The same set of indicators and value-added ones could also be used by quality improvement officers of the institution to plan a way forward in the new horizon.

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