REVIEW OF WORK PROCEDURES AT THE COLLEGE OF BUSINES AND ACCOUNTANCY: BASIS FOR ENHANCING INSTRUCTIONAL DELIVERY

Felipe G. Balingit Jr., PhD, CPA and Candido M. Perez, PhD, CPA

ABSTRACT

Purposeful quality instruction develops students into graduates who manifest attributes that are highly sought after by industry. . In turn, purposeful quality instruction involves among others, processes that enable teachers and academic managers to better monitor and analyze student performance Along this line, this study started with a review of the processes implemented in the college pertaining to the tracking of absences, grades, underperforming students, and faculty - student consultations every grading period. The review disclosed that college work procedures were limited to the recording by faculty of student absences and grades in the class records, the referrals of individual red-flagged student absences to guidance personnel, the encoding of midterm and final grades to the official academic registry, and the computation and subsequent reporting of weighted average grades of students to determine individual Dean's Listers and the GWA of each academic program. In view of the limitations observed, the researchers developed supplementary procedures to enhance the delivery of instruction in the college. The new procedures that were designed resulted in the new reports called Frequency Distribution of Absences (FDA), Frequency Distribution of Grades (FDG), Report of Academically – challenged Students (RACS), and Academic Consultation Memorandum (ACM). These procedures were trial implemented in academic year 2013 – 2014, subsequently debugged and tweaked for improvement, and successfully implemented starting academic year 2014 – 2015. The supplementary procedures enabled the following enhancements to be attained: 1) the tracking of absences and grades in terms of frequency distribution by subject/course and class section for each grading period; 2) the tracking of the performance of students with grades below 2.50 every major grading period, the interventions by course faculty, and the progress of each student from prelim examinations to the final examinations; and 3) the tracking of student – faculty consultation activities and results.

Key Words: frequency distribution, absences, grades, academically – challenged students, consultations

INTRODUCTION

Academic success is greatly influenced by an environment wherein the attendance of students is tracked for monitoring and evaluation by teachers and academic managers. Attending classes regularly would keep the student up to date with daily lessons and assignments as well as enable the student to take quizzes and test on time. Further, attending classes regularly increases the chances of passing assessments as well as enabling the student to master the required skills and proficiency by learning to participate and using interpersonal skills during classes (Colorado, 2008).

Clores (2009) declared that school absenteeism is an alarming problem for academic managers, teachers, parents, and the society in general, as well as for the students, in particular. It may indicate low performance of teachers, students' dissatisfaction of the school's services, or lack of or poor academic and non-academic structures or policies that address the problems or factors influencing or reinforcing this behavior.

Wadesango and Machingambi (2011) cited Marburgers' (2001) study on absenteeism and undergraduate examination performance, that students tend to be absent because of their class environment which is perceived dead, tiresome, unpleasant and uncomfortable by students. Wadesango and Machingambi further cited Segals' (2008) study on classroom behavior, claiming that absenteeism disturbs the dynamic teaching-learning environment and adversely affects the overall well-being of classes. Further still, Wadesango and Machingambi cited the works of Lalek(1995), Rumberger(1997) and Weller(1996) that absenteeism causes waste of educational resources, time and human potential as well as rework and wasted time for lecturers. This is because lecturers may spend class time re-teaching lessons and take instructional time away from students who attend

class regularly as well as take time away from planning periods and time needed to provide individual assistance.

Balfanz and Brynes (2012) collaborated by classifying absentee students as those who cannot attend school, who will not attend school and who do not attend school. The first would refer to students who cannot attend school due to illness, family responsibilities, housing instability and the need to work. The second would refer to students who avoid bullying, unsafe conditions, harassments and embarrassments. The last would refer to students who do not see any value being inside the classroom, has something else they would rather do or nothing stops them from skipping school.

The study of Credé Roch and Kieszczynka (2014) reveals that attendance in classes has strong relationships with class grades. According to the study these relationships make class attendance a better predictor of college grades.

An output-based education learning environment, according to Davis (2003), is the ultimate demonstration of learning. Outcome based education is an approach to education in which decisions about curriculum design are driven by the exit learning outcomes that the student should display at the end of the course.

According to Spandy as cited by Closon (1993), outcome-based education which is focused on the content to the student, is driven by three goals to create a school curricula. First, all students learn and succeed, but not on the same day or in the same way. Second, each success by a student breeds more success. Third, schools control the conditions of success. Output-based education is seen as creating the right environment custom fit to

any student and can be prepared for any academic or vocational career according to each student's learning styles and abilities. Understanding students is the prime motivation to his/her success. From this principle of output-based education, no one would fail since each would learn at his/her own pace.

Safer and Fleischman (2005), averred that school success is defined as ensuring achievement for every student. To reach this goal, educators need tools to help them identify students who are at risk academically and adjust instructional strategies to better meet these students' needs. Student progress monitoring is a practice that helps teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. This is done when the teacher determines a student's current performance level on skills that the student will be learning that school year, identifies achievement goals that the student needs to reach by the end of the year, and establishes the rate of progress the student must make to meet those goals. The teacher then measures the student's academic progress regularly (weekly, biweekly, or monthly) using probes or measures that are brief and easily administered. Each of the probes samples the entire range of skills that the student must learn by the end of the year, rather than just the particular skills a teacher may be teaching that week or month.

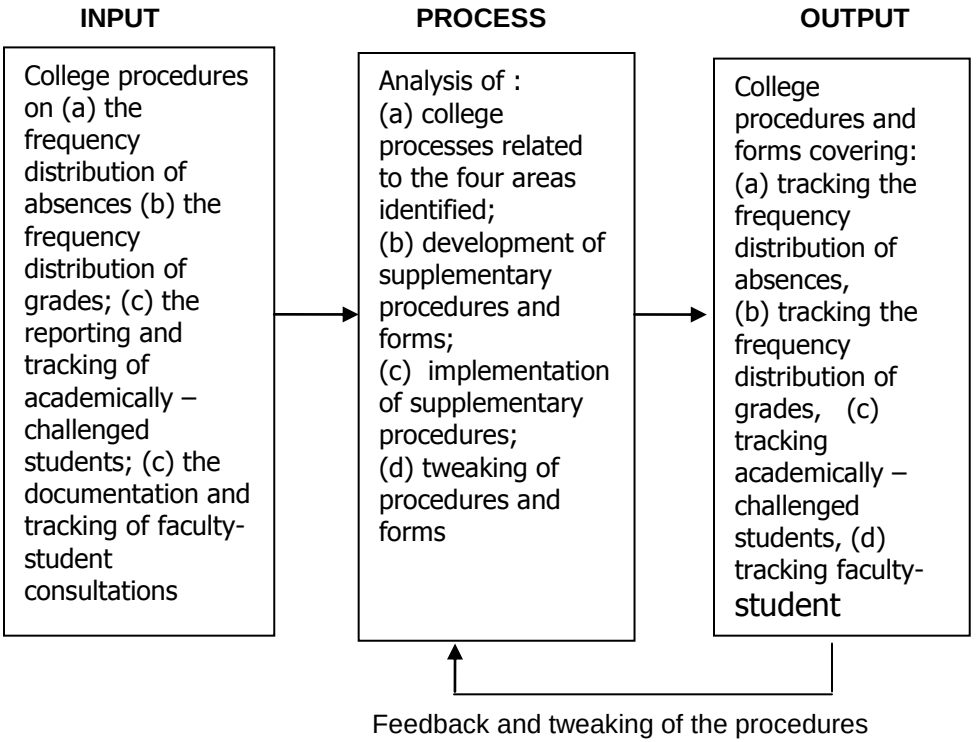
Conceptual Framework

The research was carried out following the input-process-output structure. It identified previous college procedures on frequency distribution of absences and grades, the reporting and tracking of academically – challenged students, and the documentation and tracking of student-faculty consultations.

The study proceeded with the analysis of college procedures related to the areas identified, design of procedures and forms, trial implementation of new procedures, evaluation of trial implementation, and tweaking of procedures and forms.

The study concluded with a determination of observed enhancements in the delivery of instruction after supplementary procedures for tracking the frequency distribution of absences and grades of students per class section, tracking of academically – challenged students, and tracking of faculty-student consultations.

The research paradigm is presented below:



Objectives of the study

The research aimed to further improve the quality of instruction in the College of Business and Accountancy of LPU – Laguna by designing and implementing enhancements that will allow the tracking of the frequency distribution of absences incurred and the grades obtained by students in the four examination periods during the semester, the tracking of underperforming or academically – challenged students, and the documentation of faculty – student consultations. Specifically the study, aimed to have enhancements to existing processes including forms, sought to:

1. identify the procedures that were or were not implemented in the college with respect to:
    a. the monitoring of the frequency distribution of absences incurred by students;
    b. the monitoring of the frequency distribution of grades obtained by students;
    c. the identification of underperforming or academically-challenged students, the prescribed interventions to improve the performance of such students, and the consequent tracking of their performance; and
    d. the documentation of faculty-student consultations and consequent tracking of outcomes of such consultations.

2. examine the supplementary procedures system that was developed by the researchers and adopted by the college with respect to the specific areas noted above considering:
    a. the people responsible in the college for the identified enhancement of procedures;

b. the minimum academic information required for the enhanced procedures;
c. the periodic reports to be used that will reflect all the required information;
d. the visual effects to enhance the reports for a better appreciation information;
e. the electronic or mechanical means to simplify the preparation of the reports.

3. enumerate the action plans adopted and carried out to implement the supplementary procedures.

4. propose enhancements in the delivery of instruction after the implementation of the supplementary procedures.

METHOD

Research Design

The research is descriptive in nature. It examined the procedures involving the sourcing and management of information on the frequency distribution of absences incurred as well as the periodic grades obtained by the students during the four examination periods in a regular semester. It looked into the system of identifying underperforming or academically-challenged students, prescribing interventions to improve the performance of such students, and the consequent tracking of their performance. It ascertained the documentation of faculty-student consultations and consequent tracking of outcomes of such consultations.

The study employed interviews, consultations, and executive judgment what information and processes were needed to supplement the existing information system with respect to absences, grades, underperforming students and documentation of faculty-student consultations. Where applicable, suggestions of faculty and staff were considered in the design. The study then ascertained who should be responsible for the processes and reports, the minimum data that should be reflected in the reports, the visual enhancements to the reports, the frequency of reporting, and electronic interventions to facilitate report preparation.

The processes were then pilot tested by selected faculty and reports were generated for review by the Dean. Necessary adjustments were then made to the processes and forms. After a successful trial implementation, the processes were then discussed extensively during faculty meetings. After consultation and an appreciation of the benefits from the new reporting systems, the processes to enhance the delivery of instruction in the college were then adopted for full implementation in the college.

Subjects of the Study

The people involved in the study were the faculty of the College of Business and Accountancy, the College Secretary, the Program Chairs, and the Dean of the College. The study subjects refer to the information systems and attendant processes in the College of Business and Accountancy for submitting Frequency Distribution of Absences (FDAs), Frequency Distribution of Grades (FDGs), Report on Academically – Challenged Students (RACS), and Consultation Memorandum (CMs). These are reports submitted by faculty members for the period June 2013 to September 2015.

Data Gathering Tools

Data gathering tools included checklist of examination of processes and reports, interview checklist of interview questions, checklist of best practices, guide to brain-storming sessions, and guide to consensus-building through discussions and meetings. Initial FDAs, FDGs, RACS, and CMs based on documentation standards were sampled and were subjected to pilot testing by faculty members of the College of Business and Accountancy of LPU – Laguna.

Data Gathering Procedures

Using a checklist, the researchers obtained various processes and reports in gathering required data. Sample documents on absences and grades were obtained from college records. Best practices in other universities and reporting standards were obtained through brain-storming sessions and consensus-building through discussions and meetings. The researchers also made use of data amassed from their many years of experience in various universities as well as in a variety of large multinational corporations engaged in a wide array of operations.

RESULTS AND DISCUSSION

In academic year 2012-2013, Dr. Felipe G. Balingit Jr. started a study of the existing processes that were implemented by the college in the area of instruction. The study continued into academic year 2013-2014 when Dr. Candido M. Perez joined Dr. Balingit in the study.

1. Related Procedures Prior to Study

The review of systems and related procedures that were implemented prior to the development and implementation of new procedures for enhancing the delivery of instruction in the College of Business and Accountancy uncovered the following findings:

a. Tracking of Absences

1) The researchers noted that absences of students are determined by teachers using the tried-and-tested and time-saving procedure of referring to the seat plan, noting vacant seats, and recording as absent those students assigned to vacant seats. The absences are recorded in the Electronic Class Record (ECR) that is required to be accomplished for each class section by all teachers in LPU-Laguna. The ECR is a propriety design and is in Excel format. It contains a record of absences of all students officially enrolled in the class, raw scores of quizzes o base-50 grades and the computed of the weighted and cumulative equivalent grades for the four major grading periods during a term/semester.

2) By periodically looking at the ECR of a class section, the faculty determines students who must be referred to the Guidance and Counseling Office (GCO). By policy, an absentee student must be referred to the GCO at least twice before a final grade of Failure to Absence (FDA) is given. The first referral is made once the student incurs at least 10% of the total required classroom or laboratory hours and again once the student incurs at least 20% of the total required hours. GCO's role in this procedure is to help disclose causes of

absenteeism with a view to prevent further absences. An important function is also to ensure that the parents or guardians of the student are aware in advance of the absences of their child or ward so that the school will not be faulted after the grade of FDA is given at the end of the term/semester.

3) The two researchers noted that although absences were recorded in the ECR from the beginning of each semester, monitoring was lacking and frequency distributions of absences per class section were not readily made available at the end of each grading period.

4) An analysis of the overall attendance performance of the class section as to frequency distribution during each grading period is not readily available by merely looking at the attendance record in the ECR. Dr. Oscar Bautista, who was then Executive Vice President and Vice President for Academic Affairs lamented the fact that no such reporting and monitoring mechanism that will show frequency distribution of absences of student by class section was in place.

5) The performance of a class section as to attendance can not be correlated to the performance of the teacher. The Dean and Program Chair had no convenient way of knowing the performance of each class. For example, there was no way of determining and recording what class sections posted zero or low absences, an indication of keen interest by students in the lessons delivered by a teacher who teaches with passion and makes learning fun. Motivated students always look forward to the next class meeting presided by a talented teacher. A student even if not feeling well more often than not will strive to attend the class of an excellent teacher.

6) There were no procedures implemented in the college with respect to the monitoring of the frequency distribution of absences incurred by students and the monitoring of the frequency distribution of grades obtained by students by course and by faculty. The review disclosed that college work procedures were limited to the recording by faculty of student absences and grades in the Electronic Class Records (ECR) and the reporting of red-flagged student absences to Guidance and Counseling Office (GCO). In view of this situation, the performance of teachers with respect to teaching efficiency as reflected by the frequency distribution of absences incurred by students in his/her class section can not be determined with accuracy and dispatch.

b. Tracking of Grades

1) Grades of students are determined by teachers using various assessment tools culminating in the recording of test scores in the ECR and deriving the computed grades for the four major grading period during a term/semester. Midterm and final grades are uploaded in the official grades registry on the basis of the ECRs.

2) The Grade Weighted Average (GWA), a representation of overall scholastic standing is often used for evaluating the overall performance of individual students. GWA is used in determining a student's eligibility for academic scholarships. It is also used for determining a student's performance for the entire program curriculum and whether the student can be a recipient of a Latin Honor such as Summa Cum Laude, Magna Cum Laude and Cum Laude. The performance of a student group such as a class section, a year level,

an academic program, or a college is also measurable in terms of collective GWA or GWA by student segment. The performance of the people responsible for the management of such student segments is also measured using the collective GWA of a student segment. The GWA per student is computed electronically after all grades have been uploaded in the centralized computer system of the official grades registry. One of the key college performance targets is to obtain these GWA: for Board programs, at least 50% of students must have GWAs of 2.25, and for non-Board programs, at least 50% of students must have GWAs of 2.50

3) GWAs of students are determined only after the end of each term/semester and there is no mechanism in the college for recording and monitoring of the progression of the grades of students by segment (class section) beginning from semi-final exams up to the final grades. As such corrective actions or interventions by faculty and academic managers to improve grades and GWAs can not be formulated and implemented in the absence of interim reporting and tracking.

4) There were no procedures implemented in the college with respect to the monitoring of the frequency distribution of grades obtained by students by course and by faculty. The review disclosed that college work procedures were limited to the recording by faculty of grades in the ECR. College work procedures were limited to the encoding of midterm and final grades to the official academic registry, and the computation and subsequent reporting of Grade Weighted Average of students to determine Dean's Listers and GWAs by academic program. Although grades were reflected in the ECR, there were no

frequency distributions of grades per class section for the purpose of undertaking diagnostic studies including statistical inferences. In view of this situation, the performance of teachers with respect to teaching efficiency as reflected by the frequency distribution of grades obtained by students in his/her class section can not be determined with accuracy and dispatch.

c. Tracking of academically-challenged students

1) Although college GWA targets were set in line with institutional GWA goals, the importance of tracking high student performance as manifested by acceptable GWA results was not reflected in college processes.

2) College procedures did not immediately disclose students who were academically – challenged from the time they exhibited early signs of difficulties which is soon after the prelim examinations up to and including semi-final examinations.

3) Likewise, the required interventions by teachers to assist underperforming or academically-challenged students were not documented, reported and tracked.

4) With the absence of a red-flagging and progress monitoring mechanism as early as after the prelim examinations, the plight of academically – challenged students became untenable and any intervention to help was too late to make any difference.

5) There were no procedures implemented in the college with respect to tracking underperforming or academically – challenged students by course and by faculty, prescribing interventions to improve the performance of such students, and the consequent monitoring of their progress up to the final examinations.

d. Tracking of Faculty-Student Consultations

1) Faculty – student consultations on academic matters were conducted regularly and enthusiastically in the college during the semester. Faculty members were assigned minimum consultation hours per week and their consultation schedules each semester were fixed and published for the information of all students. However, there were no procedures for documenting such faculty – student consultations and the consequent tracking of consultation outcomes during the semester.

2) College work procedures were limited to documenting the dates of faculty – student consultations during the semester in a logbook.

3) There was an absence of college processes that documented and tracked the assistance provided by faculty during faculty – student consultations for all students especially those who are classified as underperformers or academically – challenged.

2. Development of supplemental procedures

The researchers developed new procedures which did not replace or supercede any existing procedure in the college and the college adopted

these procedures with respect to the four specific areas noted above considering the people responsible in the college for the identified enhancement of procedures, the minimum academic information required for the enhanced procedures, the periodic reports to be used that will reflect all the required information, the visual effects to enhance the reports for a better appreciation information, and the applicable electronic or mechanical means to simplify the preparation of the reports.

a. Tracking of Absences

After faculty members were consulted, a new procedure was developed and adopted for tracking student absences per class section. Each faculty member assigned to a class section for the delivery of a certain course was made responsible for determining the frequency of absences of his students and for distributing such absences by number of hours across the class section. The frequency distribution of absences per course class section shall be reported in a report called Frequency Distribution of Absences (FDA) as shown in Appendix A. The FDA shall be prepared covering the absences incurred for each grading period and shall be submitted to the Program Chair and the Dean within five days after each major examination together with the hard copy of the ECR.

The FDA contained information on the name of the faculty-in-charge, his department (Accountancy or Management), course code and title, academic program, the class schedule and assigned room, semester and school year, grading period, the total number of students per class, the number of hours of absences from 0 to >12, number of occurrences or hits, percentage of hits, and a bar graph on an X-Y axis to depict the distribution of

absences. The report shall be signed by the faculty-in-charge, the Program Chair, and the Dean.

Faculty members had some difficulty drawing the bars on the bar graphs. In view of this, the researchers simplified and improved the preparation and aesthetics of the report by designing commands in Excel format that enabled a computer to print the FDA report complete with a bar graph that had color-coded bars according to quantity of absences.

b. Tracking of Grades

After faculty members were consulted, a new procedure which did not supercede any existing procedure was adopted for tracking grades obtained by students in a course per class section. Each faculty member assigned to a class section for the delivery of a certain course was made responsible for determining the frequency of grades of his students and for distributing such absences across the class section. The frequency distribution of grades per course class section shall be reported in a report called Frequency Distribution of Grades (FDG) as shown in Appendix A. (Note: After trials, the FDA and FDG were later integrated in one single sheet of paper.) The FDG shall be prepared covering the grades incurred for each grading period and shall be submitted to the Program Chair and the Dean within five days after each major examination together with the hard copy of the ECR.

The FDG contained information on the name of the faculty-in-charge, his department (Accountancy or Management), course code and title, academic program, the class schedule and assigned room, semester and school year, grading period, the total number of students per class, the grades from 1.00 to 5.00 including FDA (Failure due to Absences), NME/NFE (No

Midterm Exam or No Final Exam), and DRP (Dropped), number of occurrences or hits, percentage of hits, and a bar graph on an X-Y axis to depict the distribution of grades. The report shall be signed by the faculty-in-charge, the Program Chair, and the Dean.

Again, faculty members had some difficulty drawing the bars on the bar graphs. In view of this, the researchers simplified and improved the preparation and aesthetics of the report by designing commands in Excel format that enabled a computer to print the FDA report complete with a bar graph that had color-coded bars according to grades distribution.

c. Tracking of Academically – Challenged Students

To track underperforming students, a report form was designed called Report on Academically – Challenged Students or RACS. The report was made the responsibility of faculty-in-charge of courses. As in the FDA and FDG, the report was to be prepared and submitted to the program chair and the college dean for every grading period.

The accomplished RACS shall contain the following information: applicable grading period, semester, academic year, course code, course title, academic program, class schedule, classroom, names of underperforming students, grades obtained, intervention planned or action taken by faculty, timing of the interventions or action taken, resources required, if any. total number of students in the class, total number of underperforming students, percentage of underperforming students to class total, name and signature of faculty, name and signature of program chair, and name and signature of college dean. The RACS specimen form is shown in Appendix B.

d. Tracking of Faculty – Student Consultations

A report form called Academic Consultation Memorandum (ACM) was designed to document each faculty – student consultation (excluding grades consultation). The ACM was made the responsibility of each faculty and was prepared each time a faculty – student consultation occurs.

When accomplished, the ACM contained the following information: the course title, name(s) of students in the course, academic program, year level, signature(s) of student(s) under acknowledgment column, area/topic of consultation, resolution or action taken during consultation, date of consultation, start time, finish time, total time, name and signature of faculty, name and signature of program chair or dean, and post consultation situation.

It will be noted that a faculty is required to render a minimum number of hours of consultation duty in a semester (excluding grades consultation at the end of the semester). Through the ACM, it can now be ascertained if a faculty has rendered not only a sufficient number of consultation hours in a given semester but the quality of consultations as well.

3. Action Plans Adopted and Implemented

In June 2014, the dean of the college convened the faculty to a meeting. In that meeting, a consensus was reached that the supplementary procedures for generating the FDAs, FDGs, RACS, and ACMs are to be implemented. To this effect, the following action plans were adopted and implemented:

a. Conduct Faculty Orientations

Considering best practices ascertained via brain-storming sessions and consensus-building through discussions and meetings, initial FDA, FDG, RACS, and ACM forms were developed. The faculty members were involved from the conceptualization up to initial design and final design. Final faculty orientations on their roles in the new procedures were conducted. These brain-storming sessions, consensus-building discussions, and orientations were done as part of the agenda in several faculty meetings conducted beginning academic year 2013-2014. It was also made perfectly clear during faculty meetings that compliance with the supplementary procedures and timely generation and submission of the reports will be made part of faculty performance evaluations every semester.

b. Reproduce Forms

The final FDA, FDG, RACS, and ACM forms were enrolled by the college secretary with the Quality Assurance Office for registration and numbering control purposes. After enrolment, the forms were reproduced and made available to faculty members with instruction to implement the generation of such reports.

c. Monitor Preparation of Reports

The program chairs and college dean checked the progress of implementation of the supplemental procedures by determining the advancement of each faculty member. During faculty meetings, faculty members were constantly reminded to implement the supplemental procedures and to prepare the required reports. Faculty members were

encouraged to air their concerns on their experience with the supplemental procedures such as difficulties encountered, if any. Concerns were appropriately discussed and addressed during faculty meetings or during one-on-one meetings with the programs chairs and the college dean.

d. Monitor Submission of Reports

FDAs, FDGs, RACS, and ACMs submitted periodically by faculty members were recorded by the college secretary using a faculty monitoring sheet. At the end of each semester, the college secretary endorsed clearances of faculty members with complete submissions to the program chair and college dean. Compliance with the supplementary procedures was also considered in faculty evaluations.

e. Evaluate Implementation and Adjust Accordingly

Faculty members of the college were asked in several faculty meetings if the supplemental procedures and the report they generated made enhancements to the delivery of instruction. Most of the faculty members replied in the affirmative while some had reservations because of the added demands on their time for report preparation. However, with the merging of the FDA and FDG into one single report, plus the introduction of the time-saving Excel program for fast and presentable drawing of bar graphs in the FDAs and FDGs, the reports were now easier to prepare and faculty members of the college agreed that the benefits of the supplemental procedures outweighed the additional work to generate the reports.

4. Enhancements observed

After the implementation of the supplementary procedures, the following enhancements in the delivery of instruction in the college were observed:

a. Tracking of Absences

The Frequency Distribution of Absences report served as an important tool for closely monitoring the performance of the class as to absences. It is an effective diagnostic tool and alerted the teacher and academic administrators on the behavior of the class, particularly with respect to the rate of absenteeism of a class section. The graphical representation provided clearer picture of the percentage of absentee students in a class section. Teachers with classes exhibiting unusually high absenteeism rates were automatically alerted and they examined probable causes, including uninteresting presentations and teacher apathy or incompetence that can result to lack of interest and boredom. By knowing the class absenteeism rate during different stages of the semester, the teacher adjusted the method of instruction accordingly. Academic supervisors provided guidance and closer attention to both teacher and affected students.

b. Tracking of Grades

The Frequency Distribution of Grades including its bar graph alerted the faculty member during the semester of the number of students who are in the “danger zone”. The number or percentage of students with grades of <2.50 (for non-Board programs) and <2.25 (for Board programs) can be seen clearly in the graph. These students were classified as outliers or underperformers or academically – challenged. Through the FDGs, teachers were able to determine the extent or prevalence of substandard performance

in his/her class during the semester. With early detection, the teacher was able to introduce timely interventions to help underperformers, in line with the concept of outcomes-based education.

c. Tracking of Academically – Challenged Students

FDGs with underperformers will trigger the preparation of the Report on Academically -Challenged Students (RACS) where measures that should be done to alleviate the performance of these students can be documented and tracked. The early detection of underperformers during the semester will enable teachers and academic managers to assist students and track their progress up to the final grading period. This early detection device is also aligned with the principle of outcomes-based education where close monitoring and mentoring of students is de rigueur.

d. Tracking of Faculty – Student Consultations

An environment with a robust system for faculty- student consultations makes a customer-oriented educational institution. The generation of ACMs as a result of faculty- student consultations ensures that such consultations are of high quality, can be tracked and will result to learning.

CONCLUSION AND RECOMMENDATION

From the findings disclosed in the study, the following conclusions were drawn:

1. Procedures leading to the generation of the FDA, FDG, RACS, and ACM reports are imperative to supplement the Electronic Class Record.

2. The supplementary procedures and accompanying reports that were developed and implemented have the following advantages:

    a. Teachers and academic managers perform as a team to improve the delivery of instruction and ensure that learning is achieved by students.

    b. The report on Frequency Distribution of Absences and Grades per class section, Report on Academically – Challenged Students, and Academic Consultation Memorandum serve as tools not only for assessing class performance but to a certain extent, teacher performance as well.

    c. The periodic reporting cycles of the supplemental procedures during the semester provide for an early detection mechanism that red-flags underperformers or academically – challenged students who need special attention by the teacher.

    d. The graphical presentations including the percentage breakdown of students give the viewer with an appreciation of the extent of absenteeism and extent of scholarly learning by a class section.

    e. The new reports empower the faculty members and enable them to provide better service to their students.

3. The Report on Academically – Challenged Students obligates faculty members to search for innovative ways that will turn-around student performance. It forces teachers to spend a little more time to attend to the needs of underperformers, in the hope that these students will be able to catch up with the rest of the class.

In light of the conclusions, the following recommendations were presented for consideration:

1. University-wide implementation of the FDAs, FDGs, RACS, and ACMs.

2. Using FDAs and FDGs per class section as base data, continuation of diagnostics by higher segments:
    2.1. By total faculty load
    2.2. By year level, all programs
    2.3. By program and year level
    2.4. By program
    2.5. By college

3. Development of a computer program for quick migration of ECR data to FDA and FDG.

4. Conduct of studies on how to lower student absenteeism in the classrooms

5. Conduct studies on a system requiring teacher and underperforming students to meet periodically soon after each grading period for separate mentoring sessions.

REFERENCES

Balfan, R. and Brynes, V. (May 2012) , *The importance of being is school: A report on absenteeism in the Nations' Public Schools*, John Hopkins University, School of Education

Clores, M.A. (2009), A Qualitative Research Study on School Absenteeism Among College Students, *The Asia-Pacific Education Researcher*, Vol 18, No 2.Retrieved September 11, 2015 from http://ejournals.ph

Closon, D. (1993), *Outcome Based Education* retrieved on September 14, 2015 from http://www.leaderu.com/orgs/probe/docs/obe.html

Colorado, C. (2008). *School Attendance: A Key to Success*. Retrieved September 2, 2015 from ttp://www.colorincolorado.org/article/28842/

Credé, M. , Roch, S.G. and Kieszczynka, U.M. (2014), Class Attendance in College: A Meta-Analytic Review of the Relationship of Class Attendance With Grades and Student Characteristics, *Sage Journal* Retrieved on September 10, 2015 from http://rer.sagepub.com/content/80/2/272.short

Davis, M.H.(2003) *Outcome based education*. Retrieved on September 10, 2015 from http://csc.jfn.ac.lk/OBESCL/MOHE/OBE-Articles/Academic-documents-articles

Lalek, A. (1995), Quality progress-fifth quality in education listing. *Quality progress*, 28: 27-77.

Lyceum of the Philippines, Laguna (2013), Student Handbook.

Marburger, D.R. (2001) *Absenteeism and Undergraduate Exam Performance*. UK: Heldref Publications.

Polish Magazine, (2014) Study tips: The Benefits of Getting Good Grades *Polish Magazine*. Retrieved on September 15, 2015 from http://www.polishmagazine.com/2014/01/benefits-of-getting-good-grades/

Rumberger, R.W. (1997), High school dropouts: A review of issues and evidences: *Review of Educational Research*, 23: 24-42.

Safer, N. and Fleischman, (2005). *How student progress monitoring improves instruction*. Retrieved on September 15, 2015 frm http://www.ascd.org/publications/educational-leadership/feb05/vol62/num05/How-Student-Progress-Monitoring-Improves-Instruction.aspx

Segal, C. (2008). Classroom behaviour, *Journal of Human Resources*, 43: 783-814

Wadesango, N. and Machingambi, S. (2011), *Causes and Structural Effects of Student Absenteeism: A Case Study of Three South African Universities, Centre for Learning and Teaching Development*, Walter Sisulu University, Republic of South Africa retrieved September 11, 2015 from http://www.krepublishers.com/02-Journals/JSS/JSS-26-0-000-11-Web

Weller, D.L. (1996), the next generation of school reform, *Quality Progress*