



**117<sup>TH</sup> BOARD OF REGENTS MEETING**

**BOR RESOLUTION NO. 159**

Series of 2024

**APPROVING THE QUALITY ASSURANCE FRAMEWORK OF VISAYAS STATE UNIVERSITY**

**WHEREAS**, the Governing Board has the power, among others, "to enact rules and regulation not contrary to law, as may be necessary to carry out the purposes and university, as provided in Section 7 (a) of RA 9158;

**WHEREAS**, CHED Memorandum Order (CMO) no. 17, s. 2022 provides the Policy on Quality and Quality Assurance for Philippine Higher Education Institutions (PHEIs). The Commission prioritizes its developmental support to PHEIs that exhibit evidenced commitment to the pursuit of quality through quality assurance;

**WHEREAS**, the Quality Assurance Center (QAC) tasked to facilitate the accreditation of programs, people, policies, products, and processes to accrediting bodies and serves as a coordinating unit alongside other prime offices to ensure a timely manner of certification activities;

**WHEREAS**, the proposed framework applies to all the processes, procedures, policies, programs, people, and transactions across campuses of Visayas State University to ensure internal capabilities, and operations and foster a culture of excellence to efficiently implement the strategic objectives;

**WHEREAS**, the framework provides a systematic and regular monitoring and evaluation of practices to support continuous learning and improvement and the achievement of better outcomes;


**WHEREAS**, the proposal was presented to the University Administrative Council at its meeting on November 21, 2024 and obtained favorable action;


**NOW, THEREFORE**, on motion, duly seconded, and unanimously approved, be it;

**RESOLVED**, as it is hereby resolved, that the Board of Regents of Visayas State University approves the Quality Assurance Framework of Visayas State University.

**IN WITNESS** of our approval thereof, we hereby affix our signatures this 17<sup>th</sup> day of December 2024 at the Commission on Higher Education, Diliman, Quezon City, Philippines.


## VSU BOARD OF REGENTS

  
**HON. ETHEL AGNES P. VALENZUELA**  
CHED Commissioner and Chairperson-designate

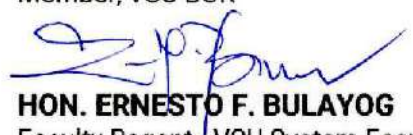
  
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VSU President and Vice Chairperson


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Faculty Regent - VSU System Faculty Union of  
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President, VSU Federated Alumni Association  
Member, VSU BOR

  
**HON. RYAN C. ILAIDA**  
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Member, VSU BOR  
Villaba, Leyte

  
**HON. RUPERTO O. APARRI, III**  
Member, VSU BOR  
Tacloban City, Leyte





## EXECUTIVE SUMMARY

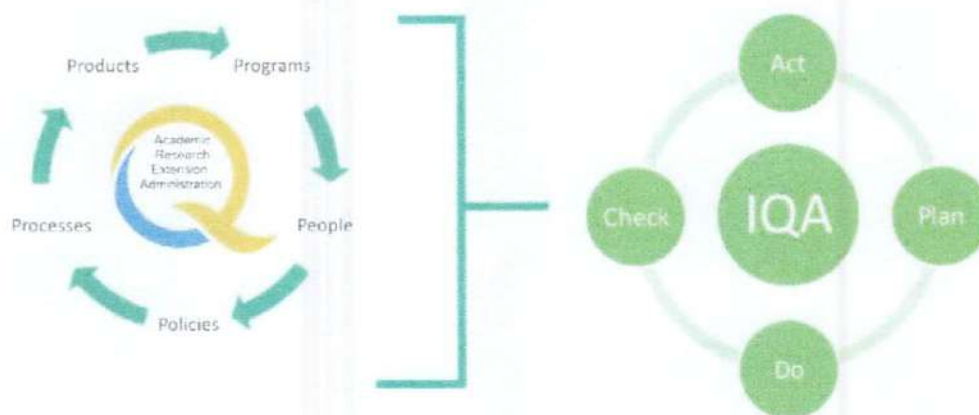
### SUBJECT

**VSU QUALITY ASSURANCE FRAMEWORK**

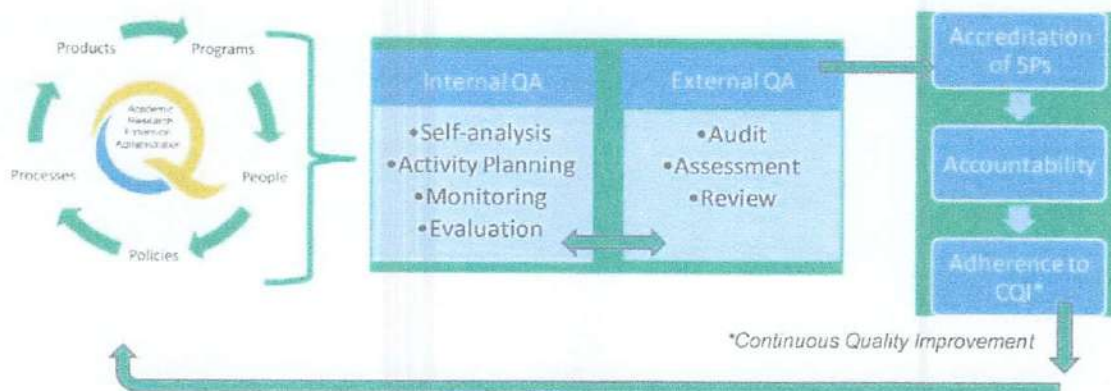
### RATIONALE

The Quality Assurance Center (QAC) which tasked to facilitate the accreditation of programs, people, policies, products, and processes to accrediting bodies. It will also serve as a coordinating unit alongside other prime offices to ensure a timely manner of certification activities. The proposed framework applies to all the processes, procedures, policies, programs, people, and transactions across campuses of Visayas State University to ensure internal capabilities, and operations and foster a culture of excellence to efficiently implement the strategic objectives.

The core **AREA** (Academic, Research, Extension, Administration) of quality assurance on the mandated deliverables of VSU to stakeholders and its commitment to the overall target of the national government. Academic commitment includes the number of programs as certified by the external-independent accrediting bodies. Certificate of program compliance and other program recognitions are included in this area. Research on one end suggests the quality and quantity of engagements to scientific arrangements and academic exchanges which would result in contributing advancements and breakthroughs to science. Results are disseminated and translated into Extension programs to benefit the population and industry as significant recipients of knowledge and innovation. Finally, the Administration involves people (faculty and staff members) who will be trained to train and teach for lifelong learning skills and are expected to contribute significant outputs to 5Ps (*Programs, People, Policies, Processes, Products*)



The framework critically safeguards quality in a multi-dimensional concept. This further grip all functions both academic and operational supports, programs, research, community services scholarships, buildings and infrastructures, finance, material and human resources which are all subject for coherence through the conduct of internal assessment. The framework employs PDCA cycle for internal assessment and identifies fundamental activities as deliverables in each phase.



Any new and/or revisions in the directions and focus areas of the university operations must be approved by the Governing Board, hence, this proposal.

#### LEGAL BASIS

- RA 7722 – Higher Education Act of 1994
- CHED Memorandum Order 17, series of 2022. Policy on quality and quality assurance for Philippine Higher Education Institutions.

#### DESCRIPTION OF THE PROPOSAL

The proposal seeks the passage, approval, and adoption of the VSU Quality Assurance Framework.

#### ENDORSEMENT

The proposal was presented at the University Administrative Council Meeting on November 21, 2024, and obtained favorable action.

#### ATTACHMENT

- VSU Quality Assurance Framework

**Visayas State University**  
**Quality Assurance Center**  
Visca, City of Baybay Leyte 6521-a PH

**I. Introduction and Rationale**

To realize its vision to become a globally competitive university, Visayas State University (VSU) has to make sure that quality is integrated in all of its services. To do this, it created system of assessing the quality to instruction, research and extension, production and administration across all programs. To institutionalize this system, VSU created the university accreditation unit, known as the Quality Assurance Center (QAC) which tasked to facilitate accreditation of programs, people, policy, products and processes to accrediting bodies. It will also serve as coordinating unit alongside with other prime offices to ensure timely manner of certification activities.

This document is in consonance to better attain the purposes of CHED Memorandum Order 17, series of 2022 on the policy on quality and quality assurance for PH higher education institutions and CMO 46 s. 2012 on promoting culture of quality assurance assuring quality access to quality education for Filipinos at all levels through the establishment, maintenance of support system of education relevant to the needs of the people and society.

Education does not only include instruction and research, but also administration which comprises people as pivotal component in delivering quality services based on its mandate stipulated in the VMGO of VSU.

**II. Scope and coverage**

This applies to all the processes, procedures, policies, programs, people, transactions across campuses of Visayas State University to ensure internal capabilities, operations and foster culture of excellence to efficiently implement the strategic objectives.

**III. Definition of terms**

- a. *Developmental support*- this refers to the set of policies, financial and other incentives provided by VSU and other important line agencies to support the overall attainment of quality as defined in the vision and mission statements.

- b. *External Quality Assurance Agencies (EQAA)*- this refers to the agencies tasked with assuring standards and quality of VSU. This EQAA are widely known for their expertise in QA fields and have earned reputation of the same in the local, national, regional and international arena such as but not limited to Accrediting Agency for Chartered Colleges and Universities in the Philippines (AACCUP), ISO Certification, Philippine Quality Award (PQA), ASEAN University Network Quality Assurance (AUN-QA), Times Higher Education (THE) Impact Ranking, QS Ranking, World University Rankings for Innovation (WURI), CHED-Institutional Sustainability Assessment (ISA), SUC Leveling, Horizontal typology among others.
- c. *Internal Quality Assessment (IQA)*- this includes processes as well as measurements utilized by VSU in determining whether its operations and processes able to meet with the defined objectives as articulated in the vision and mission statements. The IQA is VSUs internal system of ensuring quality standards and areas of good practice.
- d. *Qualifications*- refers to the formal certification that the policy, program, people, product and processes have successfully achieved through accreditation endeavors. The qualification and/or accreditation confers official recognition of value which furthers education, operation and trainings as determined by certifying bodies and award-giving organizations.
- e. *Quality*- refers to VSUs integrated efforts of various dimensions in alignment as defined by CMO 17 s 2022: (a) achievement of the minimum standard set by the government; (b) implementation of the VMGO of VSU; (c) achievement of standards of excellence and; (d) responsiveness of VSU to its stakeholders.



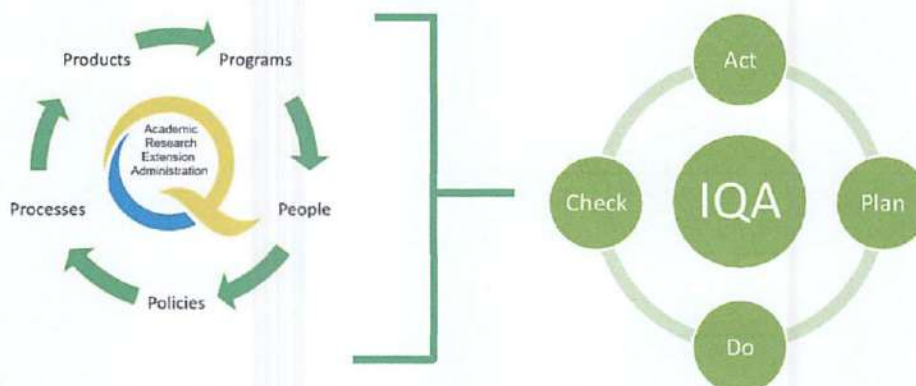
#### IV. Quality Assurance Cycle



Fig 1. The Quality Assurance Cycle

The core (AREA) of quality assurance focuses on the mandated deliverables of VSU to stakeholders and its commitment to the overall target of the national government. **Academic** commitment includes the number of programs as certified by the external-independent accrediting bodies. Certificate of program compliance and other program recognitions are included in this area. **Research** on one end suggests the quality and quantity of engagements to scientific arrangements and academic exchanges which would result to contributing advancements and breakthroughs to science. Results are disseminated and translated into **Extension** programs to benefit the population and industry as significant recipients of knowledge and innovation. Finally, the **Administration** involves people (*faculty and staff members*) who will be trained to train and teach for lifelong learnings skills, and are expected to contribute significant outputs to 5Ps.

## V. Internal Quality Assessment (IQA) Framework



Even in the “in-and-out” of accreditation season, VSU must ensure quality in all of its operation. In view of the varied needs and expectations of the stakeholders and interested parties, the framework critically safeguards quality in a multi-dimensional concept. This further grip all functions both academic and operational supports, programs, research, community services scholarships, buildings and infrastructures, finance, material and human resources which are all subject for coherence through conduct of internal assessment.

The Institution must install mechanism which develops, implements and improve the level of quality higher education that (UNESCO,2003b) defined as a systematic management and assessment procedures to monitor performance and meeting its own objectives and standards. The IQA (*self-assessment*) framework audits one’s readiness for a visit by an external accrediting institution. Internal assessment reports offer external evaluators an initial impression and core information about the VSU while presenting opportunities to improve its processes and systems. Though it is time-consuming, yet its gains are invaluable to advance the operation to discuss among the concerned units/stakeholders’ issues related to quality and performance. Moreover, the framework employs PDCA cycle for internal assessment and identifies fundamental activities as deliverables in each phase.

The internal quality assurance system is totality of overall resources and information dedicated to install, maintain and improve standards and quality of instruction, student learning experiences, research and community services. It is a system wherein QA mechanisms are working to sustain and enhance the level of quality in higher education.



This period begins with communicating institution's desire to subject itself for external evaluation. The top management through layers will constitute group of responsible talents consists of key people representing the areas under survey. Timetable is essential and therefore as part of the management process, early engagement with stakeholders to get their buy-in commitment prior to the start of the assessment.

During this period, the organization must decide the who and what to consist of in terms of types of assessment, the team and itineraries. The assessment team will be appointed by the University President as recommended by the program owners. In addition, the Director for Quality Assurance provides leadership to the team, setup preliminary/inception meetings and discussions, and moderating final assessment results. Moreover, the office of the QA Director or its equivalent,

1. Prepares the assessment plan and survey instrument
2. Disseminates survey requirements
3. Plans and carry outs assigned responsibilities efficiently
4. Making observations on curricula, processes, facilities and quality improvements
5. Reports assessment findings
6. Safeguards documents relative to assessment and accreditation

<b>Plan</b>	<b>Activities</b>
	<ol style="list-style-type: none"> <li>1. Establishing intention for external accreditation</li> <li>2. Organize the team /TWG</li> <li>3. Plan development</li> <li>4. Initial meeting to comprehend the instrument/tool for accreditation</li> </ol>
<b>Do</b>	<b>Activities</b>
	<ol style="list-style-type: none"> <li>1. Commencement of the self-assessment</li> <li>2. Data collection and exhibits as evidences for benchmark statements</li> <li>3. Satisfying the benchmark statements</li> <li>4. Developing internal assessment report/findings</li> <li>5. Writing the assessment report (self-assessment report)</li> <li>6. First review of self-assessment report</li> </ol>

The second phase includes gap identification in preparation to meet criteria for the survey visit. Coherent collection of evidences must meet the required benchmarks of the accreditation

instruments. Critical gathering of data is pivotal as it helps to quantify the existing practices in quality assurance to meet the criteria. Interventions to address the gap must be executed, implemented before proceeding to write and review the assessment report.

This phase includes desktop and site assessment. It is a document review exercise which involves partial assessment of the program readiness based on the available document. It further facilitates the development of an assessment plan. Desktop assessment aims to:

1. Identify the strengths and areas to improve of the programs under survey
2. Identify gaps to meet the survey instrument or required standard
3. Identify possible areas for improvement
4. Crafting guide questions for stakeholder's interview
5. Identify sources of evidence for both verification and clarification.

The self-assessment report is the most critical document and it should be given to the assessors in advance before the actual assessment. It should encapsulate the overall profile of the institution, faculty, programs and departments being assessed. The assessors will have to verify them as against the physical documents during the actual site visit.

Check	Activities
	<ol style="list-style-type: none"><li>1. Conduct of triangulation or verification assessment based on the self-report</li><li>2. Gathering of reactions/impressions/critique as source of verification</li><li>3. Second review of self-assessment report</li></ol>

This phase involves self-report assessment verification to include quality assurance practices; provision of constructive yet objective feedbacks for improvement. The TWG should be the one to assess the existing assurance exercises as against that of the identified standard. Recommendation to enhance, improve the assessment report nearing to close the gap should be made in the existing quality assurance practices.

At the culmination of the internal assessment before formulating final report and observations, the IQA team host clarificatory meeting with the program owners and/or their representatives with the following aim:

- a. Present the preliminary assessment findings;
- b. Ensure that the findings are objectively made and clearly understood by both parties;
- c. Verificatory statements are provided for, and;
- d. Concludes the assessment visit

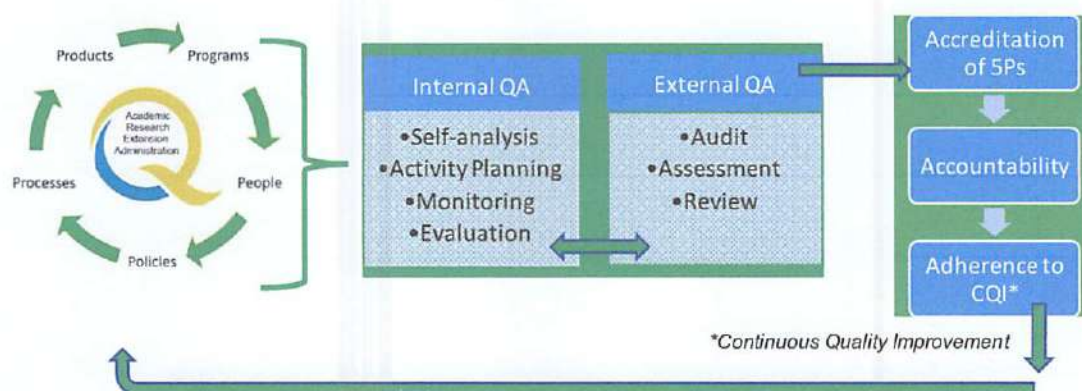


Act	Activities
	<ol style="list-style-type: none"> <li>1. Conduct activities to improve internal quality</li> <li>2. Finalize the self-assessment report</li> <li>3. Communicate findings of the self-assessment report</li> <li>4. Preparation or the external quality audit expert/validation.</li> </ol>

The last phase involves the implementations of suggestive interventions provided for by the internal evaluators and to finalize the self-assessment report before submitting the same to relevant stakeholders and getting ready for external assessment.

The report must be based on the information provided in the self-assessment report, evidences and exhibits presented, site visits and interviews among stakeholders such as but not limited support staff, students, alumni and employers.

## VI. Quality Assurance Systems



With the generated Internal Quality Assurance (IQA) findings, the results will determine level of maturity and compliance in accordance to standards. It must be noted that advancing the program for external accreditation only happens when Top Management decides subscription to the same while banking on the results of internal quality assessment. Responsibility like constant monitoring is continuous as certification status is revoked if found non-adherence to set minimum requirements.



## VI. Roles of QA committee and its alignment

Roles	Alignment to Core Areas			
	Academic People	Research Program	Extension Policy-Process	Administration Product
Improve the quality processes, procedures and policies of the university	/	/	/	/
Monitor periodically all concerned entities to ensure quality services	/	/	/	/
Compliance monitoring system	/	/	/	/
Safety management systems	/	/	/	/
Quality assurance process	/	/	/	/
Quality promotion process	/	/	/	/
Audits, inspections, data analyses and feedbacks	/	/	/	/

## VII. Strategies and Guidelines to facilitate conduct of Quality Assurance activities

To facilitate the preparation and actual conduct of the different quality assurance activities of the university, the following strategies will be employed:

### A. Institutional Strategies:

1. *Early planning and preparation.* Planning and preparation for accreditation, certification and other quality assurance activities should be regular, in-and-out of season and continuously done with or without schedule accreditation/certification visits.
2. *Creation and issuance of appointments to task forces.* To take charge in the preparation of accreditation and certification works, task forces will be organized for each program to be accredited. These task forces will be headed as determined by the program under survey. The management must designate a responsible body commissioned to focus on the areas subject for certification/accreditation.

Moreover, accredited areas with shared documents (eg., *Support to students, Faculty, VMGO, Library, Physical Facilities, and the like*), supporting documents will be produced by the poll of commissioned personnel of VSU to ensure consistency and updated versions of the narrative profile. Program In-charge is likewise given opportunity to considerably modify the prepared documents to assure alignment of the same to programs under survey.

3. *Hiring of main-stay personnel to assist the task forces.* In most cases, personnel on job order (JO) basis are hired to assist the program task forces in the

preparation, retrieval of desired evidences needed for the accreditation/certification activities.

4. *Provision of trainings, holding of workshops and follow up meetings.* Workshops will be organized to assist the task forces in the identification of supporting documents to prepare. Follow up meetings will also be done frequently to monitor progress of the preparation of documents. These meetings will be presided by the QA Director.
5. *Internal evaluation of documents.* To check if the documents prepared by the task forces are already in order, these will be evaluated by internal evaluators composed of trained accreditors/internal quality auditors of the university few months before the actual certification activities. Dry run presentations will also be conducted for programs to be subjected to Levels III and IV phase 2 evaluation.
6. *Allocation of resources.* The University must provide necessary fundings, personnel and infrastructure essential to address the need and ensuring success rate of accreditation.
7. *Demonstration of leadership support and commitment* through trainings, defining specific tasks, foster collaboration, training opportunities and possible incentivizing QA efforts.

#### **B. Planning Strategies:**

1. Setting of QA objectives to align and suffice with the institutional goals and strategic plan.
2. Development of plans through outlining the activities, timelines and responsibilities.
3. Conducting risk assessments by identifying potential of the same, elimination or reduction of risks and mitigation strategies.
4. Reviewing and revising plans regularly through updates of the QA plans.

#### **C. Monitoring and Evaluation Strategies:**

1. Conduct of regular audits (internal, external in nature)
2. Assess programs, people, process through evaluation
3. Periodic evaluation of the overall institutional performances

**D. Communication strategies:**

1. Encourage input for improvement through feedback mechanisms (stakeholders, Interested parties)
2. Establish clearer communication through sharing QA plans, its progress and report findings.
3. Ensure transparent access of QA information
4. Involvement/engagement of faculty members, staff, students and external parties

**E. Continuous Quality Improvement Strategies:**

1. Conduct of regular reviews to assess extent of QA effectiveness
2. Identify doable/implementable action plans for improvements
3. Document areas of good/notable practice as benchmark to other institutions
4. Inspire innovative quality assurance approaches/methods/styles.
5. Encourage engagements of external experts to evaluate program/institutional innovations.

**VIII. Quality Assurance Indicators**

QA indicator	Key performance indicators
People	<ul style="list-style-type: none"><li>• Number of faculty members accredited in any of the external accrediting bodies (eg., ASEAN Engineer, AACUP Accreditor, ISO Auditor)</li><li>• Number of accredited Consultants produced and/or trained for external services (eg. DOST)</li></ul>
Programs	<ul style="list-style-type: none"><li>• Number of programs accredited to any of the externally-recognized organization (eg. AACUP, ISO 9001:2015, PQA, AUN-QA)</li><li>• Number of dual-degree programs offered as recognized by CHED</li><li>• Number of short-term courses converted/enhanced and offered as micro-credentials</li></ul>
Process	<ul style="list-style-type: none"><li>• Number of process/procedures registered and/or recognized by external institutions</li></ul>
Policies	<ul style="list-style-type: none"><li>• Review of guidelines, policies</li></ul>
Products	<ul style="list-style-type: none"><li>• Patents, copyright and utility models produced and registered</li><li>• Technology transfer</li></ul>



## IX.

## Accreditation Schedules

## 1. Program Accreditation and certification schedules (2025-2031)

Programs/Campus	Current status	Years						2031
		2025	2026	2027	2028	2029	2030	
Baybay								
ABELS	L2	*				*		
MSLT	L2	*				*		
BSCE	L3 Ph 2	*					*	
BS Biotech	L3 Ph 2	*					*	
BSED Science	L3 Ph 2	*					*	
Master of Mgt	L3 Ph 2	*					*	
MS Dev Soc	L3 Ph 2	*					*	
PhD Ag Educ	L3 Ph 2	*					*	
PhD in Animal Sc	L3 Ph 2	*					*	
BS Economics	L3		*					
BD Food Tech	L2			*				
PhD in Horti	L3 Ph 2	*					*	
BS Nursing	L3 Ph 2			*				
BS Food Tech	L3 Ph2			*				
BS Agriculture	L4 Ret		*					*
BS Econ	L4 Ret		*					*
MS Forestry	L4 Ret		*					*
BS Dev Com	L4 Ret			*				
BS Agribusiness	L4 Ret			*				
BSABE	L4 Ret			*				
BS Biology	L4 Ret			*				
Doctor of Vet Med	L4 Ret					*		
BS Tourism Mgt	L2			*			*	
BS Hospitality Mgt	L2			*			*	
BS Marine Biology	L2			*			*	
BCAED	L2			*			*	
BSEd Filipino	L2			*			*	
BSED English	L2			*			*	
BSED Soc Studies	L2			*			*	
BPhy Educ	L2			*			*	
B Early Childhood Ed	L2			*			*	
MLAM	L2				*			
MSLAM	L2				*			
Institutional Accreditation	L4 Ret			*				
MS Dev Com	L4 Ret				*			
MS Plant Prot	L4 Ret				*			
MS Soil Science	L4 Ret				*			
MS Agronomy	L4 Ret				*			
MS Animal Sc	L4 Ret				*			
BSED MAPEH	L4 Ret				*			
BSED Math	L4 Ret				*			

MS in AgDev't	L4 Ph 2					*		
<b>Isabel</b>								
BS Mech Eng	L3 Ph 2	*					*	
BEED	L4 Ph 2		*					*
BSEd Math	L4 Ph 2		*					*
BS Agribusiness	L4 Ph 2		*					*
BS Mech Eng	L4 Ph 2					*		
BPhysical Educ	L1			*				
BSED Eng, Scie	L1			*				
<b>Alangalang</b>								
BS Ed Math	L3 Ph 2		*					*
BEED	L3				*			
BSA Ag Ext	L1			*				
<b>Tolosa</b>								
BS Criminology	L3 Ph 2		*					*
BEED	L3			*				
BSED Math, Sci	L3			*				
<b>Villaba</b>								
BEED	L3				*			
BSED Sc, Eng, Math	L2	*						

## 2. Institutional Accreditation

Category	Year				
	2025	2026	2027	2028	2029
AUN-QA		*	*	*	*
EduRank	*				
Green UI	*	*	*	*	*
Institutional Sustainability Assessment (ISA)		*			
ISO 9001:2015	*				
ISO 21001:2018		*	*	*	*
Philippine Quality Award		*			
PRIME-HRM	*				
QS Star Ranking	*	*	*	*	*
SUC Levelling	*				
Times Higher Education	*	*	*	*	*
Webometrics	*	*	*	*	*
WURI	*	*	*	*	*

## X. References

- CHED Memorandum Order 17, series of 2022. Policy on quality and quality assurance for Philippine higher education institutions. Retrieved: 23 May 2024. <https://ched.gov.ph>.
- Quality Assurance Plan 2018-2022. Visayas State University.