



# 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

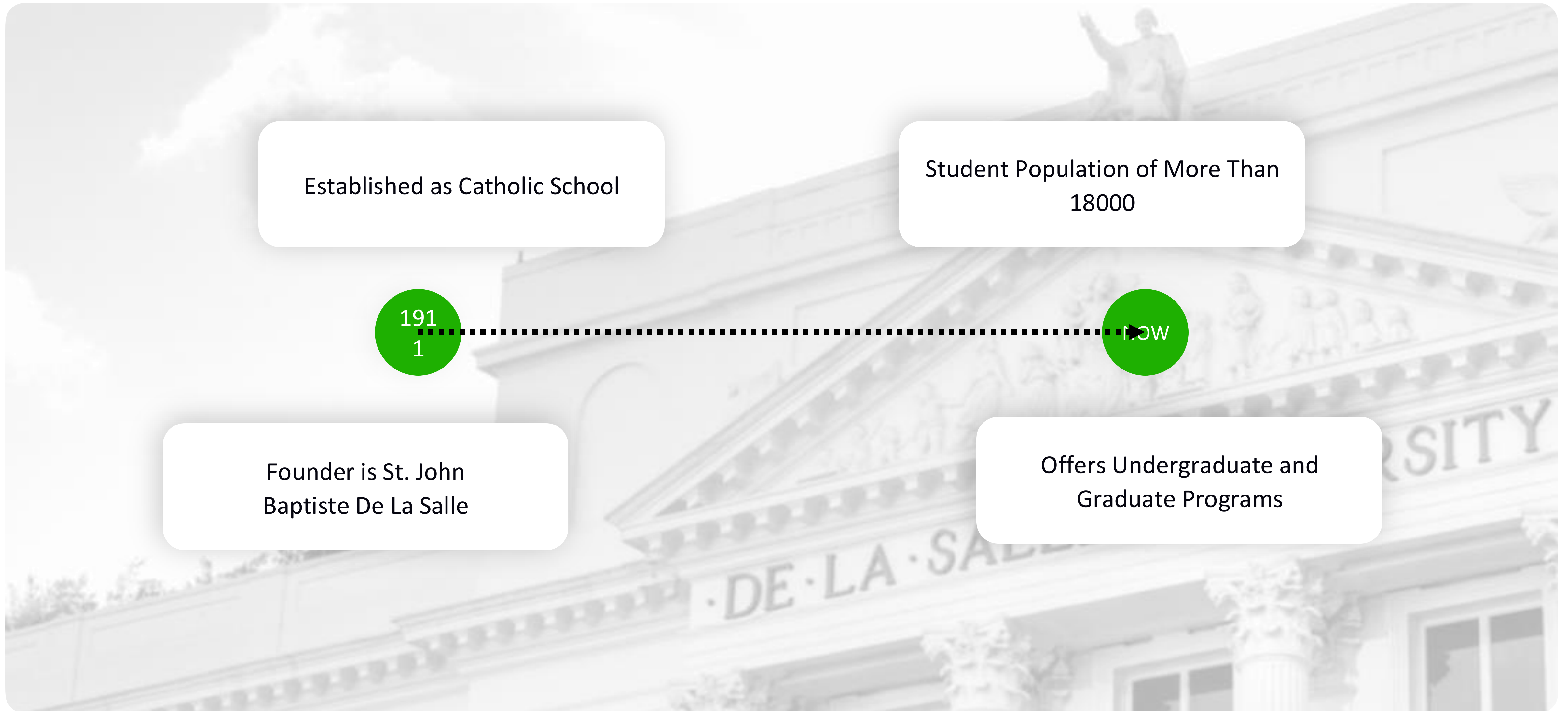
Student Population of More Than  
18000

191  
1

→ NOW

Founder is St. John  
Baptiste De La Salle

Offers Undergraduate and  
Graduate Programs





# Educational Philosophy



UNIVERSITY

# Accreditations & Proof of Quality

PAASCU



ABET



AUN-QA



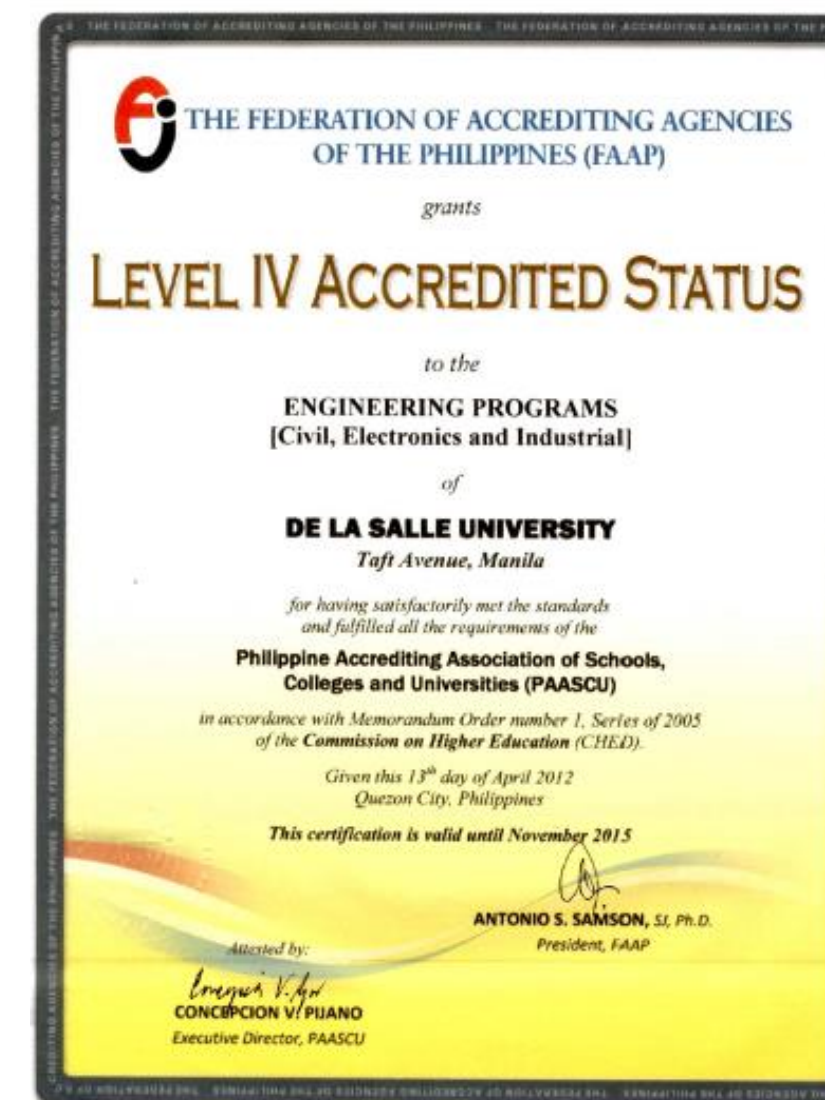


# Accreditations & Proof of Quality

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

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# 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

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

3

Alignment of teaching-learning  
methods to outcome desired

*“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”*

*“Encourage and guide faculty members on the use of rubrics in relevant courses”*

3

Development of Contextualized and Effective Rubrics

4

Role of Program Managers in Advocating Rubric Integration

# Conclusion

## Two key Areas for Improvement



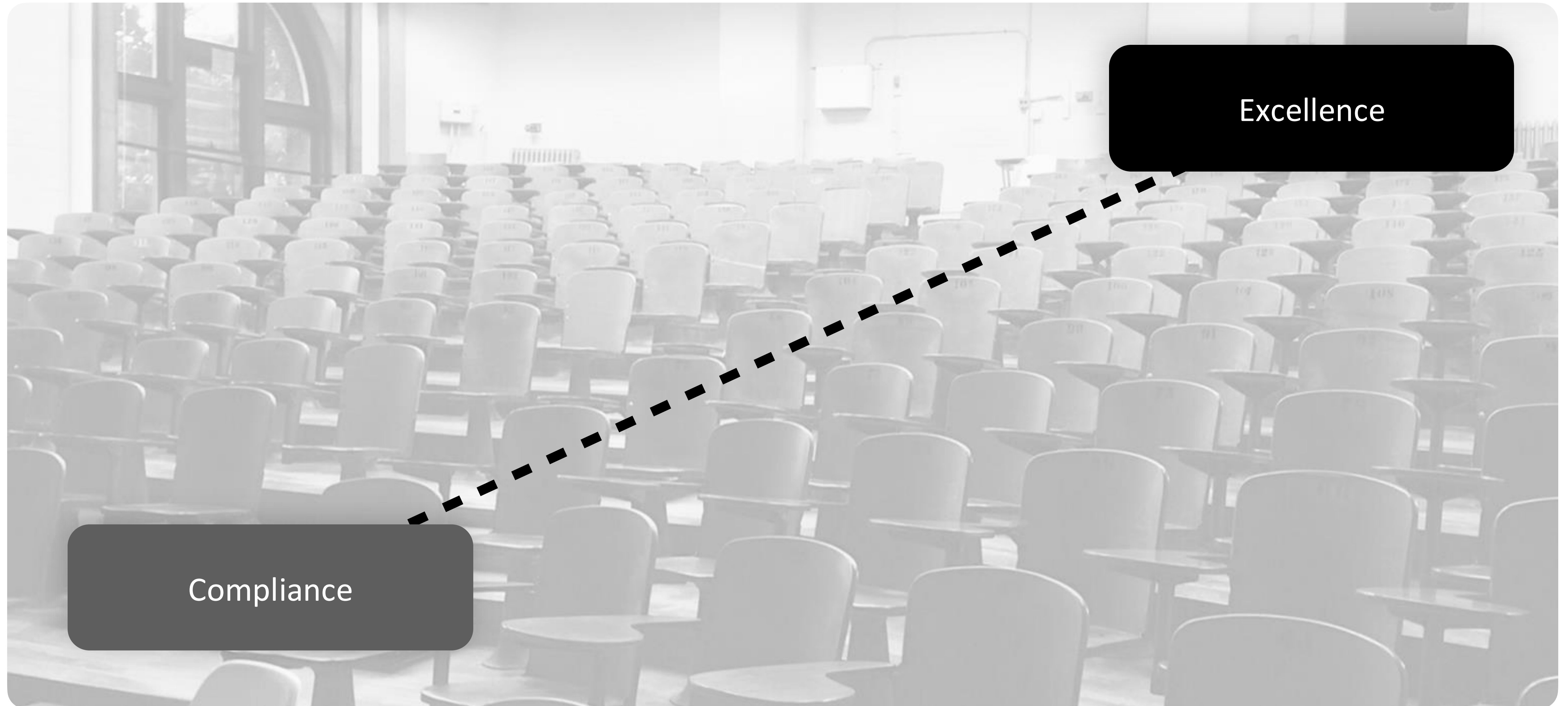
Better identification of stakeholder needs



Assessment process that addresses the needs of stakeholders effectively



# Creating a Quality Culture



Compliance

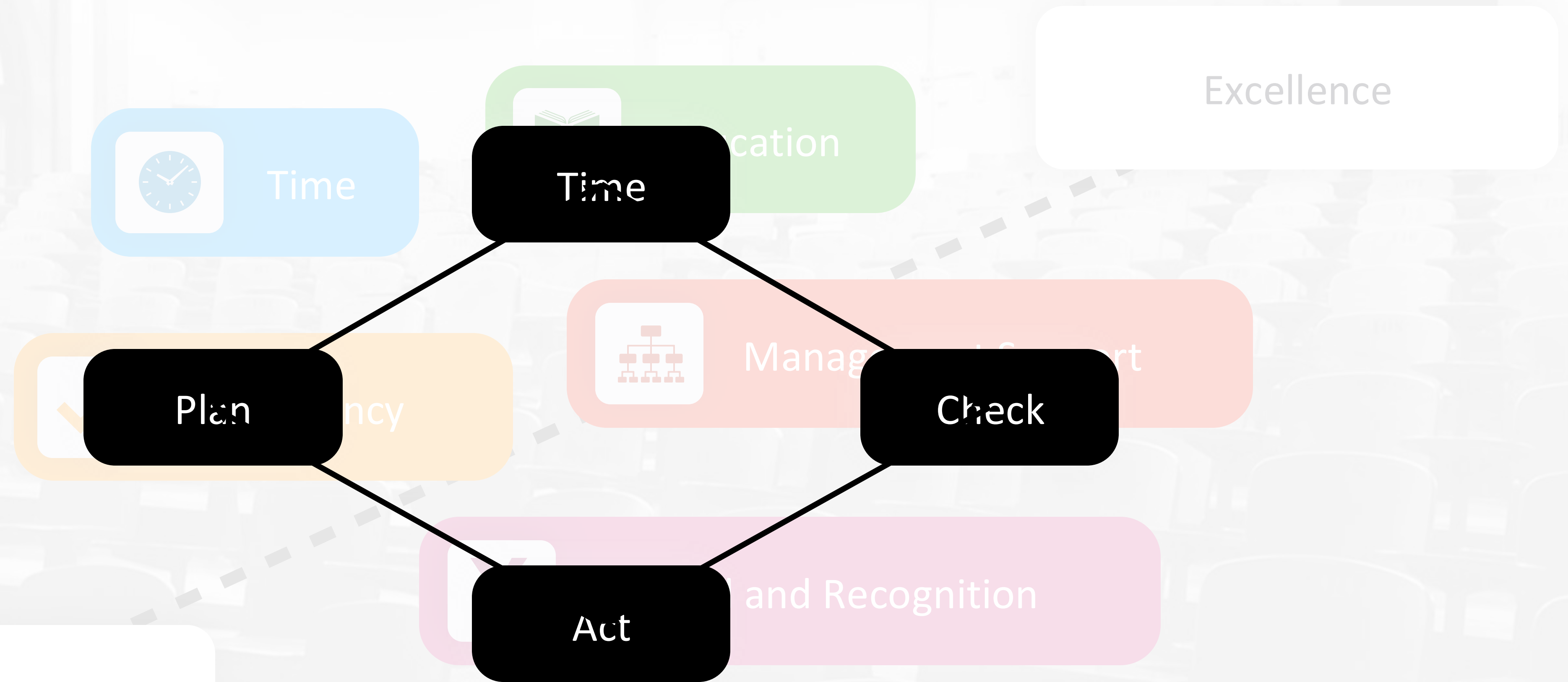
Excellence



# Creating a Quality Culture



# Creating a Quality Culture





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