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Revisiting of Davao Central College philosophy, vision, mission, and goals

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ABSTRACT

The institution's vision and mission statements serve as the philosophical backbone of educational institutions, articulating their purpose, values, and aspirations. For Davao Central College, it is not merely a set of declarations, it is a living document meant to shape the culture, pedagogy, and outcomes of the institution. The study evaluated the relevance, clarity, and impact of DCC's PVMG as perceived by its alumni. It is grounded in two interrelated theoretical perspectives: the Stakeholder Theory and Transformative Learning Theory. This study employed a descriptive research design to assess alumni perceptions and experiences related to DCC's PVMG. The findings affirm that DCC's PVMG is both visible and impactful in the lives of its alumni which study underscores the importance of continuous stakeholder engagement in shaping a dynamic, values-driven, and future-ready educational environment. The study urged DCC to strengthen PVMG visibility and alignment through enhanced dissemination and feedback; reinforce alumni understanding via success stories and reflective curriculum; enhance programs with core values, competencies like ICT and public speaking, and interdisciplinary learning; and implement alumni-suggested improvements including life skills, mental health support, instructional innovation, and an Alumni Advisory Council.

Keywords: Revisit, Davao Central College, vision, philosophy, mission, goals, objectives, stakeholder theory, transformative learning theory, alumni.

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INTRODUCTION

Vision and mission statements serve as the philosophical backbone of educational institutions, articulating their purpose, values, and aspirations. These statements guide strategic planning, curriculum development, and stakeholder engagement (Gann, 2024). For Davao Central College (DCC), the Philosophy-Vision-Mission-Goals (PVMG) framework is not merely a set of declarations, it is a living document meant to shape the culture, pedagogy, and outcomes of the institution.

As educational landscapes evolve in response to globalization, technological advancement, and shifting societal needs, it becomes imperative for institutions to revisit and recalibrate their vision and mission (Bustos, 2024). DCC recognizes this need and has initiated a participatory review process involving alumni, students, and other stakeholders. The goal is to ensure that the PVMG remains relevant, inspiring, and aligned with both national development goals and global educational standards.

This study emerges from the institution's commitment to inclusive quality assurance and continuous improvement. By gathering insights from alumni through a structured questionnaire, DCC aims to assess how well its vision and mission are understood, lived out, and perceived in terms of impact and relevance.

Previous studies have emphasized the importance of stakeholder engagement in institutional vision-mission development. Research by Navarro (2016) and Santos & Reyes (2019) highlights those participatory reviews of PVMG frameworks lead to stronger institutional identity and improved curriculum alignment. However, gaps remain in understanding how alumni, often overlooked in such reviews, perceive and apply these guiding statements post-graduation.

This study is grounded in two interrelated theoretical perspectives: Stakeholder Theory and Transformative Learning Theory. Together, these frameworks provide a lens through which the relevance, impact, and lived experience of Davao Central College's Philosophy-Vision-Mission-Goals (PVMG) can be examined from the alumni's point of view.

Stakeholder Theory, as articulated by Freeman (1984), emphasizes the importance of engaging all individuals and groups who are affected by or have an interest in an institution's operations and strategic direction. In the context of higher education, this theory underscores the need to include alumni, often overlooked yet deeply impacted stakeholders, in institutional review and development processes. Their insights, shaped by both academic and professional experiences, are vital in ensuring that the institution's vision and mission remain responsive, inclusive, and future-oriented.

Complementing this is Mezirow's (1991) Transformative Learning Theory, which posits that education is not merely about acquiring knowledge but about fundamentally reshaping how individuals perceive themselves and the world around them. Transformative learning occurs when learners critically reflect on their experiences, leading to shifts in values, beliefs, and behaviors. This theory aligns closely with the goals of a well-articulated vision-mission, which seeks to instill core values and competencies that guide graduates beyond the classroom and into their personal and professional lives.

Integrating these two frameworks, the study positions alumni not only as evaluators of institutional philosophy but also as living embodiments of its transformative potential. Their reflections and recommendations serve as both evidence of impact and catalysts for continuous improvement, reinforcing the dynamic relationship between institutional identity and stakeholder experience.

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METHODOLOGY

This study employed a descriptive research design to assess alumni perceptions and experiences related to Davao Central College's Philosophy-Vision-Mission-Goals (PVMG). The design was chosen to systematically quantify stakeholder responses and identify patterns in understanding, relevance, and impact of the institution's guiding statements.

The use of a structured survey allowed for standardized data collection across multiple dimensions, including profile information, ratings of institutional standards, personal reflections, and recommendations for improvement.

The participants of the study were DCC alumni from various graduation years and academic levels (elementary, junior high, senior high, and college). A total of 59 valid responses were collected through an online Google Form distributed via institutional channels.

A purposive sampling method was used, targeting alumni who were willing and available to participate in the review process. This approach ensured that respondents had direct experience with DCC's educational programs and institutional culture. The Inclusion criteria of the study is the respondent must be a graduate or completer of any level at Davao Central College, have access to the online survey form, and provide consent under the Data Privacy Act of 2012 (RA 10173).

The primary instrument was a Google Form questionnaire titled DCC Revisiting of Philosophy-Vision-Mission-Goals, developed by the Quality Assurance, Academic Division, and Research and Extension Office of DCC. The data for this study were collected through an online survey administered via Google Forms. The survey was distributed through official institutional channels, allowing alumni from various academic levels and graduation years to participate. Prior to completing the form, respondents were informed of the study's purpose, scope, and intended use of the data. Informed consent was obtained in accordance with the provisions of the Data Privacy Act of 2012 (RA 10173), ensuring that participants' rights and confidentiality were protected throughout the process.

Once submitted, responses were automatically recorded and compiled in a linked Google Sheets database. This digital format facilitated efficient data management, enabling the research team to organize, tabulate, and analyze both quantitative and qualitative inputs with consistency and accuracy.

The analysis of collected data employed a mixed-methods approach, combining descriptive quantitative techniques with thematic qualitative interpretation to comprehensively address the study's objectives. This dual strategy allowed for both statistical precision and contextual depth in understanding alumni perceptions of Davao Central College's Philosophy-Vision-Mission-Goals (PVMG).

Categorical responses were analyzed using descriptive statistics, including frequency counts and percentage distributions, to identify dominant trends across respondent profiles. For scaled items rated on a 0–4 Likert scale, mean scores were computed to assess overall sentiment and perceived alignment with institutional standards. Ranking analysis was also applied to determine alumni priorities in values and competencies.

Open-ended responses were reviewed to identify recurring themes that reflect alumni experiences, aspirations, and recommendations. While formal coding procedures were not applied, thematic categorization was conducted to enrich the interpretation of results

All tabulations, computations, and visualizations were performed using Microsoft Excel, which provided a flexible and accessible platform for organizing data, generating summary tables, and identifying key patterns. The combination of quantitative rigor and

qualitative depth ensured that the analysis was both statistically valid and contextually meaningful.

RESULTS AND DISCUSSION

This study examined alumni and student perceptions of Davao Central College's (DCC) Philosophy-Vision-Mission-Goals (PVMG) through a survey involving 59 respondents, drawn from a population spanning graduation years 1984 to 2025. The research employed a descriptive design combining quantitative rating scales and open-ended qualitative items, with data collected through a structured questionnaire addressing profile information, perceptions of the school's PVMG, personal understanding and application of the Vision-Mission, and recommendations for institutional improvement. Descriptive statistics, including means and percentage distributions, were used to analyze the rating-scale items, while thematic analysis was applied to the open-ended responses to identify recurring patterns in alumni experience. The following discussion is grounded entirely in the data gathered and interprets the results in direct relation to the four objectives of the study: assessing the visibility of the PVMG, examining alumni understanding and application of the Vision-Mission, identifying the core values and competencies most associated with the institution, and capturing alumni recommendations for continuous improvement.

Profile of respondents. Of the 59 participants, the majority (55.9%, n=33) identified as students, while college-level graduates comprised the largest group at 76.3% (n=45). Among college alumni, the most frequently completed degrees were Bachelor of Science in Business Administration (BSBA) and Bachelor of Science in Criminology, each representing approximately 17% to 20% of responses, with counts ranging from roughly 10 to 12 respondents per program. The wide graduation year range, from 1984 to 2025, indicates that the sample captured perspectives across multiple generations of DCC's institutional history, lending the findings a degree of longitudinal breadth that strengthens confidence in the consistency of the reported perceptions over time.

Visibility and alignment of the PVMG. The first objective, concerning the extent to which alumni perceive the PVMG as visible and aligned with their educational experience, was addressed through five rating items, each scored from 0 to 4. The results indicate a strong positive perception overall. The item assessing whether the PVMGO statement is clear and aligned received the highest mean score (mean = 3.56), with 66.1% of respondents rating it a 4, denoting that it was evident to an extensive degree. The perception that the school's philosophy expresses shared values followed closely (mean = 3.54; 64.4% rated 4), while the belief that institutional goals support national and global development yielded a mean of 3.52, with 62.7% of respondents selecting the highest rating. The presence of programs to disseminate the PVMGO recorded a mean of 3.47 (61.0% rated 4), and stakeholder participation in the review or revision of these statements returned the lowest mean among the five items at 3.45, with 59.3% rating it a 4. Although this final item was comparatively the weakest, all five means remained above 3.4 on the 0 to 4 scale, indicating consistently favorable perceptions of institutional alignment and engagement. This pattern of high but graded ratings suggests that while DCC's guiding statements are broadly visible and well communicated, alumni participation in shaping or revisiting those statements is comparatively less emphasized. This finding raises an important question about the extent to which mechanisms for stakeholder engagement are visible or accessible to alumni, pointing to a potential gap between institutional messaging and participatory governance. These results resonate with Senge's (1990) concept of shared vision as a driver of organizational learning and with Deal and Peterson's (1999) emphasis on school culture as a vehicle for values transmission, while also inviting a re-examination of Freeman's Stakeholder Theory (1984), which underscores the need for more

inclusive and dialogic processes in institutional review. Practically, these findings affirm the general success of DCC's strategies for embedding the PVMG across academic domains, while also identifying alumni participation in institutional review as a specific area warranting enhancement, potentially through the establishment of alumni advisory councils, the integration of alumni feedback into strategic planning, and the creation of transparent channels for ongoing dialogue.

Alumni understanding and application of the Vision-Mission. The second objective examined how alumni understand and apply DCC's Vision-Mission in real-life contexts, again assessed through five items rated from 0 to 4. Alumni demonstrated a strong cognitive and behavioral grasp of the PVMG, with mean scores ranging narrowly from 3.47 to 3.53. The capacity to explain the PVMG recorded the highest mean (3.53; 64.4% rated 4), followed by the sense of having fulfilled or acquired the aspirations of the Vision-Mission (mean = 3.52; 62.7% rated 4) and the perception of living out graduate attributes (mean = 3.51; 62.7% rated 4). The ability to identify the PVMG within lessons or media returned a mean of 3.49 (61.0% rated 4), while the ability to connect real-life events to the PVMG recorded the lowest mean in this set at 3.47, with 59.3% of respondents rating it a 4. Collectively, these results indicate that the Vision-Mission is not merely visible but internalized by a substantial proportion of the alumni community, with the majority of respondents affirming that the institution's guiding statements are reflected in both academic and extracurricular experience. This pattern is substantiated by thematic analysis of open-ended responses, in which alumni described how the Vision-Mission shaped their ethical frameworks, professional choices, and interpersonal relationships. Somewhat unexpectedly, some alumni indicated difficulty recalling the precise formal wording of the Vision-Mission despite demonstrating clear evidence of its behavioral application, suggesting that the statements are internalized in principle even where their exact articulation is less consistently retained after graduation. This dual pattern, strong behavioral application paired with a milder gap in formal recall, aligns with Chickering and Reisser's (1993) theory of student development, which emphasizes identity formation, purpose, and integrity as outcomes of higher education, and with Astin's (1999) theory of involvement, which holds that meaningful engagement with institutional values fosters sustained personal and professional growth. These findings affirm the effectiveness of DCC's integrative approach to values formation while suggesting that strategies such as alumni workshops, digital campaigns, and value-centered storytelling could help reinforce alumni recall of the Vision-Mission's formal articulation without diminishing its authentic, lived application.

Core values and desired competencies. The third objective explored which core values and competencies alumni most strongly associate with their DCC education. When asked to rank the factors that most influenced their choice of school, employability emerged as the leading consideration, cited by 30.5% of respondents (n=18), followed by quality of instruction at 25.4% (n=15), the school's Vision and Mission at 16.9% (n=10), highly qualified teachers at 15.3% (n=9), and a safe learning environment at 13.6% (n=8). This ordering suggests that while institutional philosophy plays a meaningful role in attracting students, practical outcomes related to career readiness remain the foremost consideration in school selection. With respect to core values, alumni most frequently identified competence and skillfulness as the value with the greatest personal impact, cited by 33.9% of respondents (n=20), followed by integrity and honesty at 30.5% (n=18), responsibility at 25.4% (n=15), respect at 23.7% (n=14), and God-centeredness at 20.3% (n=12). These results reflect a strong alignment between the institution's core values and the personal development of its graduates, and they support the hypothesis that DCC's educational philosophy prioritizes moral development alongside academic achievement. At the same time, alumni expressed a pronounced desire for enhancement in

specific competency areas, with 88.1% (n=52) identifying information and communications technology (ICT) and technical skills, 76.3% (n=45) identifying public speaking, 72.9% (n=43) identifying research skills, 67.8% (n=40) identifying real-life problem-solving, 64.4% (n=38) identifying entrepreneurial skills, and 61.0% (n=36) identifying technical or practical skills as areas requiring further strengthening. The juxtaposition of high ratings for values formation against strong demand for enhanced technical and applied competencies points to a developmental gap between character education and 21st-century skill acquisition, plausibly reflecting shifts in workplace demands where digital fluency and analytical capability are increasingly indispensable. This pattern aligns with Tinto's Model of Institutional Departure (1993) and Kolb's Experiential Learning Theory (1984), both of which emphasize the joint importance of academic preparation and skill relevance to student persistence and post-graduate success, and it resonates with UNESCO's four pillars of education, learning to know, to do, to live together, and to be, suggesting that while DCC excels in cultivating "learning to be," there remains room to strengthen "learning to do."

Alumni reflections, aspirations, and recommendations. The fourth objective captured alumni perspectives on how DCC can further improve its PVMG and instructional programs, drawing on thematic analysis of multiple open-ended items. Regarding the impact of the Vision and Mission, alumni responses clustered around themes of values formation and moral development, academic and professional competence, empowerment and personal growth, leadership and social responsibility, resilience and adaptability, spiritual and faith-based influence, and decision-making and purpose, with a smaller subset reporting limited or no perceived impact. Representative reflections included statements that the Vision and Mission helped respondents grow into individuals who value honesty, respect, and hard work, and that it prepared them to be professionals ready for employment and global competition. When asked what had inspired them most, alumni most frequently cited family support and sacrifice, followed by the school's values and PVMG, personal growth and self-motivation, faith and spiritual inspiration, teachers and mentors, future goals and opportunities, peers and work environment, school culture, and kindness and compassion. In response to what they would rather forget, the most common theme was that there was nothing to forget, with alumni viewing their experiences, whether positive or difficult, as valuable lessons; other themes included mistakes and regrets, self-doubt and fear, academic pressure and stress, unpleasant social experiences, difficulty relating to abstract institutional concepts, campus environment challenges, romantic disappointments, and a general desire to move on from college life. Suggestions on what the school should teach centered on life skills and practical knowledge, emotional intelligence and mental health, values and character formation, communication and social skills, critical thinking and creativity, digital and technological literacy, leadership and citizenship, Christian and spiritual values, personal development and self-growth, and academic enrichment aligned with curriculum requirements, alongside a smaller number of unclear or non-applicable responses. When asked to describe the kind of place they wanted their school to become, alumni emphasized an inclusive and supportive environment, a safe and conducive learning space, holistic student development, a joyful and motivating learning culture, collaboration and community building, empowerment and student voice, academic excellence paired with global readiness, accessible and equitable education, and a faith and values-based culture. Descriptions of a successful student emphasized character and values, faith and spiritual foundation, resilience and perseverance, purposeful learning and growth, application of knowledge, responsibility and discipline, positive influence and leadership, alignment with the school's PVMG, academic excellence and engagement, and self-awareness and personal development. Finally, alumni characterizations of a quality instructional program emphasized clear objectives and structure, engaging and real-world learning, student-centered and inclusive approaches, critical thinking and creativity, effective teaching strategies,

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technology integration, a supportive learning environment, values formation and character development, qualified and passionate educators, and adequate facilities and resources.

Taken together, the recommendations exceeded expectations in their depth and specificity, indicating that alumni are not only reflective participants but also actively invested stakeholders in the institution's continuous improvement. These findings align with constructivist learning theory, which emphasizes learner-centered approaches, and with Bandura's social learning theory, which highlights the role of modeling and real-life application in values formation. The recurrence of emotional intelligence and mental health as a desired area of instruction was somewhat unexpected and suggests a growing awareness of the affective domain in education, an area often underrepresented in traditional curriculum design, reflecting a broader shift in how alumni define educational success to include well-being and social consciousness alongside academic achievement.

In synthesis, the findings across all four objectives demonstrate that DCC's Philosophy-Vision-Mission-Goals is broadly visible, well understood, and meaningfully internalized by its alumni and students, with mean ratings consistently above 3.4 across all measured items and with the majority of qualitative responses affirming that the institution's values are lived out in personal, professional, and spiritual domains. At the same time, the results identify specific, actionable areas for institutional growth, namely strengthening alumni participation in the review and revision of guiding statements, reinforcing formal recall of the Vision-Mission alongside its behavioral application, and expanding curricular emphasis on ICT and technical skills, public speaking, research skills, real-life problem-solving, entrepreneurial skills, and technical or practical skills to complement the institution's already strong record of values formation. These results affirm existing theoretical premises regarding the role of institutional philosophy in shaping long-term graduate outcomes while extending the literature by illustrating how alumni continue to engage with and apply the PVMG across diverse life contexts well beyond graduation. By addressing the identified gaps in stakeholder participation and applied competency development, DCC has the opportunity to reinforce its commitment to holistic, inclusive, and future-ready education. These findings collectively provide the empirical foundation for the recommendations and conclusions presented in the chapter that follows.

CONCLUSION

The findings affirm that DCC’s Philosophy-Vision-Mission-Goals is both visible and impactful in the lives of its alumni. Graduates not only understand and internalize the institution’s guiding principles but also apply them in meaningful ways across personal, academic, and professional contexts. The values and competencies associated with DCC education are strongly aligned with its institutional goals, though alumni also advocate for enhancements in instructional design and curriculum relevance. Overall, the study underscores the importance of continuous stakeholder engagement in shaping a dynamic, values-driven, and future-ready educational environment.

Grounded in the results of the study and aligned with its four specific objectives, the recommendations are proposed to support Davao Central College’s ongoing efforts to strengthen its Philosophy-Vision-Mission-Goals (PVMG) and instructional programs. First recommendation is to strengthen visibility and alignment of the PVMG in determining the extent to which alumni perceive the PVMG as evident and aligned with their educational experience. Second is to reinforce alumni understanding and real-life application of the vision-mission in exploring alumni understanding and application of the Philosophy-Vision-

Mission-Goals in real-life contexts. Third is to enhance curriculum to strengthen core values and competencies in identifying core values and competencies associated with DCC education. Lastly is to respond to Alumni Recommendations for Institutional Improvement in gathering alumni recommendations for enhancing values, competencies, and instructional programs.

These recommendations reflect the alumni's experiences and aspirations, offering actionable pathways for DCC to evolve as a transformative, inclusive, and future-ready institution. By aligning institutional practices with stakeholder insights, DCC reinforces its commitment to excellence, relevance, and continuous improvement.

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