



**STAKEHOLDERS' AWARENESS, UNDERSTANDING,
AND ACCEPTANCE OF MMSU'S VISION AND MISSION,
CBEA GOALS, AND PROGRAM OUTCOMES OF THE
BACHELOR OF SCIENCE IN ECONOMICS**

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Abstract:

This study assesses the awareness, understanding, and acceptance of Mariano Marcos State University's (MMSU) Vision, Mission, CBEA Goals, and Program Outcomes (VMGO) of the BS Economics program among key stakeholders, including students, parents, faculty, non-teaching staff, alumni, and industry partners. Findings reveal a high level of awareness and acceptance among most stakeholders, particularly students, faculty, non-teaching staff, alumni, and industry partners, who strongly agreed on the relevance of the VMGO. However, parents demonstrated relatively lower awareness and understanding, suggesting a need for improved outreach. While stakeholders generally recognized the alignment between the VMGO and MMSU's institutional goals, areas for improvement were identified, including better dissemination through social media, university events, and advisory sessions, as well as enhanced industry linkages and curriculum alignment with economic trends. The study also highlights the necessity for greater faculty and student involvement in strategic planning, increased community engagement, and more accessible information on college goals and program outcomes. Although the study provides valuable insights, limitations include reliance on self-reported data and the lack of qualitative perspectives. Future research should incorporate mixed-methods approaches and comparative analyses. Strengthening dissemination efforts and stakeholder engagement will further enhance awareness and acceptance,

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ensuring the continued relevance of MMSU's VMGO in shaping academic excellence and institutional development.

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1. Introduction

Universities play a crucial role in shaping societies by fostering knowledge creation, economic growth, and social development. As centers of higher learning, they contribute to the intellectual and professional development of individuals, equipping them with the necessary skills to meet the demands of an evolving labor market (Altbach, Reisberg, & Rumbley, 2009). Beyond individual advancement, universities serve as engines of innovation, conducting research that addresses societal challenges, ranging from technological advancements to social policy reforms (Etzkowitz & Leydesdorff, 2000). Their influence extends to the economy, as they provide a skilled workforce, support entrepreneurship, and collaborate with industries to drive productivity and innovation (Audretsch, 2014).

In addition to economic contributions, universities play a pivotal role in fostering civic engagement and cultural development. They promote critical thinking, ethical decision-making, and democratic participation among students and society at large (Brennan, 2004). Through partnerships with communities, universities engage in outreach programs, public service initiatives, and sustainable development efforts, reinforcing their commitment to social responsibility (Goddard, Hazelkorn, Kempton, & Vallance, 2016). By integrating academic excellence with social impact, universities ensure that knowledge dissemination extends beyond classroom walls and contributes to meaningful societal progress.

One of the key ways universities align their functions with societal needs is through well-defined Vision, Mission, Goals, and Objectives (VMGO). The VMGO acts as a fundamental framework for higher education institutions (HEIs), setting their strategic direction, academic objectives, and broader societal contributions (Detera & Placer, 2004). Previous studies have highlighted the significance of stakeholder engagement and awareness regarding a university's VMGO. For example, Makie (2023) found that effective dissemination of the VMGO plays a crucial role in attracting prospective students and stakeholders, ultimately strengthening the university's reputation and brand recognition. This, in turn, leads to increased enrollment and fosters stronger collaborations with external organizations (Lent, 2019). Likewise, a well-defined and clearly communicated mission enhances public perception of the university, builds trust, and secures support for its initiatives (Salom, 2013). Additionally, Kezar and Eckel (2002) assert that a compelling institutional vision enhances the university's standing

within academic and business circles and in society at large, attracting partnerships, funding opportunities, and broader institutional support.

Mariano Marcos State University (MMSU) plays a pivotal role in shaping the educational and socio-economic landscape of its community. As a premier academic institution, MMSU is committed to fostering excellence in education, research, and community engagement. Its vision to become a premier Philippine university by 2028 underscores its dedication to producing competent graduates who contribute meaningfully to national development. Through its various academic programs, MMSU aims to cultivate a culture of innovation, leadership, and service that directly benefits its stakeholders, including students, faculty, industry partners, and the broader community. At the core of MMSU's institutional success is the effective dissemination and integration of its Vision, Mission, Goals, and Program Outcomes (VMGO) across all levels of education. The clear articulation of these guiding principles ensures that the university's strategic initiatives align with its overarching goal of academic excellence and social responsibility. However, the extent to which stakeholders, students, faculty, alumni, and industry partners understand, accept, and integrate the VMGO into their educational and professional endeavors remains a critical factor in achieving the university's mission.

The College of Business, Economics, and Accountancy (CBEA) plays an integral role in realizing MMSU's vision by providing high-quality education in the fields of business, economics, and accountancy. Among its programs, the Bachelor of Science in Economics stands out as a discipline that prepares students to address pressing economic challenges through theoretical knowledge and empirical analysis. The program aims to equip future economists with the skills necessary for policy formulation, economic research, and decision-making in both the public and private sectors. However, ensuring that the program remains relevant and responsive to local and global economic demands requires continuous assessment and adaptation.

Thus, this study seeks to evaluate stakeholders' awareness, understanding, and acceptance of MMSU's VMGO, with a particular focus on the BS in Economics program. By examining the alignment between the university's educational objectives and the expectations of its stakeholders, the study aims to identify areas for improvement in disseminating and reinforcing the university's core principles. Specifically, the study aims to:

- 1) assess the level of awareness of MMSU's Vision, Mission, College Goals, and Program Outcomes for the BS in Economics program among students, faculty, alumni, industry partners, and community stakeholders;
- 2) evaluate stakeholders' understanding of the significance and relevance of the university's vision and mission, the specific goals of CBEA, and the program outcomes of BS in Economics;
- 3) determine the level of acceptance of MMSU's institutional objectives and its alignment with academic and professional expectations; and
- 4) identify gaps and areas for improvement in disseminating and integrating the VMGO in academic programs and community engagement initiatives.

Through this study, MMSU aims to strengthen its commitment to excellence by continuously refining its academic programs and reinforcing its role in community and economic development. Findings from this research will provide valuable insights into enhancing academic programs, strengthening industry linkages, and ensuring that MMSU graduates are well-prepared to contribute to economic and societal development. By assessing the level of awareness, understanding, and acceptance of its VMGO and academic goals, the university can identify areas for improvement in its educational and outreach initiatives. The results will help guide curriculum enhancements, faculty development programs, and strategic partnerships with industries and stakeholders. Furthermore, this study will serve as a basis for strengthening the dissemination of the VMGO through various communication channels, such as university events, faculty orientations, student engagements, and digital platforms. Ensuring the university's mission and academic goals are well-communicated and embraced by its stakeholders will contribute to a more cohesive and purpose-driven academic environment.

The paper is organized as follows: the next section discusses the conceptual framework, followed by Section 3, which details the research methodology. Section 4 presents and discusses the study's findings. Finally, Section 5 concludes.

2. Conceptual Framework

The conceptual framework of this study (Figure 1) illustrates the relationships among key components that contribute to the effective dissemination, understanding, and acceptance of Mariano Marcos State University's (MMSU) Vision, Mission, Goals, and Program Outcomes (VMGO), particularly within the College of Business, Economics, and Accountancy (CBEA) and its BS Economics Program. This framework provides a structured approach to evaluating stakeholder engagement and feedback mechanisms for continuous institutional improvement. At the foundation of this framework is MMSU, which serves as the overarching institution responsible for academic development and community engagement. Within MMSU, CBEA plays a critical role in shaping business and economic education by setting academic and professional goals aligned with the university's broader mission. The BS Economics Program, a key academic unit within CBEA, is designed to produce graduates equipped with the knowledge and skills necessary to contribute to national and global economic progress. The university's Vision and Mission guide its overall direction in terms of academic excellence, research, and community service. Meanwhile, the CBEA's Goals define specific academic and professional objectives tailored to business, economics, and accountancy students. The BS Economics Program Outcomes outline the expected competencies, knowledge, and professional skills that graduates should acquire through the program.

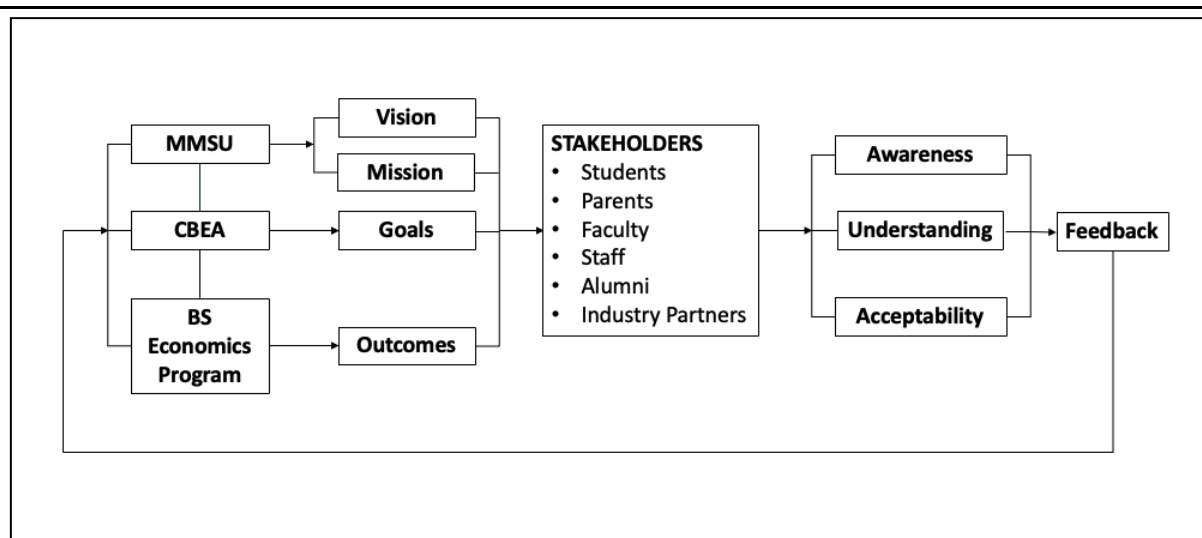


Figure 1: Conceptual framework of the study

The study recognizes the critical role of various stakeholders in assessing the effectiveness of MMSU's VMGO. These stakeholders include students, who are the primary beneficiaries of the academic programs; parents, who influence and support students' education; faculty and staff, who are responsible for implementing and reinforcing the VMGO in academic and institutional activities; alumni, whose experiences provide insights into the long-term impact of the program; and industry partners, who offer external perspectives on how well graduates are prepared for real-world economic challenges. These stakeholders' perspectives help determine whether MMSU's educational goals are effectively communicated and aligned with academic and professional expectations. The effectiveness of MMSU's VMGO is evaluated through three major assessment areas: awareness, understanding, and acceptability. Awareness refers to whether stakeholders are familiar with MMSU's Vision, Mission, Goals, and Program Outcomes. Without adequate awareness, stakeholders cannot engage meaningfully with the university's initiatives. Beyond awareness, it is essential to assess whether stakeholders fully comprehend the significance and application of MMSU's VMGO within the academic and professional context. Understanding measures the depth of this knowledge. Acceptability, on the other hand, examines whether stakeholders perceive the VMGO as relevant and beneficial, particularly in relation to academic programs, career prospects, and community impact.

The final component of the framework emphasizes feedback, which serves as a mechanism for evaluating and refining institutional strategies. By collecting and analyzing stakeholder feedback, MMSU can identify areas for improvement in the dissemination and implementation of its VMGO. This process ensures that the university remains responsive to stakeholder needs and continues to enhance its academic programs to align with its mission. The conceptual framework demonstrates a cyclical process where MMSU's Vision, Mission, and Goals influence the design and implementation of academic programs, which in turn shape stakeholder experiences.

Stakeholders' awareness, understanding, and acceptance of these institutional objectives determine the effectiveness of the programs and contribute to feedback loops that drive institutional development. By using this framework, the study aims to provide a systematic approach to evaluating and strengthening MMSU's role in fostering academic excellence, economic development, and community engagement.

3. Methodology

This section presents the methodology utilized in the study to assess the awareness, understanding, and acceptance of MMSU's Vision, Mission, Goals, and Program Outcomes (VMGO) among its stakeholders. It outlines the data collection process, the sources of information, and the methods used to analyze stakeholder perceptions. By detailing these aspects, this section ensures transparency and provides a clear basis for interpreting the study's findings.

3.1 Research Design

This study employs a descriptive research design to assess stakeholders' awareness, understanding, and acceptability of the Vision, Mission, Goals, and Program Outcomes (VMGO) of MMSU, particularly for the Bachelor of Science in Economics program. The descriptive approach was chosen as it allows for a systematic collection, analysis, and interpretation of data regarding stakeholders' perceptions, thereby providing a clear picture of their engagement with the university's academic framework. A quantitative method was utilized, with a structured survey questionnaire administered to measure the levels of awareness, understanding, and acceptance among stakeholders.

The study aims to answer the following key research questions: To what extent are stakeholders aware of the university's VMGO? How well do stakeholders understand the university's goals and program outcomes? What is the level of acceptance of the VMGO among different stakeholder groups? Are there significant differences in VMGO awareness, understanding, and acceptance among these groups? The findings will provide insights into how well the VMGO is communicated and how effectively it is embraced by various stakeholders.

3.2 Population and Sampling

The study involved 247 stakeholders from various groups affiliated with MMSU. The respondents were selected to ensure representation from students, parents, alumni, faculty, non-teaching staff, and industry partners. The final sample distribution consisted of 173 students, 20 parents, 36 alumni, six teaching staff members, four non-teaching staff members, and eight industry partners. These participants were identified based on their engagement with the university, ensuring a diverse range of perspectives regarding the VMGO.

3.3 Survey Questionnaire

A structured questionnaire was developed to assess three primary variables: awareness, understanding, and acceptability of the university's VMGO. The questionnaire was reviewed and validated to ensure content validity and reliability. It consisted of four sections: demographic profile, awareness level, understanding level, and acceptability level.

The demographic section gathered information such as age and affiliation with MMSU. The awareness section measured familiarity with the university's VMGO using a four-point Likert scale, ranging from "Not Familiar" to "Very Familiar." The understanding section assessed stakeholders' comprehension of the VMGO, also using a Likert scale, from "Not Understood" to "Highly Understood." The acceptability section evaluated how much stakeholders agreed with and supported the VMGO, again using a four-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree."

Unlike previous research designs that incorporated qualitative responses, this study did not include open-ended questions. Instead, all responses were strictly quantitative, ensuring that the results could be analyzed numerically without the need for subjective interpretation.

3.4 Data Collection Procedure

The survey was administered online using Google Forms for digital responses for greater reach. Prior to the administration of the survey, an orientation was conducted to explain the study's objectives and provide instructions to the participants. Ethical considerations were strictly upheld, with participants giving informed consent before answering the questionnaire. Participation in the study was voluntary, and respondents were assured that their answers would remain confidential and would be used solely for academic research purposes.

3.5 Data Analysis

The collected data were analyzed using descriptive statistical methods. Descriptive analysis involved the computation of weighted means to summarize stakeholders' perceptions of VMGO awareness, understanding, and acceptability. Frequency and percentage distribution were used to analyze demographic data and trends in responses. The survey results were interpreted using a four-point Likert scale. The weighted mean was calculated from the responses, and the interpretation was based on the specified statistical range, with the corresponding descriptive equivalent rating presented below:

Range	Awareness	Understanding	Acceptance
1.00 – 1.75	Not Familiar	Not Understood	Strongly Disagree
1.76 – 2.50	Slightly Familiar	Moderately Understood	Disagree
2.51 – 3.25	Moderately Familiar	Understood	Agree
3.26 – 4.00	Very Familiar	Highly Understood	Strongly Agree

3.6 Limitations of the Study

This research acknowledges several limitations that may affect the generalizability and interpretation of the results. One major limitation is the representation of stakeholders, as certain groups, particularly industry partners and non-teaching staff, had a smaller sample size, which could influence the findings. Additionally, the study relies on self-reported data, which may be affected by personal biases, selective memory, or varying levels of familiarity with the VMGO. Lastly, time constraints limited the study to a cross-sectional design, preventing the possibility of tracking changes in perceptions over time. Despite these limitations, the study employs rigorous methodologies to ensure that the findings provide meaningful insights into the awareness, understanding, and acceptability of the university's VMGO among its key stakeholders.

4. Results and Discussions

This section discusses the study's findings, which examine the awareness, understanding, and acceptance of the university's vision, mission, college goals, and program outcomes among all stakeholders, including students, faculty, alumni, industry partners, and the local community. By exploring these three key dimensions, the study assesses not only the level of awareness of the institutional objectives but also how well these stakeholders understand and accept them in the context of their roles and relationships with the university. Additionally, the study explores the implications of varying levels of understanding and acceptance for the university's academic and strategic initiatives, as well as its reputation and community engagement. Through this comprehensive analysis, the study aims to provide recommendations that can enhance the university's approach to fostering a shared vision and greater collaboration among its diverse stakeholders.

4.1 Level of Awareness

Measuring the level of awareness among stakeholders is crucial for understanding how effectively a university communicates its vision, mission, goals, and program outcomes. Stakeholders, including students, faculty, alumni, industry partners, and the local community, play pivotal roles in the university's success and sustainability. Their awareness of the institution's guiding principles directly influences their engagement, participation, and alignment with the university's objectives. By assessing the level of awareness, institutions can identify gaps in communication, ensure that their strategic goals are well understood, and foster stronger connections between the university and its stakeholders. Moreover, understanding stakeholder awareness helps in refining institutional practices, improving decision-making, and enhancing the overall impact of the university on its community and beyond. Ultimately, measuring awareness ensures that the university's objectives are not only communicated but also embraced, creating a shared sense of purpose that drives collective progress and long-term success.

4.1.1 Students

Table 1: Students' level of awareness of the VMGO

Indicators	Weighted Mean	Descriptive Rating
University Vision and Mission		
University Vision: A premier Philippine University by 2028	3.42	Very Familiar
University Mission: To develop virtuous human capital and sustainable innovations in a knowledge-driven global economy	3.38	Very Familiar
College Goals		
To provide quality instruction in accountancy, economics, business and management, entrepreneurship, cooperatives, tourism and hospitality management, which is responsive to local and global needs and expectations.	3.35	Very Familiar
To build and maintain a highly qualified manpower and a well-equipped, proactive academic unit through continuing education.	3.33	Very Familiar
To foster a culture of research along with its academic offerings and other related areas.	3.29	Very Familiar
To produce and publish research-based and community-based materials for instruction and extension use, and other alternative education modes.	3.35	Very Familiar
To share resources and expertise with the community through continuing education, capability building and volunteerism programs.	3.29	Very Familiar
To establish linkages and strengthen partnerships with industries and other stakeholders, both local and foreign.	3.30	Very Familiar
To inculcate positive values and attitudes among students for the development of socially responsible and democratic citizenship, concern for the environment and a strong sense of national pride.	3.35	Very Familiar
Program Outcomes of BS Economics		
To demonstrate knowledge of economic theory and the standard methods used in economic research.	3.43	Very Familiar
To demonstrate the ability to diagnose economic problems using appropriate theories and methodologies.	3.40	Very Familiar
To efficiently communicate economic arguments and research results.	3.42	Very Familiar
To appreciate and practice good citizenship.	3.46	Very Familiar
To demonstrate a deep commitment to maintaining high ethical standards especially in constituting, analyzing, and interpreting economic data and results.	3.45	Very Familiar
Overall Mean	3.37	Very Familiar

The results in Table 1 indicate that students have a strong familiarity with the university's vision, mission, college goals, and BS Economics program outcomes. The overall mean score of 3.37, categorized as "Very Familiar," suggests that students recognize and understand these institutional objectives, which is essential in aligning their academic

experience with the university's broader mission. Students rated the university's vision of becoming a premier Philippine university by 2028 with a weighted mean of 3.42, while the mission, which focuses on developing virtuous human capital and fostering sustainable innovations in a knowledge-driven global economy, received a score of 3.38. These ratings suggest that students are aware of the university's long-term aspirations and commitment to academic excellence and social responsibility. This level of familiarity may be attributed to the university's efforts in integrating these principles into academic discussions, student orientations, and institutional activities.

Regarding the college goals, students' familiarity scores ranged from 3.29 to 3.35, all categorized as "Very Familiar." The highest ratings were observed in objectives related to providing quality instruction (3.35), producing research-based instructional materials (3.35), and fostering positive values and attitudes (3.35). This suggests that students recognize the college's commitment to delivering relevant education and shaping their personal and professional development. However, slightly lower ratings were recorded for goals related to fostering a research culture (3.29) and extending university expertise to the community through volunteerism and continuing education (3.29). These results imply that while students understand the importance of research and community engagement, they may need more exposure or opportunities to participate in these areas actively.

The BS Economics program outcomes received consistently high familiarity scores, ranging from 3.40 to 3.46. The highest rating was given to the outcome of appreciating and practicing good citizenship (3.46), indicating that students strongly acknowledge the importance of civic responsibility and ethical conduct in their field. Other program outcomes, such as demonstrating knowledge of economic theory (3.43), diagnosing economic problems (3.40), communicating economic arguments (3.42), and upholding ethical standards in economic research (3.45), were also rated highly. These findings suggest that students have a clear understanding of the skills and knowledge they are expected to develop throughout their studies.

Overall, the results reflect a positive alignment between the university's academic objectives and students' awareness of these goals. However, the slightly lower familiarity scores in research engagement and community extension suggest areas for improvement. The university may consider enhancing research opportunities, increasing student involvement in faculty-led projects, and promoting community-based initiatives that allow students to apply their knowledge in real-world settings. Strengthening these aspects can further reinforce students' academic growth and their ability to contribute meaningfully to society, in line with the university's overarching mission and vision.

4.1.2 Parents

Table 2: Parents' level of awareness of the VMGO

Indicators	Weighted Mean	Descriptive Rating
University Vision and Mission		
University Vision: A premier Philippine University by 2028	2.70	Moderately Familiar
University Mission: To develop virtuous human capital and sustainable innovations in a knowledge-driven global economy	2.80	Moderately Familiar
College Goals		
To provide quality instruction in accountancy, economics, business and management, entrepreneurship, cooperatives, tourism and hospitality management, which is responsive to local and global needs and expectations.	2.80	Moderately Familiar
To build and maintain a highly qualified manpower and a well-equipped, proactive academic unit through continuing education.	3.10	Moderately Familiar
To foster a culture of research along with its academic offerings and other related areas.	2.65	Moderately Familiar
To produce and publish research-based and community-based materials for instruction and extension use, and other alternative education modes.	2.75	Moderately Familiar
To share resources and expertise with the community through continuing education, capability building and volunteerism programs.	2.70	Moderately Familiar
To establish linkages and strengthen partnerships with industries and other stakeholders, both local and foreign.	2.85	Moderately Familiar
To inculcate positive values and attitudes among students for the development of socially responsible and democratic citizenship, concern for the environment and a strong sense of national pride.	2.85	Moderately Familiar
Program Outcomes of BS Economics		
To demonstrate knowledge of economic theory and the standard methods used in economic research.	2.65	Moderately Familiar
To demonstrate the ability to diagnose economic problems using appropriate theories and methodologies.	2.65	Moderately Familiar
To efficiently communicate economic arguments and research results.	2.75	Moderately Familiar
To appreciate and practice good citizenship.	2.85	Moderately Familiar
To demonstrate a deep commitment to maintaining high ethical standards, especially in constituting, analyzing, and interpreting economic data and results.	2.75	Moderately Familiar
Overall Mean	2.78	Moderately Familiar

Regarding the parents' perspectives, the results in Table 2 indicate that parents possess a moderate familiarity with the university's vision, mission, college goals, and BS Economics program outcomes, as evidenced by the overall mean score of 2.78. This suggests that while parents are somewhat aware of the institution's objectives, there may

be gaps in their understanding or engagement with these aspects. The university's vision of becoming a premier Philippine university by 2028 received a weighted mean of 2.70, while its mission of developing virtuous human capital and fostering sustainable innovations in a knowledge-driven global economy was rated slightly higher at 2.80. Both ratings fall under the "Moderately Familiar" category, indicating that parents recognize the institution's broader aspirations but may not have a deep understanding of how these are implemented in practice. This level of familiarity may be attributed to limited direct exposure to university policies and academic programs, as parents primarily interact with the institution through their children's experiences.

For college goals, parents' familiarity scores ranged from 2.65 to 3.10. The highest-rated goal was "building and maintaining a highly qualified workforce and a well-equipped proactive academic unit through continuing education" (3.10). This suggests that parents view faculty qualifications and professional development as essential elements of quality education. Meanwhile, lower familiarity scores were noted for goals related to fostering a research culture (2.65) and sharing resources with the community through continuing education and volunteerism (2.70). These findings imply that parents may have limited awareness of the university's research initiatives and community engagement efforts, potentially due to insufficient communication or involvement in these areas.

Parents' familiarity ratings ranged from 2.65 to 2.85 for the BS Economics program outcomes. The highest rating was given to the outcome related to appreciating and practicing good citizenship (2.85), indicating that parents recognize the importance of instilling civic values in students. Other outcomes, such as communicating economic arguments (2.75) and maintaining ethical standards in research (2.75), were also rated moderately familiar. However, outcomes related to demonstrating knowledge of economic theory (2.65) and diagnosing economic problems using appropriate methodologies (2.65) received the lowest ratings. This suggests that while parents understand the ethical and societal aspects of the program, they may not be fully aware of the specific academic competencies that students are expected to develop.

The findings highlight the need for greater parental engagement in understanding the university's mission, academic goals, and program outcomes. The university could enhance communication strategies by organizing orientation programs, informational seminars, and interactive platforms where parents can learn more about institutional objectives and their children's academic journey. Additionally, involving parents in research-related activities, community extension projects, and career development discussions may help bridge the awareness gap. Strengthening these efforts can foster a more supportive learning environment for students, ensuring that parents play an active role in their educational success.

4.1.3 Teaching and Non-teaching Staff

Table 3: Levels of awareness of teaching and non-teaching staff regarding the VMGO

Indicators	Teaching Staff		Non-Teaching Staff	
	Weighted Mean	Descriptive Rating	Weighted Mean	Descriptive Rating
University Vision and Mission				
University Vision: A premier Philippine University by 2028	4.00	Very Familiar	4.00	Very Familiar
University Mission: To develop virtuous human capital and sustainable innovations in a knowledge-driven global economy	4.00	Very Familiar	4.00	Very Familiar
College Goals				
To provide quality instruction in accountancy, economics, business and management, entrepreneurship, cooperatives, tourism and hospitality management, which is responsive to local and global needs and expectations.	4.00	Very Familiar	4.00	Very Familiar
To build and maintain a highly qualified manpower and a well-equipped, proactive academic unit through continuing education.	4.00	Very Familiar	4.00	Very Familiar
To foster a culture of research along with its academic offerings and other related areas.	4.00	Very Familiar	4.00	Very Familiar
To produce and publish research-based and community-based materials for instruction and extension use, and other alternative education modes.	4.00	Very Familiar	4.00	Very Familiar
To share resources and expertise with the community through continuing education, capability building and volunteerism programs.	4.00	Very Familiar	4.00	Very Familiar
To establish linkages and strengthen partnerships with industries and other stakeholders, both local and foreign.	4.00	Very Familiar	4.00	Very Familiar
To inculcate positive values and attitudes among students for the development of socially responsible and democratic citizenship, concern for the environment and a strong sense of national pride.	4.00	Very Familiar	4.00	Very Familiar
Program Outcomes of BS Economics				
To demonstrate knowledge of economic theory and the standard methods used in economic research.	4.00	Very Familiar	4.00	Very Familiar
To demonstrate the ability to diagnose economic problems using appropriate theories and methodologies.	4.00	Very Familiar	4.00	Very Familiar
To efficiently communicate economic arguments and research results.	4.00	Very Familiar	4.00	Very Familiar

Indicators	Teaching Staff		Non-Teaching Staff	
	Weighted Mean	Descriptive Rating	Weighted Mean	Descriptive Rating
To appreciate and practice good citizenship.	3.83	Very Familiar	4.00	Very Familiar
To demonstrate a deep commitment to maintaining high ethical standards, especially in constituting, analyzing, and interpreting economic data and results.	4.00	Very Familiar	4.00	Very Familiar
Overall Mean	3.95	Very Familiar	4.00	Very Familiar

As the primary implementers of the university's VMGO, both teaching and non-teaching staff demonstrated a high level of familiarity with these institutional directives. The overall mean scores of 3.95 for teaching staff and 4.00 for non-teaching staff indicate that they have a clear understanding of the university's direction and its role in achieving its objectives. This strong familiarity reflects their deep engagement with institutional policies and their commitment to aligning their responsibilities with the university's mission. Both teaching and non-teaching staff rated their familiarity with the university's vision and mission at 4.00, indicating that they are well aware of the institution's strategic goals, particularly its aspiration to become a premier Philippine university by 2028. This suggests that institutional values are well-communicated across all levels of staff, ensuring a unified approach to fostering academic excellence and innovation.

Similarly, all college goals received the highest rating of 4.00 from both groups. This indicates that faculty members and administrative personnel recognize the importance of providing quality education, maintaining a strong academic workforce, fostering a research culture, and extending their expertise to the community. The consistent rating across all goals suggests that the staff are fully aligned with the institution's objectives and are actively contributing to their fulfillment. For the BS Economics program outcomes, both teaching and non-teaching staff rated most indicators at 4.00, except for one slight variation—teaching staff rated “appreciating and practicing good citizenship” slightly lower at 3.83. This may indicate that while faculty members recognize the importance of instilling civic responsibility in students, they may perceive a gap in fully integrating it into the curriculum or student activities. Meanwhile, non-teaching staff rated all program outcomes at 4.00, highlighting their strong awareness of the skills and competencies expected from economics graduates.

These results suggest that both teaching and non-teaching staff are well-equipped to implement the university's VMGO effectively. However, continuous reinforcement of these values through professional development programs, training workshops, and collaborative initiatives may further enhance their engagement. Additionally, while familiarity is high, ensuring that this understanding translates into concrete actions, such as more research initiatives, industry linkages, and community extension programs, will

be essential in achieving the university's long-term goals. Strengthening interdisciplinary collaboration between teaching and non-teaching staff may also lead to more innovative and holistic approaches to fulfilling the institution's mission.

4.1.4 Alumni and Industry Partners

Table 4: Levels of awareness of alumni and industry partners regarding the VMGO

Indicators	Alumni		Industry Partners	
	Weighted Mean	Descriptive Rating	Weighted Mean	Descriptive Rating
University Vision and Mission				
University Vision: A premier Philippine University by 2028	3.83	Very Familiar	3.75	Very Familiar
University Mission: To develop virtuous human capital and sustainable innovations in a knowledge-driven global economy	3.75	Very Familiar	3.50	Very Familiar
College Goals				
To provide quality instruction in accountancy, economics, business and management, entrepreneurship, cooperatives, tourism and hospitality management which is responsive to local and global needs and expectations.	3.72	Very Familiar	3.63	Very Familiar
To build and maintain a highly qualified manpower and well-equipped proactive academic unit through continuing education.	3.69	Very Familiar	3.63	Very Familiar
To foster a culture of research along its academic offerings and other related areas.	3.64	Very Familiar	3.63	Very Familiar
To produce and publish research- based and community-based materials for instruction and extension use and other alternative education mode.	3.58	Very Familiar	3.63	Very Familiar
To share resources and expertise to the community through a continuing education, capability building and volunteerism programs.	3.61	Very Familiar	3.63	Very Familiar
To establish linkages and strengthen partnerships with industries and other stakeholders both local and foreign.	3.64	Very Familiar	3.63	Very Familiar
To inculcate positive values and attitudes among students for the development of socially responsible and democratic citizenship, concern for the environment and a strong sense of national pride.	3.61	Very Familiar	3.63	Very Familiar
Program Outcomes of BS Economics				
To demonstrate knowledge of economic theory and the standard methods used in economic research.	3.75	Very Familiar	3.50	Very Familiar

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Indicators	Alumni		Industry Partners	
	Weighted Mean	Descriptive Rating	Weighted Mean	Descriptive Rating
To demonstrate the ability to diagnose economic problems using appropriate theories and methodologies.	3.69	Very Familiar	3.50	Very Familiar
To efficiently communicate economic arguments and research results.	3.72	Very Familiar	3.50	Very Familiar
To appreciate and practice good citizenship.	3.64	Very Familiar	3.50	Very Familiar
To demonstrate a deep commitment to maintaining high ethical standards especially in constituting, analyzing, and interpreting economic data and results.	3.78	Very Familiar	3.50	Very Familiar
Overall Mean	3.69	Very Familiar	3.58	Very Familiar

The results in Table 4 reflect the level of awareness among alumni and industry partners regarding the university's vision, mission, college goals, and program outcomes.

As external stakeholders, their perspectives offer valuable insights into how well these institutional objectives are recognized beyond the university. While alumni have directly experienced the university's academic environment, industry partners serve as an important benchmark, assessing whether these principles are evident in the graduates they encounter in the workforce.

Overall, alumni demonstrated a strong awareness of the university's vision and mission, with an average rating of 3.69, indicating that their educational experiences have left a lasting impression. They are particularly aware of the ethical standards emphasized in the program, as shown by their highest rating of 3.78. However, slightly lower ratings for aspects such as research-based instructional materials (3.58) suggest that while research is a key component of the university's academic framework, its practical applications may not have been as prominent in their experiences.

Industry partners, meanwhile, displayed a slightly lower level of awareness, with an overall mean of 3.58. Their ratings indicate that while they recognize the university's objectives, there may be a gap between the institution's stated goals and how they perceive them in graduates. Their consistent rating of 3.50 across various program outcomes suggests that while they acknowledge the competencies of graduates, they may not have a deep familiarity with the specific academic training that shaped them. This highlights the need for stronger engagement with industry stakeholders to ensure that the university's vision, mission, and educational goals are not only understood but also effectively translated into professional settings.

These findings emphasize the importance of continuous efforts in strengthening alumni relations and industry partnerships. While alumni maintain a solid awareness of the university's goals, reinforcing these connections through networking events, mentorship programs, and professional development opportunities can further sustain

their engagement. For industry partners, targeted outreach initiatives, employer feedback mechanisms, and curriculum collaborations can enhance their understanding of the university's mission and the competencies it aims to instill in its graduates. By bridging the awareness gap, the university can further solidify its reputation as a premier institution that produces highly competent, ethical, and globally competitive professionals.

4.1.5 Sources of Information

As presented in Figure 2, the data on the sources of information that affect stakeholders' awareness reveals that the MMSU website is the most significant source, with 62.75% of respondents relying on it. This highlights the central role the website plays in disseminating important information about the university's vision, mission, goals, and program outcomes, indicating the need for the website to remain updated and user-friendly. Bulletin boards follow closely at 54.66%, demonstrating that physical postings around the campus are still a relevant medium for delivering key updates, especially for those who may not regularly access digital sources. University events, including seminars and orientations, are cited by 43.72% of respondents, showing the importance of face-to-face interactions in fostering stakeholder engagement and ensuring the communication of crucial messages. Social media, also at 43.72%, serves as an equally influential source, suggesting that platforms like Facebook, Twitter, and Instagram play a significant role in reaching a wide and diverse audience.

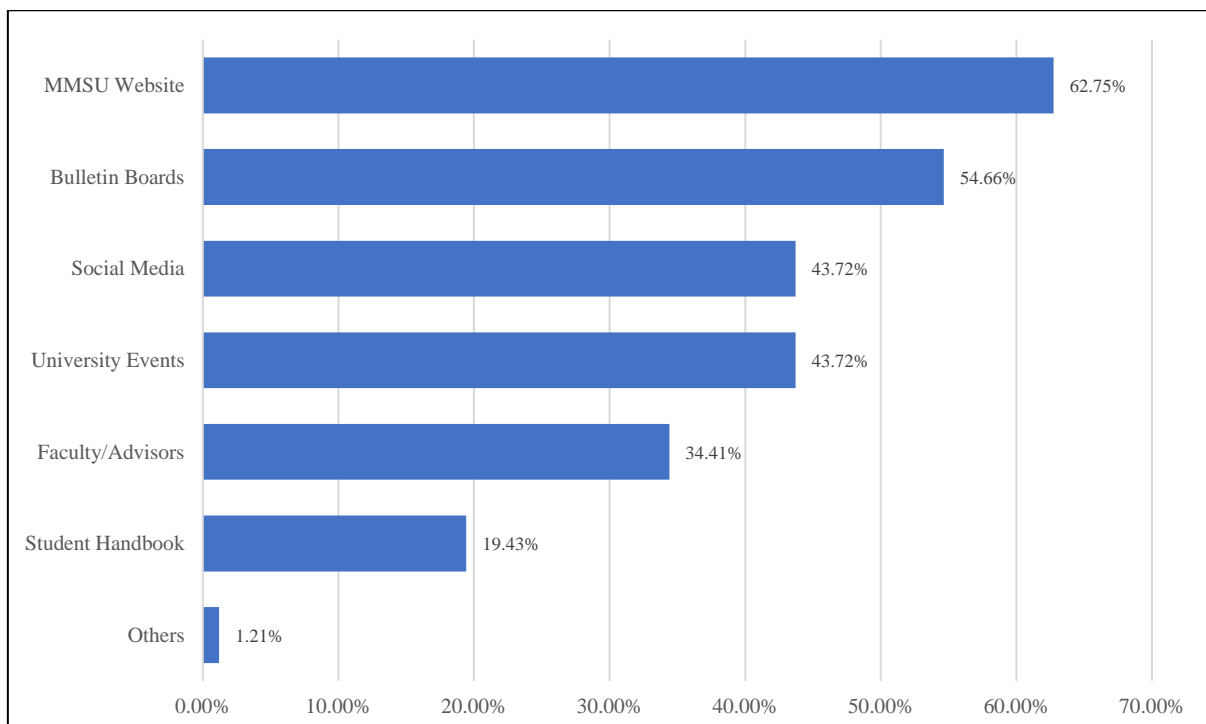


Figure 2: Stakeholders' sources of information regarding VMGO

Faculty and academic advisors, with 34.41%, remain essential for direct communication with students, emphasizing the need for faculty members to share vital information effectively. The student handbook, with only 19.43%, is a less utilized source, possibly indicating that it is perceived as less accessible or relevant than more immediate, digital means of communication. Lastly, other sources, such as kits during trainings and calendars, account for a small 1.21%, suggesting that informal or alternative channels have a minimal impact on awareness. Overall, the data suggests that while digital channels like the MMSU website and social media are crucial, traditional methods like bulletin boards and personal interactions with faculty and advisors continue to play an important role in informing stakeholders.

4.2 Level of Understanding

The level of understanding among stakeholders regarding a university's VMGO is essential for ensuring that these guiding principles are recognized and effectively integrated into the actions and decisions of the university community. While awareness indicates recognition, understanding reflects a deeper comprehension of the purpose and implications of these objectives. By assessing the level of understanding, institutions can gauge whether stakeholders genuinely grasp the significance of the university's strategic direction and how it aligns with their roles and responsibilities. This understanding is vital for fostering meaningful engagement, promoting a shared vision, and encouraging active participation in the achievement of institutional goals. Moreover, a thorough understanding of the university's principles can enhance collaboration, drive innovation, and ensure that stakeholders are fully equipped to contribute to the university's success. Therefore, measuring the level of understanding is crucial for aligning the efforts of all involved with the broader mission of the institution.

4.2.1 Students

The results presented in Table 5 reveal a high level of understanding among students regarding the university's VMGO. The indicators consistently show "Highly Understood" ratings, with weighted means ranging from 3.38 to 3.58. In terms of the university's vision and mission, students demonstrate a strong understanding, with the vision of becoming a premier Philippine university by 2028 rated at 3.50 and the mission of developing virtuous human capital and fostering sustainable innovations rated at 3.47. These scores indicate that students are well-informed about the overarching goals and direction of the university.

The college goals also receive high ratings, with an average score of 3.43. The students demonstrate a solid understanding of the institution's commitment to providing quality instruction that meets both local and global needs. Specific goals such as fostering a culture of research (3.38) and establishing linkages with industries (3.39) also reflect a well-rounded comprehension of the college's goals. The focus on community involvement and volunteerism programs (3.41) further highlights the students' awareness of the broader societal impact the college seeks to achieve. Regarding the

program outcomes of the BS Economics program, the students show strong understanding across all areas, particularly in demonstrating knowledge of economic theory (3.49) and the ability to diagnose economic problems (3.45). The highest score of 3.58 reflects the students' deep commitment to practicing good citizenship, showing their awareness of the broader ethical and social responsibilities associated with their studies.

Table 5: Students' level of understanding of the VMGO

Indicators	Weighted Mean	Descriptive Rating
University Vision and Mission		
University Vision: A premier Philippine University by 2028	3.50	Highly Understood
University Mission: To develop virtuous human capital and sustainable innovations in a knowledge-driven global economy	3.47	Highly Understood
College Goals		
To provide quality instruction in accountancy, economics, business and management, entrepreneurship, cooperatives, tourism and hospitality management, which is responsive to local and global needs and expectations.	3.43	Highly Understood
To build and maintain a highly qualified manpower and a well-equipped, proactive academic unit through continuing education.	3.40	Highly Understood
To foster a culture of research along with its academic offerings and other related areas.	3.38	Highly Understood
To produce and publish research-based and community-based materials for instruction and extension use, and other alternative education modes.	3.40	Highly Understood
To share resources and expertise with the community through continuing education, capability building and volunteerism programs.	3.41	Highly Understood
To establish linkages and strengthen partnerships with industries and other stakeholders, both local and foreign.	3.39	Highly Understood
To inculcate positive values and attitudes among students for the development of socially responsible and democratic citizenship, concern for the environment and a strong sense of national pride.	3.42	Highly Understood
Program Outcomes of BS Economics		
To demonstrate knowledge of economic theory and the standard methods used in economic research.	3.49	Highly Understood
To demonstrate the ability to diagnose economic problems using appropriate theories and methodologies.	3.45	Highly Understood
To efficiently communicate economic arguments and research results.	3.51	Highly Understood
To appreciate and practice good citizenship.	3.58	Highly Understood
To demonstrate a deep commitment to maintaining high ethical standards, especially in constituting, analyzing, and interpreting economic data and results.	3.50	Highly Understood
Overall Mean	3.45	Highly Understood

Overall, the mean score of 3.45 suggests that students have a comprehensive understanding of the university's VMGO and are aligned with the institution's values and objectives. This high level of understanding is crucial for ensuring that students are engaged, motivated, and able to actively contribute to the realization of these institutional goals during their academic journey and beyond.

4.2.2 Parents

For the parents, the findings indicate a generally positive but slightly lower level of understanding compared to students regarding the university's VMGO (Table 6). The overall mean of 2.89 suggests that parents "Understand" the institution's objectives, but there is room for improvement in their comprehension of certain aspects. For the university's vision and mission, the ratings are relatively moderate, with the university's vision of becoming a premier Philippine university by 2028 receiving a score of 2.95 and the mission of developing virtuous human capital rated at 2.90. While these scores indicate that parents have an adequate understanding of the university's overarching goals, these results also suggest that a more thorough communication of the university's long-term aspirations and mission might be necessary to foster deeper engagement with parents.

Table 6: Parents' level of understanding of the VMGO

Indicators	Weighted Mean	Descriptive Rating
University Vision and Mission		
University Vision: A premier Philippine University by 2028	2.95	Understood
University Mission: To develop virtuous human capital and sustainable innovations in a knowledge-driven global economy	2.90	Understood
College Goals		
To provide quality instruction in accountancy, economics, business and management, entrepreneurship, cooperatives, tourism and hospitality management, which is responsive to local and global needs and expectations.	2.85	Understood
To build and maintain a highly qualified manpower and a well-equipped, proactive academic unit through continuing education.	3.05	Understood
To foster a culture of research along with its academic offerings and other related areas.	2.95	Understood
To produce and publish research-based and community-based materials for instruction and extension use, and other alternative education modes.	2.90	Understood
To share resources and expertise with the community through continuing education, capability building and volunteerism programs.	2.90	Understood
To establish linkages and strengthen partnerships with industries and other stakeholders, both local and foreign.	2.95	Understood

Indicators	Weighted Mean	Descriptive Rating
To inculcate positive values and attitudes among students for the development of socially responsible and democratic citizenship, concern for the environment and a strong sense of national pride.	2.85	Understood
Program Outcomes of BS Economics		
To demonstrate knowledge of economic theory and the standard methods used in economic research.	2.90	Understood
To demonstrate the ability to diagnose economic problems using appropriate theories and methodologies.	2.65	Understood
To efficiently communicate economic arguments and research results.	2.75	Understood
To appreciate and practice good citizenship.	3.05	Understood
To demonstrate a deep commitment to maintaining high ethical standards, especially in constituting, analyzing, and interpreting economic data and results.	2.75	Understood
Overall Mean	2.89	Understood

Regarding the college goals, parents show an understanding of most objectives, with ratings ranging from 2.85 to 3.05. The highest-rated goal, with a score of 3.05, pertains to building and maintaining a highly qualified academic unit through continuing education. This reflects parents' recognition of the importance of a well-equipped and proactive academic environment for their children's education. However, other goals, such as fostering a culture of research (2.95) and providing quality instruction (2.85), received slightly lower ratings, suggesting that while parents are aware of these goals, they may not fully appreciate their scope and importance in the context of the university's overall mission. In terms of program outcomes for the BS Economics program, parents generally have an understanding, with scores ranging from 2.65 to 3.05. The lowest score, 2.65, relates to the ability to diagnose economic problems using appropriate theories and methodologies, indicating that parents may have a limited understanding of this specific program outcome. On the other hand, the program outcome related to appreciating and practicing good citizenship (3.05) received the highest score, suggesting that parents place significant value on ethical standards and social responsibility as part of their children's education.

Overall, while parents demonstrate a general understanding of the university's VMGO, the slightly lower ratings in certain areas suggest that there may be gaps in how effectively these institutional goals and outcomes are communicated to them. Enhancing communication and engagement with parents could help bridge these gaps, ensuring that they are fully aligned with the university's objectives and better equipped to support their children's academic journey.

4.2.3 Teaching and Non-teaching Staff

Table 7 shows the results for both teaching and non-teaching staff, which indicate a high level of understanding of the university's VMGO, with mean scores consistently falling within the "Highly Understood" category. Both groups exhibited similar patterns of understanding, with only slight variations in their ratings. For the university's vision and mission, both teaching and non-teaching staff scored a perfect 4.00, reflecting that they fully comprehend the institution's goal of becoming a premier Philippine university by 2028 and its mission to develop virtuous human capital and sustainable innovations in a knowledge-driven global economy. This demonstrates a strong alignment with the university's long-term aspirations and a clear understanding of the institution's guiding principles.

Regarding the college goals, the teaching staff rated the goal of providing quality instruction in accountancy, economics, business, and related fields at 3.83, while the non-teaching staff rated it slightly lower at 3.75. Both groups, however, still consider this goal to be "Highly Understood," indicating a strong grasp of the university's commitment to delivering relevant and responsive education. Similar scores were observed for other college goals, such as fostering a culture of research, producing research-based materials, and sharing resources with the community, with teaching staff consistently scoring at 3.83 and non-teaching staff scoring slightly lower at 3.75. These results suggest that both groups are well-informed about the university's academic and outreach initiatives. The program outcomes for the BS Economics program also received high ratings across both groups. Both teaching and non-teaching staff scored a perfect 4.00 for understanding the knowledge of economic theory, the ability to diagnose economic problems, efficient communication of economic arguments, and maintaining high ethical standards. The only slight difference was in the outcome related to appreciating and practicing good citizenship, where teaching staff rated it at 3.83 and non-teaching staff rated it higher at 4.00. Despite this difference, the results still reflect a high level of understanding of the program outcomes.

Table 7: Level of understanding of teaching and non-teaching staff regarding the VMGO

Indicators	Teaching Staff		Non-Teaching Staff	
	Weighted Mean	Descriptive Rating	Weighted Mean	Descriptive Rating
University Vision and Mission				
University Vision: A premier Philippine University by 2028	4.00	Highly Understood	4.00	Highly Understood
University Mission: To develop virtuous human capital and sustainable innovations in a knowledge-driven global economy	4.00	Highly Understood	4.00	Highly Understood
College Goals				
To provide quality instruction in accountancy, economics, business and management, entrepreneurship,	3.83	Highly Understood	3.75	Highly Understood

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MISSION, CBEA GOALS, AND PROGRAM OUTCOMES OF THE BACHELOR OF SCIENCE IN ECONOMICS

Indicators	Teaching Staff		Non-Teaching Staff	
	Weighted Mean	Descriptive Rating	Weighted Mean	Descriptive Rating
cooperatives, tourism and hospitality management, which is responsive to local and global needs and expectations.				
To build and maintain a highly qualified manpower and a well-equipped, proactive academic unit through continuing education.	3.83	Highly Understood	4.00	Highly Understood
To foster a culture of research along with its academic offerings and other related areas.	3.83	Highly Understood	3.75	Highly Understood
To produce and publish research-based and community-based materials for instruction and extension use, and other alternative education modes.	3.83	Highly Understood	3.75	Highly Understood
To share resources and expertise with the community through continuing education, capability building and volunteerism programs.	3.67	Highly Understood	3.75	Highly Understood
To establish linkages and strengthen partnerships with industries and other stakeholders, both local and foreign.	3.83	Highly Understood	4.00	Highly Understood
To inculcate positive values and attitudes among students for the development of socially responsible and democratic citizenship, concern for the environment and a strong sense of national pride.	3.83	Highly Understood	3.75	Highly Understood
Program Outcomes of BS Economics				
To demonstrate knowledge of economic theory and the standard methods used in economic research.	4.00	Highly Understood	4.00	Highly Understood
To demonstrate the ability to diagnose economic problems using appropriate theories and methodologies.	4.00	Highly Understood	4.00	Highly Understood
To efficiently communicate economic arguments and research results.	4.00	Highly Understood	4.00	Highly Understood
To appreciate and practice good citizenship.	3.83	Highly Understood	4.00	Highly Understood
To demonstrate a deep commitment to maintaining high ethical standards, especially in constituting, analyzing, and interpreting economic data and results.	4.00	Highly Understood	4.00	Highly Understood
Overall Mean	3.90	Highly Understood	3.91	Highly Understood

Overall, the teaching staff received a mean score of 3.90, while the non-teaching staff had a mean score of 3.91, indicating that both groups have a similar and comprehensive understanding of the university's VMGO. These results highlight the strong alignment of both staff groups with the institution's goals and the high level of awareness and understanding that exists across all stakeholders within the university. This alignment is crucial for fostering a unified approach to achieving the university's mission and vision.

4.2.4 Alumni and Industry Partners

The results shown in Table 8 for the alumni and industry partners indicate a generally high level of understanding of the university's VMGO, with minor variations between the two stakeholder groups.

For the university's vision and mission, alumni and industry partners both demonstrated a strong understanding, with alumni giving a rating of 3.67 for the vision and 3.72 for the mission, while industry partners rated the vision at a perfect 4.00 and the mission at 3.88. The perfect score for the industry partners reflects their thorough understanding of the university's future aspirations and objectives. Although alumni's scores were slightly lower, they still rated both the vision and mission as "Highly Understood," indicating their familiarity with the university's long-term goals. Regarding the college goals, alumni and industry partners exhibited similar patterns of understanding. Alumni rated between 3.53 and 3.75 for various goals, reflecting a solid understanding of the university's commitment to providing quality instruction, fostering research, and establishing linkages with industries. The highest rating among alumni was for the goal of providing quality instruction (3.75), indicating that they value the quality of education provided by the university. On the other hand, industry partners gave higher ratings across all college goals, consistently scoring 3.88. This indicates a slightly more comprehensive understanding from industry partners, particularly in areas related to maintaining a qualified academic unit and fostering industry linkages.

When it comes to the program outcomes for BS Economics, both alumni and industry partners demonstrated strong alignment with the desired skills and attributes. Alumni rated outcomes between 3.64 and 3.75, reflecting a strong understanding of the program's focus on economic theory, research methods, and ethical standards. Industry partners gave consistently higher ratings of 3.88 across all outcomes, with their highest rating being "appreciating and practicing good citizenship" (3.88). This reflects industry partners' strong understanding of the program's outcomes and their emphasis on ethical practices and good citizenship, which are vital in the professional world.

Table 8: Level of understanding of alumni and industry partners regarding the VMGO

Indicators	Alumni		Industry Partners	
	Weighted Mean	Descriptive Rating	Weighted Mean	Descriptive Rating
University Vision and Mission				
University Vision: A premier Philippine University by 2028	3.67	Highly Understood	4.00	Highly Understood
University Mission: To develop virtuous human capital and sustainable innovations in a knowledge-driven global economy	3.72	Highly Understood	3.88	Highly Understood
College Goals				
To provide quality instruction in accountancy, economics, business and management, entrepreneurship, cooperatives, tourism and hospitality management, which is responsive to local and global needs and expectations.	3.75	Highly Understood	3.88	Highly Understood
To build and maintain a highly qualified manpower and well-equipped, proactive academic unit through continuing education.	3.64	Highly Understood	3.88	Highly Understood
To foster a culture of research along with its academic offerings and other related areas.	3.53	Highly Understood	3.88	Highly Understood
To produce and publish research-based and community-based materials for instruction and extension use, and other alternative education modes.	3.53	Highly Understood	3.88	Highly Understood
To share resources and expertise with the community through continuing education, capability building and volunteerism programs.	3.67	Highly Understood	3.88	Highly Understood
To establish linkages and strengthen partnerships with industries and other stakeholders, both local and foreign.	3.69	Highly Understood	3.88	Highly Understood
To inculcate positive values and attitudes among students for the development of socially responsible and democratic citizenship, concern for the environment and a strong sense of national pride.	3.67	Highly Understood	3.88	Highly Understood
Program Outcomes of BS Economics				
To demonstrate knowledge of economic theory and the standard methods used in economic research.	3.75	Highly Understood	3.88	Highly Understood
To demonstrate the ability to diagnose economic problems using appropriate theories and methodologies.	3.69	Highly Understood	3.88	Highly Understood
To efficiently communicate economic arguments and research results.	3.69	Highly Understood	3.88	Highly Understood
To appreciate and practice good citizenship.	3.64	Highly Understood	3.88	Highly Understood

Indicators	Alumni		Industry Partners	
	Weighted Mean	Descriptive Rating	Weighted Mean	Descriptive Rating
To demonstrate a deep commitment to maintaining high ethical standards, especially in constituting, analyzing, and interpreting economic data and results.	3.72	Highly Understood	3.88	Highly Understood
Overall Mean	3.67	Highly Understood	3.88	Highly Understood

The overall mean scores for both groups were very close, with alumni scoring 3.67 and industry partners scoring 3.88, both falling within the “Highly Understood” category. This suggests that while industry partners show slightly higher understanding and awareness across the indicators, both alumni and industry partners share a solid understanding of the university’s vision, mission, goals, and program outcomes. The results highlight the important role that both alumni and industry partners play in the university’s mission, as their perspectives help reinforce the relevance of the university’s objectives in real-world settings.

4.3 Level of Acceptance

This section examines the level of acceptance among various stakeholders regarding the university’s VMGO. Understanding the extent to which stakeholders accept these institutional objectives is crucial in evaluating their alignment with the university’s strategic direction and the effectiveness of its initiatives. Acceptance reflects not only recognition but also a commitment to support and contribute to the realization of these goals. By assessing the level of acceptance across students, parents, teaching and non-teaching staff, alumni, and industry partners, this study provides valuable insights into how well these stakeholders embrace the university’s mission and vision, which is essential for fostering a collaborative and sustainable academic environment.

4.3.1 Students

The results for students’ level of acceptance, as shown in Table 9, demonstrate a strong alignment with the university’s VMGO. With an overall mean of 3.54, students expressed strong agreement across all indicators, reflecting a high level of acceptance. Specifically, students strongly agreed that MMSU’s vision is relevant to the university’s goals (3.54) and that its mission reflects its role in society (3.55). These results highlight that students view the university’s strategic objectives as meaningful and well-suited to its broader purpose.

The alignment between the College of Business, Economics, and Accountancy (CBEA) goals and MMSU’s vision and mission also received strong approval, with a mean score of 3.51, indicating that students recognize the connection between the college’s objectives and the university’s overarching goals. Additionally, the focus on research, extension, and partnerships was also seen as beneficial, with students strongly

agreeing at a mean of 3.51. This suggests that students value the university's efforts to engage in activities that extend beyond the classroom and positively impact the community. Furthermore, the program outcomes of the BS Economics program were highly regarded by students, particularly in preparing them for industry and research (3.58) and in fostering responsible and ethical professionals (3.59). These high ratings indicate that students feel the program equips them with the necessary skills and ethical foundation for their future careers. Furthermore, students strongly agreed that integrating the vision, mission, college goals, and program outcomes into university activities (3.58) is essential, highlighting their belief in the importance of aligning institutional objectives with day-to-day operations.

Table 9: Students' level of acceptance of the VMGO

Indicators	Weighted Mean	Descriptive Rating
MMSU's vision is relevant to the university's goals.	3.54	Strongly Agree
MMSU's mission reflects the university's role in society.	3.55	Strongly Agree
The CBEA's goals align with MMSU's vision and mission.	3.51	Strongly Agree
The CBEA's goals address the needs of students and stakeholders.	3.45	Strongly Agree
The CBEA's focus on research, extension, and partnerships is beneficial.	3.51	Strongly Agree
The program outcomes of the BS Economics program prepare students for industry and research.	3.58	Strongly Agree
The program outcomes help students become responsible and ethical professionals.	3.59	Strongly Agree
The vision, mission, college goals, and program outcomes should be integrated into university activities.	3.58	Strongly Agree
Overall Mean	3.54	Strongly Agree

Overall, the students' strong agreement across all indicators signifies a high level of awareness and a deep acceptance of the university's mission and strategic goals, reinforcing their commitment to supporting and contributing to the realization of these objectives.

4.3.2 Parents

In reference to Table 10, the findings regarding parents' level of acceptance show a generally positive but slightly less enthusiastic response than the students. The overall mean of 3.25, corresponding to "Agree," indicates that parents endorse the alignment of MMSU's vision, mission, and the College of Business, Economics, and Accountancy (CBEA) goals, albeit with slightly less conviction than other stakeholders. Parents concurred that MMSU's vision is pertinent to the university's goals (3.25) and that the

university's mission reflects its role in society (3.25). These scores suggest that parents find the university's strategic direction meaningful, but they may not feel as strongly about its impact on their children's education as other stakeholders. Similarly, the alignment between the CBEA's goals and MMSU's vision and mission (3.20) and the relevance of CBEA's goals in meeting the needs of students and stakeholders (3.20) received positive yet moderate agreement, indicating that parents recognize the connection, although they might believe that further improvement or clarity could enhance alignment.

Regarding the CBEA's focus on research, extension, and partnerships, parents showed agreement (3.25), indicating recognition of these activities as valuable but not necessarily essential. The program outcomes of the BS Economics program were rated positively, with a score of 3.15 for preparing students for industry and research, suggesting that while parents see the program's relevance, they might feel that more emphasis could be placed on specific career-oriented skills. Interestingly, parents expressed a stronger level of agreement with the program's ability to help students become responsible and ethical professionals (3.35), which could reflect their belief in the importance of ethical education. They also strongly agreed (3.35) that the integration of the vision, mission, college goals, and program outcomes into university activities is important, which highlights their recognition of the need for a cohesive approach to university operations and educational outcomes.

Table 10: Parents' level of acceptance of the VMGO

Indicators	Weighted Mean	Descriptive Rating
MMSU's vision is relevant to the university's goals.	3.25	Agree
MMSU's mission reflects the university's role in society.	3.25	Agree
The CBEA's goals align with MMSU's vision and mission.	3.20	Agree
The CBEA's goals address the needs of students and stakeholders.	3.20	Agree
The CBEA's focus on research, extension, and partnerships is beneficial.	3.25	Agree
The program outcomes of the BS Economics program prepare students for industry and research.	3.15	Agree
The program outcomes help students become responsible and ethical professionals.	3.35	Strongly Agree
The vision, mission, college goals, and program outcomes should be integrated into university activities.	3.35	Strongly Agree
Overall Mean	3.25	Agree

These results from Table 10 indicate that parents generally agree with the alignment of the university's strategic goals with the academic offerings, but do not demonstrate the same level of enthusiasm as other stakeholder groups. While they acknowledge the relevance and benefits of the university's vision and program outcomes, further engagement and communication can deepen their overall acceptance and understanding.

4.3.3 Teaching and Non-teaching Staff

The results in Table 11 show strong support from both teaching and non-teaching staff for MMSU's VMGO. For the teaching staff, the overall mean score of 3.90 (Strongly Agree) indicates that they strongly agree with the relevance of the university's vision and mission. They also believe that CBEA's goals are aligned with the university's vision and mission and that the program outcomes prepare students well for industry and research. The focus on research, extension, and partnerships was positively received, although slightly less emphatically than other factors. The teaching staff also agreed that these elements should be integrated into university activities. The results for the non-teaching staff are even more positive, with an overall mean of 4.00 (Strongly Agree). They strongly agree with all aspects, including the alignment of the university's vision, mission, and the CBEA's goals, support for the program outcomes, and focus on research and partnerships.

Table 11: Level of acceptance of teaching and non-teaching staff regarding the VMGO

Indicators	Teaching Staff		Non-teaching Staff	
	Weighted Mean	Descriptive Rating	Weighted Mean	Descriptive Rating
MMSU's vision is relevant to the university's goals.	4.00	Strongly Agree	4.00	Strongly Agree
MMSU's mission reflects the university's role in society.	4.00	Strongly Agree	4.00	Strongly Agree
The CBEA's goals align with MMSU's vision and mission.	4.00	Strongly Agree	4.00	Strongly Agree
The CBEA's goals address the needs of students and stakeholders.	4.00	Strongly Agree	4.00	Strongly Agree
The CBEA's focus on research, extension, and partnerships is beneficial.	3.83	Strongly Agree	4.00	Strongly Agree
The program outcomes of the BS Economics program prepare students for industry and research.	4.00	Strongly Agree	4.00	Strongly Agree
The program outcomes help students become responsible and ethical professionals.	4.00	Strongly Agree	4.00	Strongly Agree
The vision, mission, college goals, and program outcomes should be integrated into university activities.	3.83	Strongly Agree	4.00	Strongly Agree
Overall Mean	3.90	Strongly Agree	4.00	Strongly Agree

Hence, both the teaching and non-teaching staff display a high level of alignment and acceptance of the university's vision, mission, and the CBEA's goals, with non-teaching staff showing slightly stronger agreement overall. These results reflect a deep sense of

institutional commitment among staff members and their belief in the effectiveness of the university's strategic objectives in guiding the institution's educational mission.

4.3.4 Alumni and Industry Partners

The results for alumni and industry stakeholders (Table 12) reveal strong agreement regarding the relevance of MMSU's vision and mission. Both groups affirm that the university's strategic direction is aligned with its societal role and goals. They also recognize the CBEA's goals as addressing the needs of students and stakeholders, with notable support for its emphasis on research, extension, and partnerships. Industry stakeholders, however, showed slightly higher levels of agreement, particularly in areas related to the integration of university goals into activities. This suggests that MMSU is on track in aligning its academic and strategic objectives with the expectations of both alumni and industry partners.

Table 12: Level of acceptance of alumni and industry partners regarding the VMGO

Indicators	Alumni		Industry Partners	
	Weighted Mean	Descriptive Rating	Weighted Mean	Descriptive Rating
MMSU's vision is relevant to the university's goals.	3.78	Strongly Agree	3.88	Strongly Agree
MMSU's mission reflects the university's role in society.	3.81	Strongly Agree	4.00	Strongly Agree
The CBEA's goals align with MMSU's vision and mission.	3.69	Strongly Agree	4.00	Strongly Agree
The CBEA's goals address the needs of students and stakeholders.	3.72	Strongly Agree	4.00	Strongly Agree
The CBEA's focus on research, extension, and partnerships is beneficial.	3.64	Strongly Agree	3.88	Strongly Agree
The program outcomes of the BS Economics program prepare students for industry and research.	3.69	Strongly Agree	3.88	Strongly Agree
The program outcomes help students become responsible and ethical professionals.	3.78	Strongly Agree	3.88	Strongly Agree
The vision, mission, college goals, and program outcomes should be integrated into university activities.	3.75	Strongly Agree	4.00	Strongly Agree
Overall Mean	3.73	Strongly Agree	3.94	Strongly Agree

The strong alignment between the university's vision and mission and the needs of its stakeholders has important implications. It underscores the continued relevance of MMSU's strategic focus and highlights an opportunity to further strengthen collaborations with industry partners. Given that industry stakeholders are particularly

supportive of the university's alignment with their needs, MMSU could enhance industry partnerships through more internships, research collaborations, and tailored curriculum development. Additionally, while both groups acknowledged the importance of research and extension, alumni rated this aspect slightly lower than industry stakeholders. This presents an opportunity for MMSU to increase visibility around its research and extension activities, ensuring that alumni see the direct impact and value of these initiatives.

4.4 Areas for Improvement

The feedback provided by stakeholders, shown in Figure 3, highlights several areas for improvement that could help strengthen the university's strategic alignment with its goals and better serve the needs of its community. One of the most frequently mentioned areas for improvement is more accessible information about the college goals and program outcomes (59.51%), which suggests that more apparent communication channels are needed to ensure all stakeholders are well-informed. This is closely followed by the call for more community engagement initiatives (56.28%), reflecting a desire for the university to enhance its role and impact within the local community. Another key area is the need for improved curriculum alignment with economic trends (51.42%). Respondents indicated that the curriculum should be updated regularly to reflect current economic shifts, ensuring students are prepared for the evolving job market. Enhanced industry linkages and partnerships (45.34%) also received significant attention, emphasizing the importance of strengthening connections between the university and industry partners to create more opportunities for students and faculty.

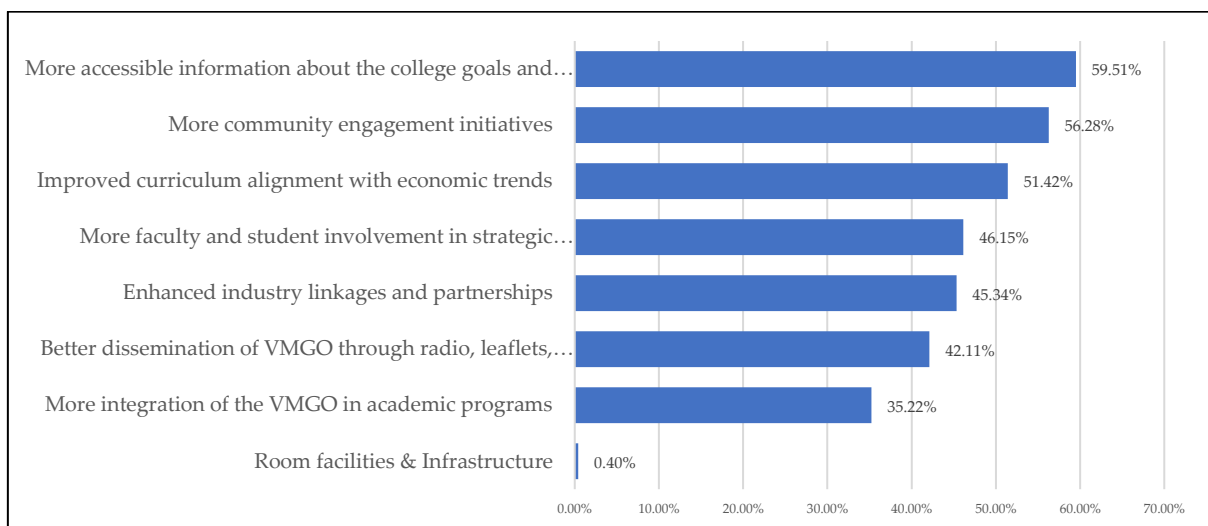


Figure 3: Areas for improvement identified by stakeholders

The better dissemination of VMGO through various communication channels, such as radio, leaflets, social media, and university events, was suggested by 42.11% of respondents. This highlights the need for more effective and widespread communication

about the university's vision, mission, goals, and program outcomes. Additionally, more integration of the VMGO in academic programs (35.22%) was mentioned, underscoring the importance of incorporating the university's mission into the academic curriculum more effectively. Suggestions for more faculty and student involvement in strategic planning (46.15%) reflect a desire for a more participatory approach in decision-making processes, ensuring that all stakeholders have a voice in shaping the university's direction. On the other hand, only a small fraction of respondents mentioned room facilities and infrastructure (0.40%), indicating that this is a lower priority compared to other areas.

Thus, the suggestions for improvement provide valuable insights into areas that MMSU can focus on to improve its overall strategic effectiveness and alignment with stakeholders' expectations. Enhanced communication, stronger industry ties, and increased community involvement are clear priorities that would contribute to the university's long-term growth and success.

5. Conclusion and Recommendations

This study assessed the awareness, acceptance, and effectiveness of MMSU's Vision, Mission, Goals, and Program Outcomes (VMGO) among stakeholders, including students, parents, faculty, non-teaching staff, alumni, and industry partners. Specifically, it sought to evaluate the level of alignment between the VMGO and academic programs, stakeholder engagement, and areas for improvement in VMGO dissemination and integration.

The study revealed a generally high level of acceptance and understanding of the VMGO among all stakeholder groups. Students, teaching and non-teaching staff, alumni, and industry partners strongly agreed on the relevance of MMSU's vision and mission in achieving institutional goals. Parents, while expressing agreement, demonstrated a relatively lower level of acceptance compared to other groups. The findings also highlighted the need for enhanced industry linkages, better dissemination strategies, and improved curriculum alignment with economic trends. Additionally, stakeholders identified specific areas requiring improvement, such as community engagement initiatives, faculty and student involvement in strategic planning, and the accessibility of information about college goals and program outcomes.

The results indicate that while the VMGO is well-aligned with the university's objectives, there is a need for more effective dissemination and engagement strategies. The relatively lower awareness among parents suggests that outreach efforts should be strengthened through various communication platforms, including social media, university events, and advisory sessions. The strong emphasis on curriculum alignment and industry linkages highlights the necessity for closer collaboration between the university and external partners to ensure that academic programs remain relevant to evolving market demands. Furthermore, the call for greater community engagement suggests the importance of extending institutional impact beyond the university.

While the study provides valuable insights into stakeholder perceptions of the VMGO, it is limited by the scope of respondents and data collection methods. The study relied on self-reported data, which may be subject to personal biases. Additionally, the research was conducted within a specific time frame and did not account for potential changes in perceptions over time. The absence of qualitative data limits the depth of understanding regarding stakeholder experiences and perspectives. Thus, future studies should consider a mixed-methods approach incorporating qualitative interviews and focus group discussions to gain deeper insights into stakeholder perceptions. Longitudinal studies could be conducted to assess changes in VMGO awareness and effectiveness over time. Additionally, expanding the research to include a comparative analysis with other universities could provide a broader perspective on best practices for VMGO dissemination and integration. Further investigation into the impact of industry partnerships on student career outcomes would also be beneficial.

Overall, this study underscores the importance of continuous improvement in the dissemination and integration of MMSU's VMGO to ensure that all stakeholders remain engaged and aligned with the university's mission. By addressing the identified gaps and implementing targeted strategies, MMSU can further strengthen its role in academic excellence, industry collaboration, and community development, ultimately fostering a more inclusive and dynamic educational environment.

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