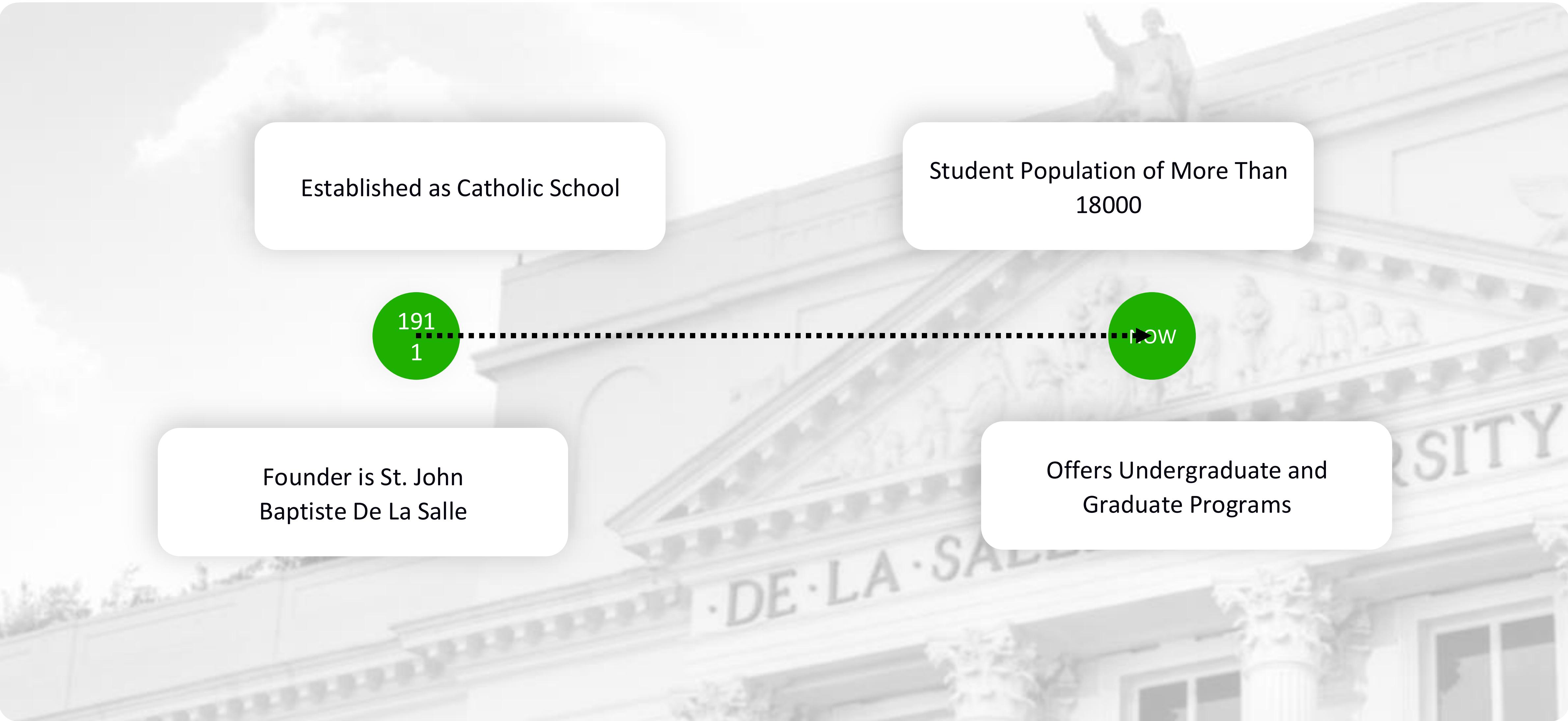


Forging Quality at De La Salle University

The DLSU Journey Through Evolving Accreditation Challenges

Rosemary Seva, Ph.D.
De La Salle University

History Overview



Established as Catholic School

191
1

Student Population of More Than
18000

Now

Founder is St. John
Baptiste De La Salle

Offers Undergraduate and
Graduate Programs

Educational Philosophy



Accreditations & Proof of Quality

PAASCU



ABET

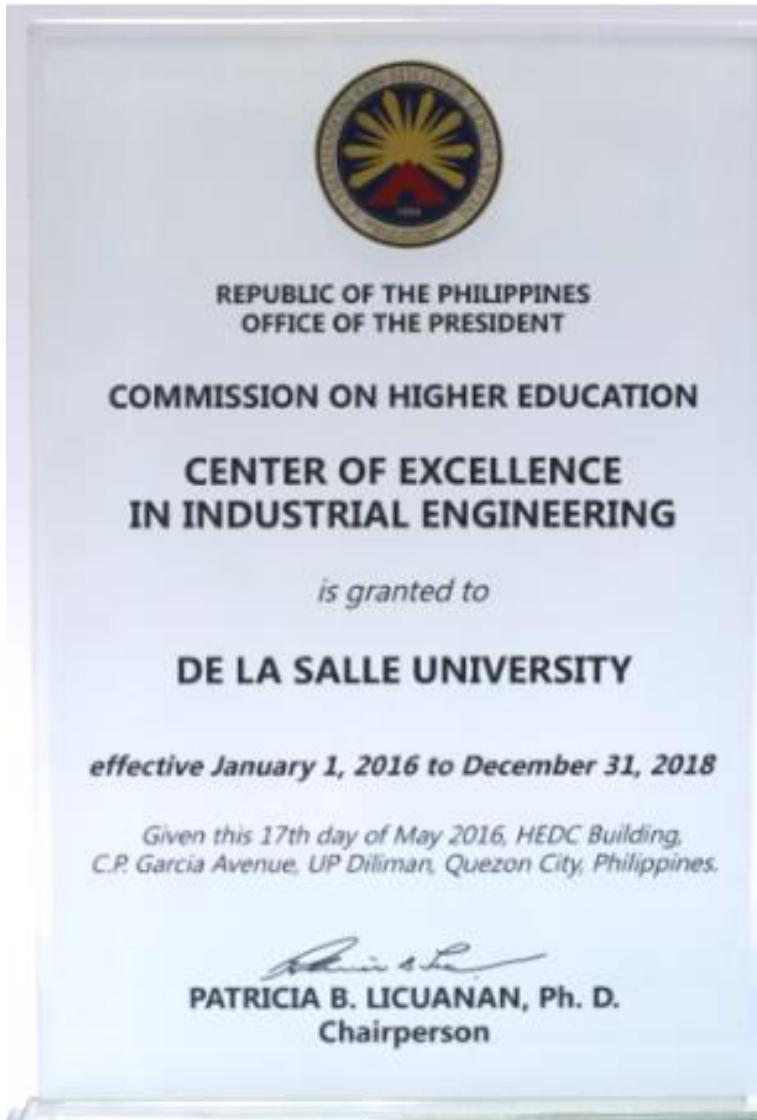


AUN-QA

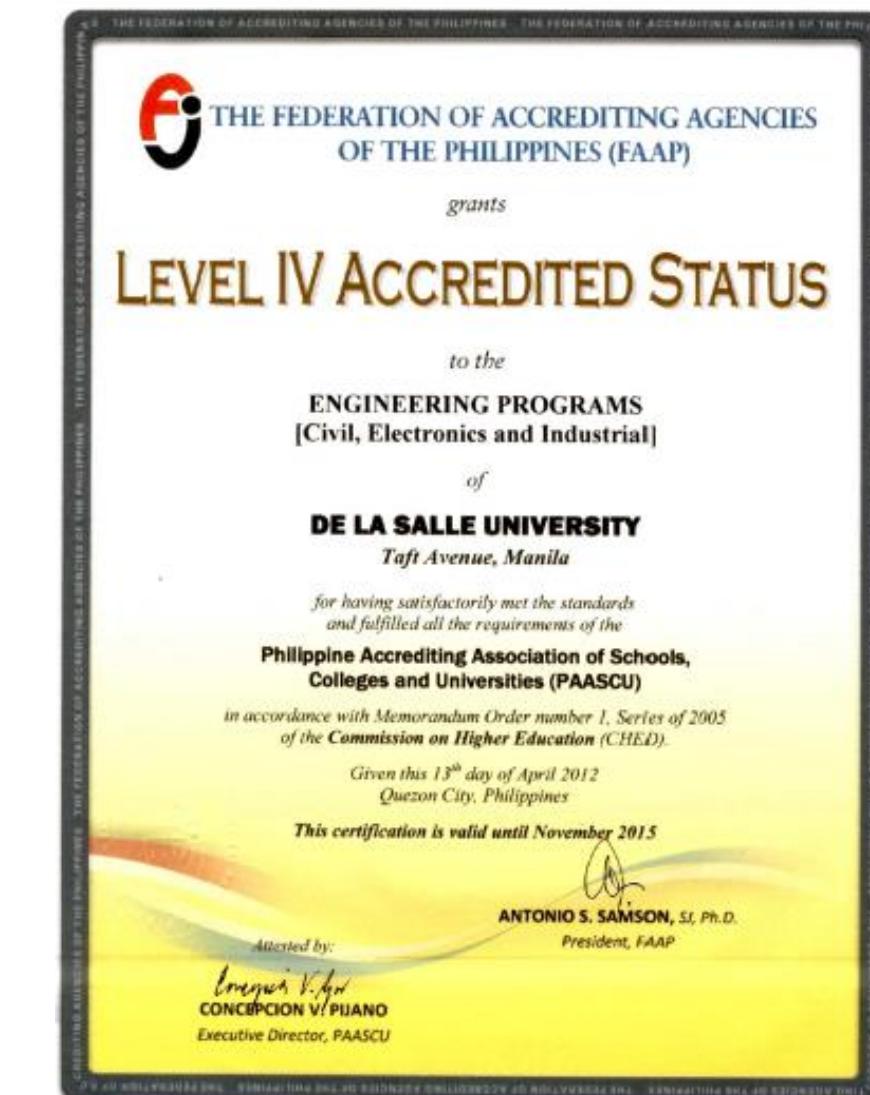


Accreditations & Proof of Quality

CHED



FAAP



Recognitions

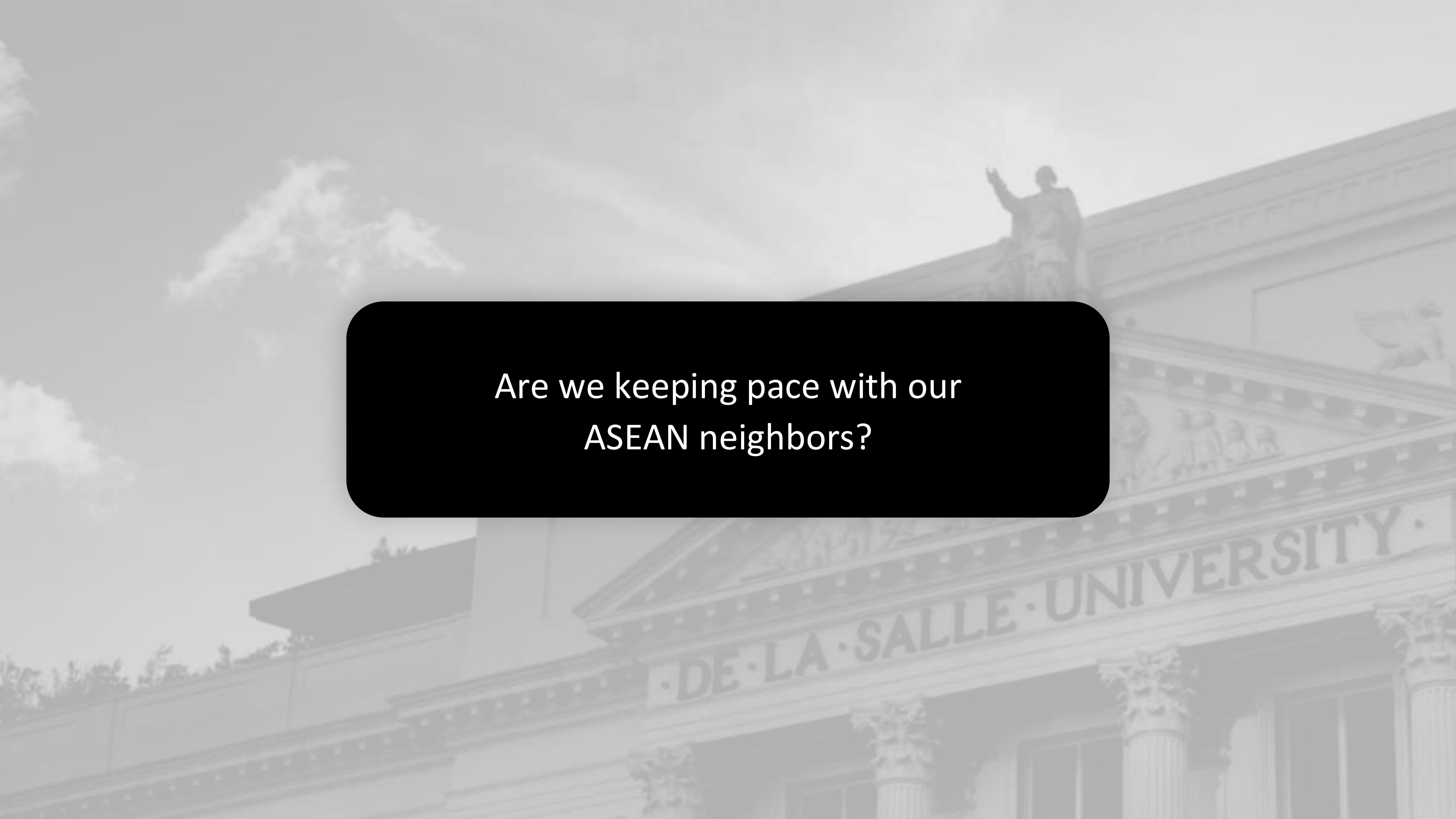


14 CHED Center of Excellence

The only COE in Accountancy and
Industrial Engineering

CHED Autonomous Status

Institutionally Assessed by AUNQA



Are we keeping pace with our
ASEAN neighbors?



Insights from the Frontlines

Challenges and Themes in University Assessment

Rosemary Seva, Ph.D.
De La Salle University

Tan Kay Chuan, Ph.D.
National University of Singapore

Research Method

Data Source

- 93 assessments using Version 3 (2017-19)
- 5 countries

Criteria

- 5 countries
- ELOs
- Program specification
- Program structure
- TLA
- Student assessment

Analysis

- Thematic Analysis

Thematic Analysis Results

Application of OBE

1

Use of Constructive Alignment Framework

“Review the constructive alignment of teaching and learning approach to course learning outcomes”

2

Use of Relevant Learning Taxonomy

“Harmonize ELOs with level of knowledge based on Bloom’s taxonomy”

3

Alignment of teaching-learning methods to outcome desired

Thematic Analysis Results

Application of OBE Measurement of ELO and CLO Attainment

1

Gathering and Utilization of Evidence

2

Identification of Appropriate Measurement
and Performance Indicators

3

Alignment of teaching-learning
methods to outcome desired

“Both qualitative and quantitative measures can be adopted by the department to gather evidence-based assessment of the overall achievement of the ELOs”

“Identify performance criteria for knowledge, skills, and competence to ensure achievement of graduate profiles”

Thematic Analysis Results

Design and Use of Rubrics for Assessment

1

Importance of Rubrics for Fair and Consistent Assessment

2

Need for Faculty Training and Improvement in Rubric Use

"Rubrics designed with criteria, performance levels and descriptors be used to support the reliability, validity, and fairness of the assessment and should be communicated to all concerned"

3

Development of Contextualized and Effective Rubrics

4

Role of Program Managers in Advocating Rubric Integration

"Encourage and guide faculty members on the use of rubrics in relevant courses"

Conclusion

Two key Areas for Improvement

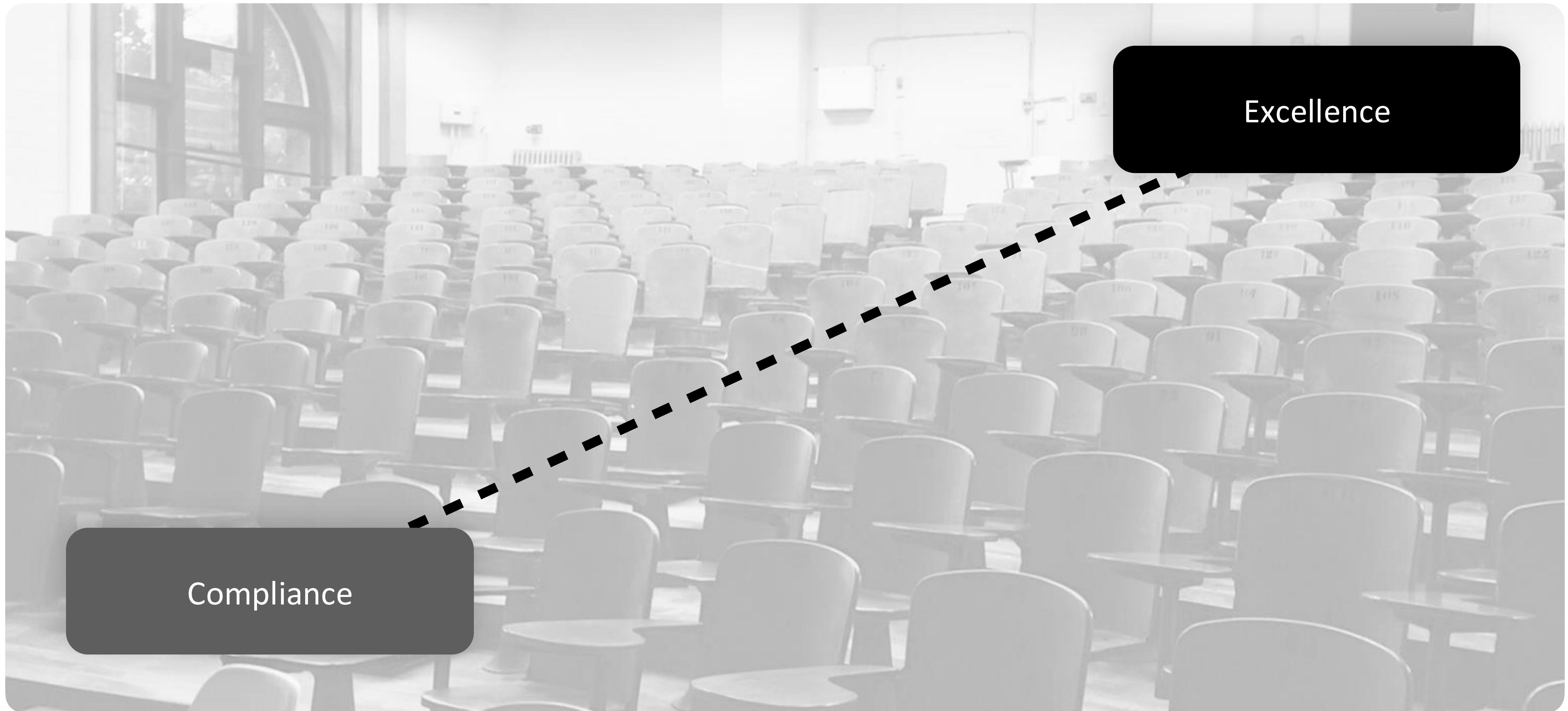


Better identification of stakeholder needs



Assessment process that addresses the needs of stakeholders effectively

Creating a Quality Culture



Creating a Quality Culture

Compliance



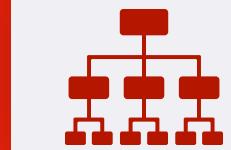
Time



Education



Consistency



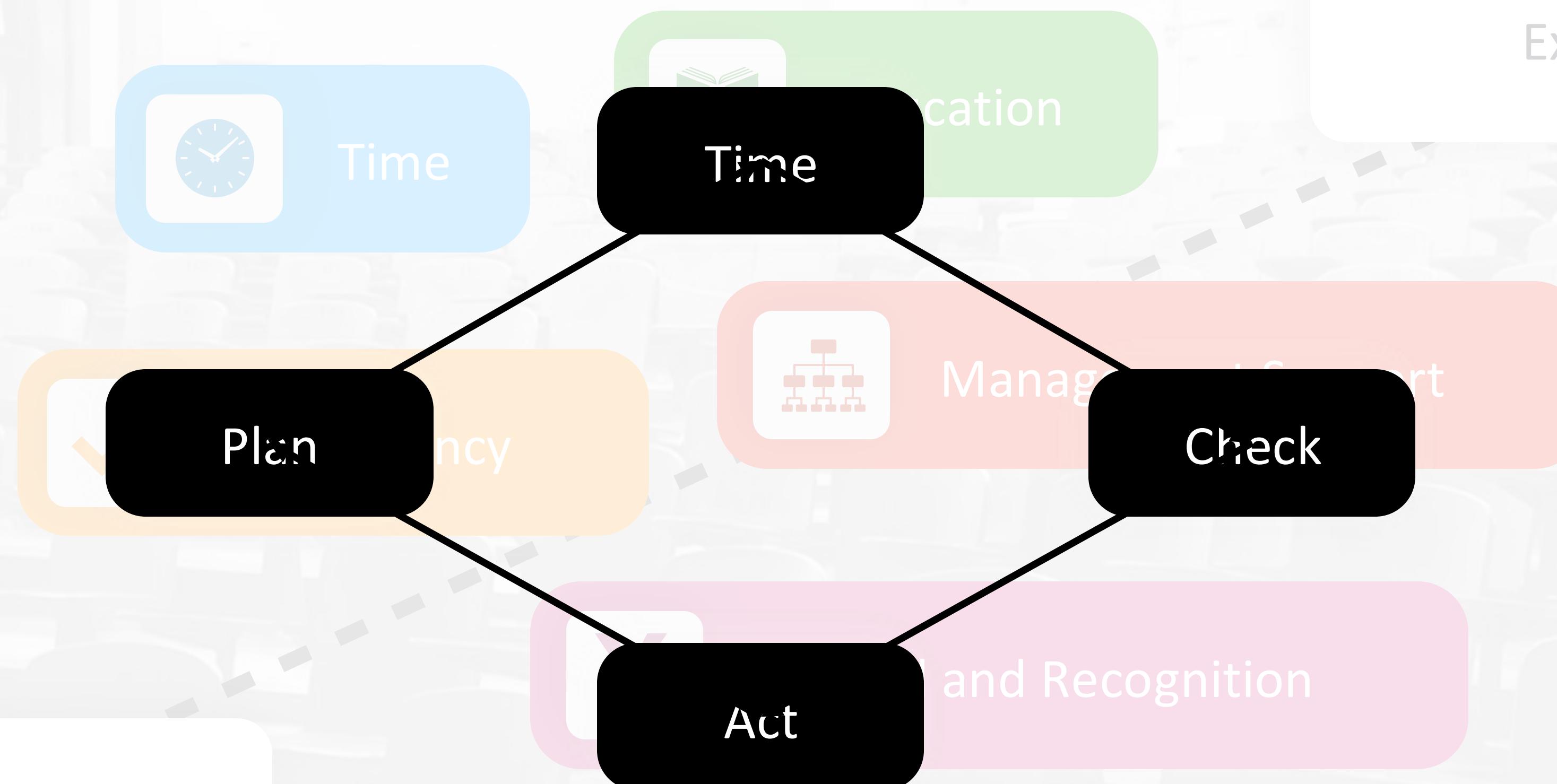
Management Support

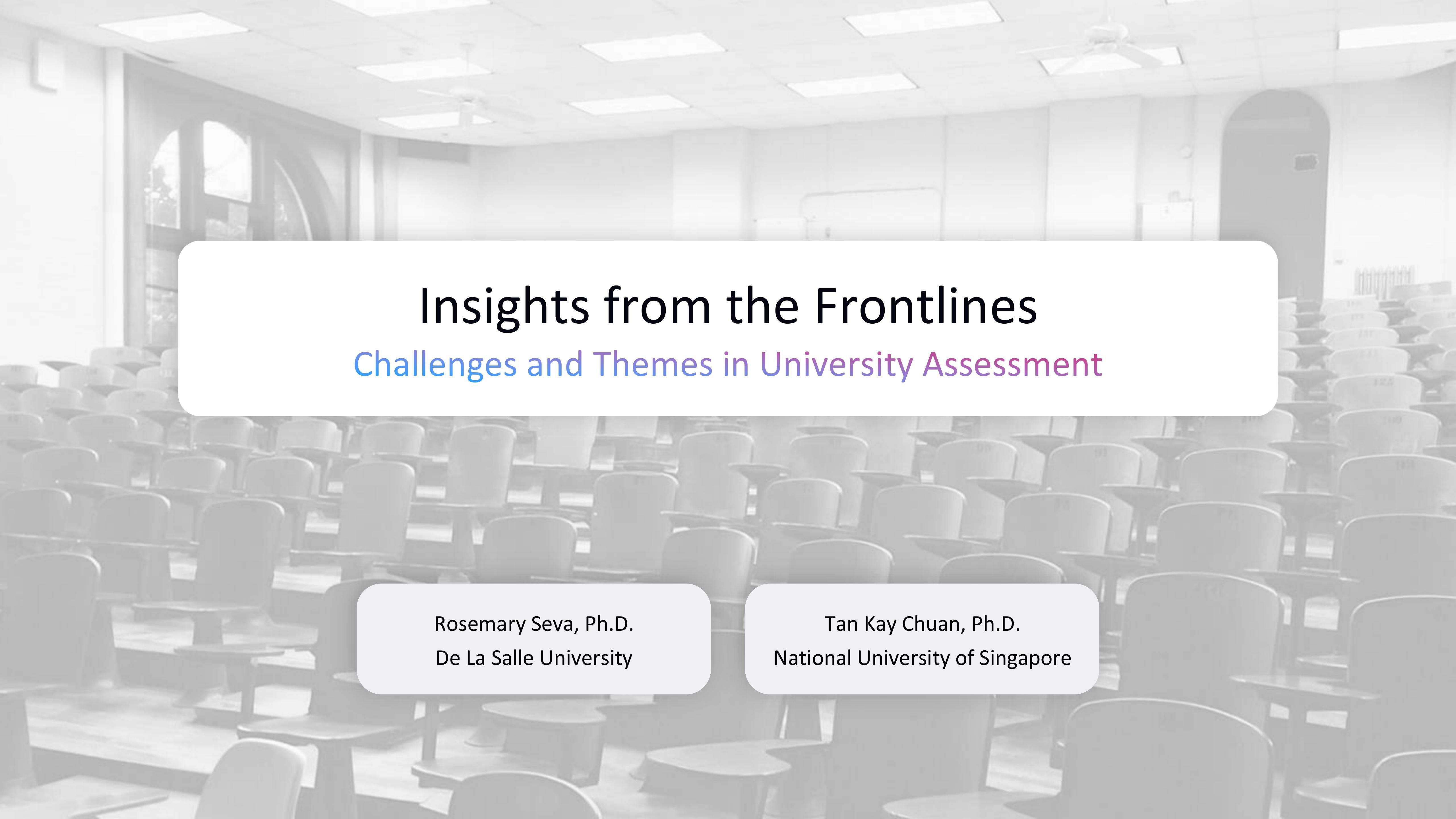


Reward and Recognition

Excellence

Creating a Quality Culture





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