



OFFICE OF THE UNIVERSITY PRESIDENT

OP-5001-IC-BOR-2024-11-137

November 5, 2024

ENDORSEMENT

BOARD OF REGENTS
Cagayan State University

THRU: ATTY. APRIL UY SOLLER
Acting Board Secretary

Dear Honorable Members of the Board of Regents:

Respectfully endorsing for your approval, the proposed Quality Assurance Manual of the Cagayan State University.

Thank you.

Very truly yours,

ARTHUR C. IBÁÑEZ, Ph.D., ASEAN Engr.
OIC-Office of the University President

CAGAYAN STATE UNIVERSITY
OFFICIALLY RELEASED
Office of the University President
NOV 08 2024

DATE: _____
TIME: _____
STAFF: _____



VISION
CSTU is a University with global stature in the areas of culture, agriculture and fisheries, the sciences as well as technological and professional fields.

MISSION
Cagayan State University shall produce globally competent graduates through excellent instruction, innovative and creative research, responsive public service and productive industry and community engagement.

CORE VALUES
Competence
Social Responsibility
Unifying Presence



OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

VPAA-S104-IC-2024-11-236

November 05, 2024

DR. ARTHUR G. IBANEZ, ASEAN Engr.
OIC – Office of the University President

Attention: **ATTY. APRIL UY SOLLER**
Acting Board Secretary

Sir:

I respectfully request for the inclusion in the agenda of the Board of Regents' Meeting scheduled in November 2024 the approval of the Board for the Proposed Quality Assurance Manual of the Cagayan State University.

Thank you!

Truly yours,


MARIDEN VENTURA-CAULAN, DPA
Vice President for Academic Affairs



Republic of the Philippines
CAGAYAN STATE UNIVERSITY
Tuguegarao City, Cagayan

AGENDA ITEM BRIEF

Agenda Title	PROPOSED CSU QUALITY ASSURANCE MANUAL
Background	The Quality Assurance Manual is a living document that is designed to manage and assure quality in accordance with the requirements of the different system standards, internal and external to the University. The quality policies, framework, and procedures of the four departments of the University: the Department of Academic Affairs, Department of Finance and Administration, Department of Research and Development, and Department of Internationalization, Partnership and Resource Mobilization, are all enshrined in the proposed University Quality Assurance Manual. The Quality Assurance Manual is envisioned to be an ongoing and expanding document which will be updated periodically, when deemed necessary in order to integrate new topics and information as well as modifications to existing information. The Manual objectifies to provide guidance for CSU community on the various processes of planning, assessment, and monitoring with reference to program, department, and institution review. As a critically important document, this manual seeks to shed understanding to constituents and stakeholders of the indispensability of assessment in the context of Quality Assurance for continuous and quality improvement
Particulars	The Proposed CSU Quality Assurance Manual will consist of the following: PRELIMINARIES Title Page Foreword Table of Contents I. UNIVERSITY PROFILE University History University Vision University Mission University Philosophy Core Values Breakthrough Goals II. QUALITY ASSURANCE MANAGEMENT BLUEPRINT Introduction Quality Policy and Objectives Quality Assurance Framework Organizational Structures Functions and Responsibilities III. QUALITY ASSURANCE STRATEGIC PLAN 2024-2028 IV. QUALITY PROCEDURES Overview Scope and Components Process Description Accreditation AACCUP Program Accreditation International Program Accreditation Assessment/Certification Institutional Sustainability Assessment (ISA)



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	ISO 9001:2015 ASEAN University Network – Quality Assurance (AUN-QA) Recognition Philippine Quality Award (PQA) Times Higher Education (THE) University Rankings World University Rankings for Innovation (WURI) QS Stars Rating and University Ranking EduRank and Other International Recognitions/Rankings Monitoring/Evaluation Mock Accreditation Internal Visits Reporting Mechanisms APPENDICES
Legal Basis	The legal bases for the Proposed Quality Assurance Plan of Cagayan State University (CSU) were derived from relevant laws, policies, and standards in the Philippines: 1. Republic Act No. 7722 (Higher Education Act of 1994) This act established the Commission on Higher Education (CHED) and mandates the agency to ensure the quality of higher education in the Philippines through policies, standards, and guidelines. 2. Republic Act No. 9155 (Governance of Basic Education Act of 2001) While primarily focused on basic education, this act emphasizes accountability and quality in education, influencing the broader educational landscape, including higher education. 3. AACCUP Accreditation Standards The Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP) provides specific standards and criteria for accreditation that HEIs must adhere to, ensuring quality and excellence in higher education. 4. ISO 9001:2015 Standards International Organization for Standardization (ISO) standards promote quality management systems, which can be applied to the administrative and educational processes at CSU to enhance quality assurance. 5. ASEAN University Network – Quality Assurance (AUN-QA) This regional framework provides guidelines for quality assurance in higher education institutions in Southeast Asia, promoting cooperation and quality standards among member countries. 6. Republic Act No. 10931 (Universal Access to Quality Tertiary Education Act) This act underscores the government's commitment to quality education, requiring institutions to maintain high standards of academic performance and management. 7. CMO 11448, s. 2019 Transnational Higher Education (TNHE) This CMO establishes guidelines for institutions engaging in transnational programs, ensuring that they meet certain standards of quality and compliance with Philippine education policies. It outlines the necessary quality assurance mechanisms that must be in place, such as program accreditation, faculty qualifications, and resource availability, ensuring that educational offerings align with national standards.



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	8. CMO 55, s. 2016 Internationalization of Philippine Higher Education This CMO articulates the objectives and strategies for integrating international perspectives into higher education, which requires adherence to quality standards to enhance global competitiveness. It emphasizes the necessity for quality assurance processes in programs aimed at international students, partnerships, and exchange initiatives, ensuring that these programs meet both local and international standards. 9. CHED's Institutional Sustainability Assessment (ISA) This assessment framework encourages HEIs to develop and implement sustainable quality assurance practices, ensuring continuous improvement and institutional effectiveness. 10. External Review and Assessment Bodies Compliance with various international and national accrediting bodies and rankings (such as QS, THE, and WURI) serves as a basis for establishing and maintaining quality assurance protocols. Over and above all these legal bases, the Proposed CSU Quality Assurance Manual has to undergo the process of having it approved by the Board of Regents. The proposed manual was presented to the EXECOM / MANCOM and it was endorsed for Board Approval.
Fund Source	Quality Assurance Fund
Attachments	- WORKSHOP FOR THE CRAFTING OF THE QUALITY ASSURANCE MANUAL-(Approved Concept Paper, Program Flow during the Writeshop on August 29-30, 2024, Proceedings of the 2-day Activity, Attendance Sheets, Pictorials) - EXCERPT OF THE MEETING CONDUCTED BY THE QA DIRECTOR WITH THE CAMPUS COORDINATORS - PRESENTATION OF THE PROPOSED QUALITY ASSURANCE MANUAL IN THE EXECOM-MANCOM MEETING HELD AT CSU PIAT ON OCTOBER 7, 2024-(Excerpt of the Minutes of the Meeting, Pictorial during the Presentation) -PROPOSED QUALITY ASSURANCE MANUAL
Resource Person/s	DR. MARIDEN V. CAUILAN, DPA
Action Required	For the approval of the honorable Board of Regents

PROPOSED CSU QUALITY ASSURANCE MANUAL

WORKSHOP FOR THE CRAFTING OF THE QUALITY ASSURANCE MANUAL

- Approved Concept Paper
- Program Flow during the Writeshop on August 29-30, 2024
- Proceedings of the 2-day Activity
- Attendance Sheets
- Pictorials



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INTEGRATING AACCUP ACCREDITATION FINDINGS WITH OTHER QA ENDEAVORS AS BASES/Framework FOR THE CSU QUALITY ASSURANCE MANUAL AND STRATEGIC PLANNING WRITESHOP

I. BASIC INFORMATION

1. Title of the Program:
" Writeshop for the CSU Quaity Assurance Manual and Strategic Planning"
2. Proponents: DR. MARIDEN V. CAUILAN
DR. MARIE CLAUDETTE M. CALANOGA
DR. RONNIE E. PASIGUI
3. Implementing /Collaborating Agencies : CSU
4. Duration/Date: 2 days (August 29-30, 2024)
5. Venue: CSU HOTEL, Andrews
6. Source of Funds: QA Funds



II. RATIONALE

Background and Context

In the realm of higher education, maintaining and enhancing quality assurance is imperative to ensure academic excellence and institutional effectiveness. Accreditation bodies such as the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP) and other accrediting bodies play a crucial role in evaluating and guiding institutions towards achieving these standards. However, the effective integration of accreditation findings and recommendations into practical, actionable quality assurance frameworks remains a significant challenge for many institutions.

Purpose of the Program

The proposed program, "Integrating AACCUP and Other Accreditation Findings into Quality Assurance Manuals: A Framework and Strategic Planning Writeshop," is designed to address this challenge. This program aims to bridge the gap between accreditation evaluations and the development of robust quality assurance manuals that reflect the institution's commitment to continuous improvement and excellence.

III. OBJECTIVES

The 2-day strategic planning aims to:

1. **Develop Comprehensive Quality Assurance Manual:** By systematically integrating the findings and recommendations from AACCUP and other accreditation bodies, the

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program seeks to develop detailed and practical quality assurance manual that can guide institutional policies and practices.

2. **To Establish a Strategic Framework for Quality Assurance:** The program will provide a structured framework that aligns with accreditation standards, ensuring that quality assurance efforts are both strategic and sustainable.
3. **To Facilitate Collaborative Planning and Implementation:** Through a writeshop format, the program will engage stakeholders in a collaborative process, fostering a sense of ownership and commitment to the quality assurance initiatives.

Key Activities

1. **Assessment of Accreditation Findings:** A thorough review of AACUP and other relevant accreditation findings to identify key areas for improvement and strategic focus.
2. **Framework Development:** Creation of a comprehensive quality assurance framework that incorporates accreditation standards and best practices.
3. **Strategic Planning Writeshop:** A hands-on workshop where participants will collaboratively develop and refine quality assurance manual, ensuring alignment with the strategic goals of the institution.
4. **Implementation and Monitoring Plan:** Establishing a clear plan for the implementation and continuous monitoring of the quality assurance initiatives.

IV. EXPECTED OUTPUTS/OUTCOMES

1. **Quality Assurance Manual:** The development of detailed manual that provide clear guidelines and processes for maintaining and enhancing quality across the institution.
2. **Strategic Alignment:** Quality assurance efforts that are strategically aligned with accreditation standards and institutional goals.
3. **Increased Stakeholder Engagement:** Active participation of faculty, staff, and administrators in the quality assurance process, leading to greater commitment and accountability.
4. **Continuous Improvement Culture:** Establishing a culture of continuous improvement, driven by systematic and strategic quality assurance practices.

V. EXPECTED PARTICIPANTS

Dr. Mariden V. Cauilan - Consultant
Dr. Marie Claudette M. Calanoga – University QA Director
Dr. Conchita Temporal – Main Proponent of the Proposed QA Manual
Dr. Ronnie E. Pasigui - Resource Person / Facilitator
Mr. Arvee P. Bucarile – Writer / Editor
Dr. Pauline Casil-Batang – QA Coordinator, Andrews
Dr. Cherry Wanya _ QA Coordinator, Lal-lo
Mr. Ronaldo Cachero – QA Coordinator, Sanchez Mira
Dr. Laizel De Dios – QA Coordinator, Piat



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Ms. Catherine Luga – QA Coordinator, Lasam
Ms. Laurine A. Balatico – QA Coordinator, Gonzaga
Ms. Rio Averil C. Pamittan – QA Coordinator, Carig, PQA Focal Person
Dr. Matilde M. Lacambra – QA Coordinator, Aparri
Ms. Bernadette M. dela Cruz – QA Coordinator, Solana
Dr. Rosemarie B. Cabana- Academic Director, CSU Carig
Dr. Mary Jane Calagui, CSU Carig
Ms. Shelley T. Pascual- College QA Coordinator
Atty. Carla T. Sumigad- ISO Focal Person
Two (2) Office Staff

PROGRAM OF ACTIVITIES

Day 1

TIME	ACTIVITY
7:30-8:00 AM	Breakfast
8:01- 8:30 AM	Registration
8:31-9:00 AM	Invocation Video
	Filipinism Video
	Welcome Remarks..... Dr. Mariden V. Cauilan, DPA
	Inspirational Message Dr. Arthur G. Ibanez, ASEAN Engr.
	Statement of Purpose..... Dr. Marie Claudette M. Calanoga

9:01- 12:00N Strategic Planning Proper

Objective: To review accreditation findings as bases to develop a comprehensive quality assurance framework.

Assessment and Framework Development

Presentation of Accreditation Standards and Findings

- o Overview of AACCUP Standards and Common Findings
- o Presentation of Findings from Other Accreditation Bodies
- o Q&A Session

Group Activity: Reviewing Institutional Accreditation Reports

- o Breakout Groups: Each group reviews a specific accreditation report and identifies key findings and recommendations

Sharing of Inputs

12:01- 1:00 PM – LUNCH BREAK

1:01 - 3:00 PM: Developing a Quality Assurance Framework



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- Presentation on Best Practices in Quality Assurance Frameworks
- Interactive Session: Identifying Key Components of the Framework
- Group Activity: Drafting the Quality Assurance Framework

3:01 PM - 3:15 PM: Break

Strategic Planning and Collaborative Development

Objective: To engage stakeholders in collaborative planning and the development of quality assurance manual.

3:16 PM – 7:00 PM: Strategic Planning and Collaborative Development for Quality Assurance

- Presentation of Strategic Planning Principles
- Interactive Session: Aligning Quality Assurance with Institutional Goals
- Group Activity: Developing Strategic Goals and Objectives and the QA Manual

Day 2

7:30- 8:00 – Breakfast

8:00 AM– 8:30 AM Recap of Day 1

Objective: To finalize the proposed quality assurance manual

8:31 AM - 9:45 AM: Presenting the Proposed Quality Assurance Manual

- Presenting the working paper of the QA Manual
- Hands-on Workshop: Collaborative Writing of Quality Assurance Manual
- Facilitated by Experts

9:46 AM - 10:00 AM: Break

10:01 AM - 12: NN: Finalizing the QA Manual

- Finalizing the QA Manual Review and Integration of Feedback
- Collaborative Editing and Refinement

12:00 – 1:00PM - Lunch Break

1:00-3:00PM Finalization of the QA Manual and Preparing the Implementation and Monitoring Plan



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- Review and Integration of Feedback
- Collaborative Editing and Refinement

Objective: To establish a plan for implementation and monitoring.

3:01 PM - 3:15 PM: Break

3:16 PM – 4:30 PM: Presentation of the Implementation and Monitoring Plan

- Presentation on Implementation Strategies and Monitoring Techniques
- Interactive Session: Developing an Implementation Timeline and Monitoring Plan
- Group Presentations and Final Review
- Each group presents their implementation plan
- Peer and Expert Feedback

4:31 PM - 5:00 PM: Closing Ceremony

- Summary of Key Learnings
- Next Steps and Commitments
- Closing Remarks

BUDGETARY REQUIREMENTS

Items	Unit Price / Cost	Total
Day 1 – breakfast	P200.00@20 pax	P 4,000.00
Lunch	P300.00@20 pax	P 6,000.00
PM snacks	P200.00 @20pax	P 4,000.00
Dinner	P300.00@20pax	P 6,000.00
Day 2 – breakfast	P200.00@20 pax	P 4,000.00
Lunch	P300.00@20pax	P 6,000.00
PM snacks	P200.00@20pax	P 4,000.00
Total		P34,000.00



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WORKING COMMITTEES

Responsible Persons	Responsibilities
Dr. Mariden V. Caulan Dr. Marie Claudette M. Calanoga Dr. Ronnie E. Pasigui	-take overall charge of the 2-day activity -prepare and process Concept Paper for approval, requesting of SO, coordinating for the venue, accommodation and meals as well as vehicle, and other incidental tasks
Dr. Conchita M. Temporal Dr. Ronnie E. Pasigui Mr. Arvee P. Bucarile	-serve as resource persons, and facilitators
Dr. Rosemarie Cabana Ms. Rio Averil Pamittan Dr. Pauline Grace Casil- Batang	-prepare certificates of appreciation, program-invitation, take note of proceedings, capture pictures
All participants	-participate in all the activities



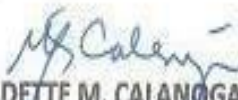


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Prepared by:


RONNIE E. PASIGUI, EdD

Endorsed by:


MARIE CLAUDETTE M. CALANOGA, PhD
Quality Assurance Director

Recommending approval:


MARIDEN V. CAULAN, DPA
Vice President for Academic Affairs

Approved:


DR. ARTHUR G. IBAÑEZ, ASEAN ENGR.
University President





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DAY 01 AUGUST 29	07:30 A.M. – 08:00 A.M.	Breakfast / Registration
	08:01 A.M. – 08:30 A.M.	Invocation Act of Filipinism (AVP)
		Welcome Remarks Mariden V. Caulian, DPA Vice President for Academic Affairs
		Inspirational Message Arthur G. Ibañez, ASEAN Engr. OIC-Office of the University President
		Statement of Purpose Marie Claudette M. Calanoga, PhD University Director for Quality Assurance
		Strategic Planning Proper
	08:31 A.M. – 10:00 A.M.	Presentation of Accreditation Standards & Findings Marie Claudette M. Calanoga, PhD
	10:01 AM;10:15 AM	Health Break
	10:16 A.M. – 12:00 P.M.	Reviewing/Sharing Accreditation Reports Ms Rio Averil C. Pamittan Facilitator
	12:01 P.M. – 01:00 P.M.	Health Break
	01:31 P.M. – 05:00 P.M.	Writeshop Developing a Quality Assurance Framework & Review of the Proposed QA Manual Conchita M. Temporal, PhD Resource Person/Facilitator
DAY 02 AUGUST 30	07:30 A.M. – 08:00 A.M.	Breakfast
	08:01 AM-08:15 AM	Synthesis of Day 1 Pauline Casil-Batang, PhD
	08:16 A.M. – 10:00 A.M.	Writeshop (Final Draft of the QA Manual) Group Activity
	10:01 AM -10:15 AM	Health Break
	10:16 AM – 12:00 NN	Presentation and Critiquing of the QA Manual Ronnie E. Pasigui, EdD Facilitator
	12:01 P.M. – 01:00 P.M.	Health Break
	01:01 P.M. – 02:30 P.M.	Crafting the 5-year QA Plan Group Activity
	02:31 P.M. – 02:45 P.M.	Health Break
	02:46 PM - 4:00 PM	Presentation and Critiquing of the 5-year QA Plan Mr. Arvee P. Bucarile Facilitator
	04:01 PM – 04:15 PM	Awarding of Certificates Documentation Closing Remarks Ms. Shelley T. Pascual Master of Ceremony



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PROCEEDINGS OF THE ACTIVITY, "INTEGRATING AACUP AND OTHER ACCREDITATION FINDINGS INTO A QUALITY ASSURANCE MANUAL: A FRAMEWORK AND STRATEGIC PLANNING WRITESHOP" HELD AT THE CSU HOTEL ON AUGUST 29-30, 2024

The two-day activity started with the preliminaries through a video presentations, Welcome Remarks by the VPAA, Dr. Mariden V. Cauilan who said that it is imperative that the strategic plan be deliberated upon by the coordinators. It was a lucky activity that the OIC President, Dr. Arthur G. Ibanez was able to give the Inspirational Message. In his message, he mentioned that the quality assurance endeavors have become more intensified as it covers not only program accreditation but institutional accreditation as well. He further mentioned of international world rankings like WURI, THE, QS Stars, QS Rankings among others. Indeed, the way forward strategic planning will serve as inputs in the university-wide strategic planning first week of September. He further said that he will look into the proposed organizational structure so as to ascertain how the QA unit relate with all other units in the university. Thereafter, Dr. Marie Claudette M. Calanoga gave the statement of purpose which highlights on the crafting of the Quality Assurance Manual and the QA Strategic Plan. She proceeded with the presentation of accreditation standards and findings. The QA coordinators of the campuses requested for a copy of the presentation.

Ms. Rio Averil Pamittan moved on with her topic in which she also asked the Campus QA Coordinators to give their accreditation reports. Dr. Calanoga likewise requested that each coordinator submit the latest reports of the QA activities in the campuses and reminded of their Compliance Reports as well as the scheduled program survey visits.

Dr. Conchita Temporal presented the Quality Assurance Manual which she crafted in 2018 during the time she was the QA Director. Upon discussing the matter with Dr. Calanoga, they came out with the activity which was approved by the VPAA and the President. Dr Temporal presented her version. Dr Ronnie Pasigui mentioned that there are some aspects that need to be updated considering that the framework should already be comprehensive by including all other regulating, assessing, evaluating bodies in the local and international rankings. Thus, Ms Rio Averil Pamittan and Dr. Marie Claudette M. Calanoga, classified the framework into three (3): Accreditation, Assessment/Certification and Recognition. Under each would be those that are Local and International. In the first framework, on local accreditation, AACUP is the accrediting body. For the second framework, ISA and AUN-QA were named for local and international, respectively. And for the third framework, PQA is listed for local and THE, WURI, QS, EDURank for international. Dr. Malana mentioned that there may be other world rankings so there must be a provision.

Dr. Temporal then conceded of the proposed frameworks along with Dr. Mariden Cauilan. Mr. Arvee Bucarile was tasked to plot the framework in the proposed QA Manual for the presentation of Dr. Calanoga to the Execom-Mancom.

VISION

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Dr. Ronnie Pasigui, Dr Jane Calagui and Dr, Temporal told the body that the main parts of the Manual will be as follows:

Introduction

University Profile

Quality Assurance Management Blueprint

Quality Assurance Strategic Plan 2025-2029

Quality Procedures

Evaluation and Assessment

Corrective and Preventive Action

Miscellaneous Provisions

Appendices

Dr Calanoga assigned each part to the QA Coordinators as follows: Introduction – Dr. Malana, University Profile – Dr. Pasigui, QA Management Blueprint – Ms Rio Pamittan and Mr Bucarile, Quality Assurance Strategic Plan – all Campus Coordinators Quality Procedures – Atty Carla Sumigad, Ms Pamittan, Dr. Pasigui, Dr. Calanoga , Ms Batang, Evaluation and Assessment – Dr. Jane Calagui, Ms Balatico, Corective and Preventive Action - Dr Cachero and Appendices – Ms Shelley Pascual and Dr. Calanoga.

The write shop proceeded as assigned and the write-ups were presented by each one assigned and these were consolidated by Dr. Pasigui and Mr. Bucarile for fine tuning. The day was long as some participants opted to continue with the writeshop until 6:00 PM.

On Day 2, the write shop proceeded and there were presentations and critiquing made. The President, Dr Ibanez shared his viewpoints by telling the body that the QA will continue to be under the VPAA even if the ventures appear to cut across departments like research, extension, IPRM, and administration. The President likewise suggested that there should be campus counterparts of every focal person in the university level. The body agreed with the president's view. The president encouraged that the QA Manual be presented by Dr. Calanoga in the forthcoming Execom-Mancom for the comments and approval of the body prior to submission for Board Approval.

Dr. Calanoga also suggested for the inclusion of the duties and responsibilities of the Focal Persons. The whole morning was spent on the fine tuning of the proposed QA Manual. Dr Temporal was delighted along with all QA Coordinators for the efforts of the proponents in coming up with the activity. Ms Pamittan reiterated the urgency of the QA Manual for the forthcoming Institutional Accreditation and all other QA ventures.

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CORE VALUES

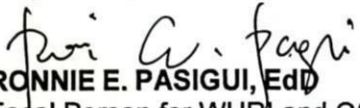
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In the afternoon, the participants had prepared for the QA strategic plan per campus. The outputs were consolidated and these were instructed to be presented in the University Strategic Plan in the first week of September 2024 at Baguio City. This will also form part of the QA Manual. Dr. Calanoga also emphasized the need for budgetary estimates in preparation for the robust QA plan of the university.

Prepared by:


RONNIE E. PASIGUI, EdD
Focal Person for WURI and QS Rankings

Attested by:


MARIE CLAUDETTE M. CALANOGA, PhD
QA Director





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CAGAYAN STATE UNIVERSITY – ANDREWS CAMPUS

Tuguegarao City, Cagayan 3500

ISO 9001:2015

DOCUMENT CONTROL OFFICE		Document Code	Rev. No.	Eff. Date	Pago
ATTENDANCE SHEET FORM		F-DCO-1819	02	11-20-2023	1/1

Activity:

Integrating AACUP Accreditation Findings with other QA Endeavors as Bases/Framework for the CSU Quality Assurance Manual and Strategic Planning Writeshop

Date:

08-29-2024

Time:

8 AM

Control Number:

2024-04-001

Implementing Office:

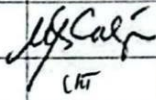
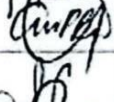
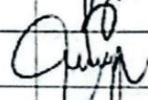
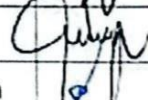
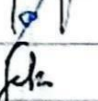
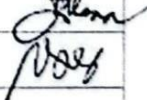
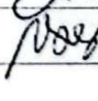
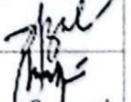
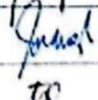
Quality Assurance Office

Proponent/s:

Dr. Mariden V. Caulan
Dr. Marie Claudette M. Calanoga
Dr. Ronnie E. Pasigui

Prepared By:

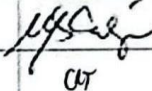
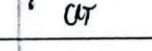
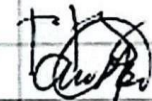
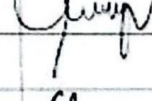
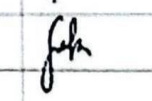
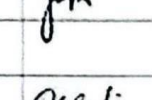
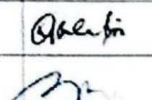
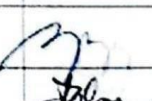
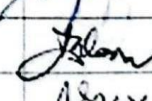
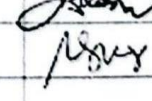
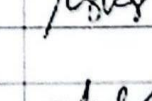
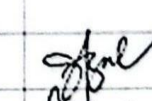
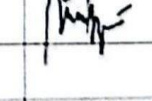
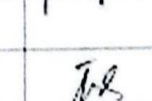
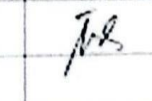
Dr. Ronnie E. Pasigui

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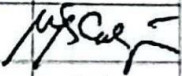
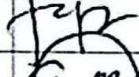
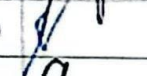
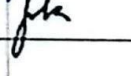
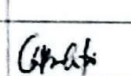
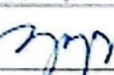
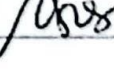
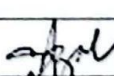
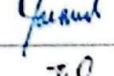
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 CAGAYAN STATE UNIVERSITY – ANDREWS CAMPUS Tuguegarao City, Cagayan 3500 ISO 9001:2015					
DOCUMENT CONTROL OFFICE			Document Code	Rev. No.	Eff. Date
ATTENDANCE SHEET FORM			F-DCO-1819	02	11-20-2023
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Activity:	Integrating AACUP Accreditation Findings with other QA Endeavors as Bases/Framework for the CSU Quality Assurance Manual and Strategic Planning Writeshop				
Date:	08-29-2024	Time:	8 AM	Control Number:	2024-04-001
Implementing Office:	Quality Assurance Office				
Proponent/s:	Dr. Mariden V. Caulan Dr. Marie Claudette M. Calanoga Dr. Ronnie E. Pasigui				
Prepared By:	Dr. Ronnie E. Pasigui				
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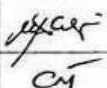
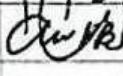
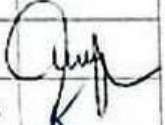
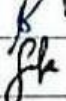
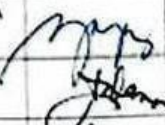
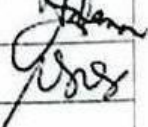
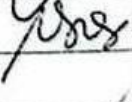
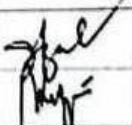
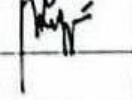
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 CAGAYAN STATE UNIVERSITY – ANDREWS CAMPUS Tuguegarao City, Cagayan 3500 ISO 9001:2015						
DOCUMENT CONTROL OFFICE			Document Code	Rev. No.	Eff. Date	Page
ATTENDANCE SHEET FORM			F-DCO-1819	02	11-20-2023	1/2
Activity:		Integrating AACCUP Accreditation Findings with other QA Endeavors as Bases/Framework for the CSU Quality Assurance Manual and Strategic Planning Writeshop				
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CAGAYAN STATE UNIVERSITY – ANDREWS CAMPUS
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ATTENDANCE SHEET FORM		F-DCO-1819	02	11-20-2023	1/1

Activity:

Integrating AACUP Accreditation Findings with other QA Endeavors as Bases/Framework for the CSU Quality Assurance Manual and Strategic Planning Writeshop

Date:

08-30-2024

Time:

8 AM

Control Number:

2024-04-001

Implementing Office:

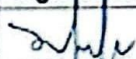
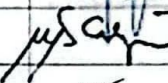
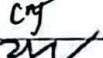
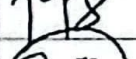
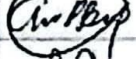
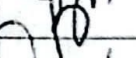
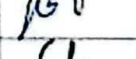
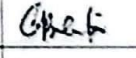
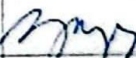
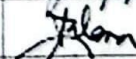
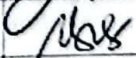
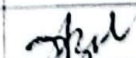
Quality Assurance Office

Proponent/s:

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Dr. Ronnie E. Pasigui

Prepared By:

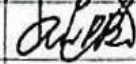
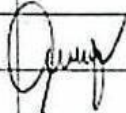
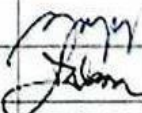
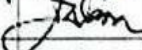
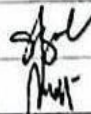
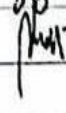
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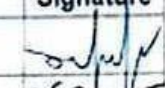
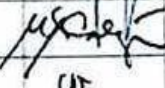
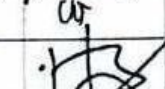
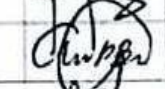
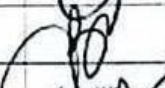
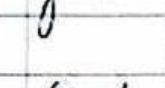
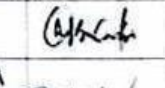
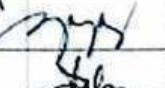
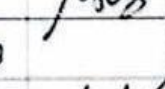
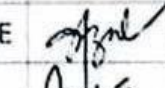
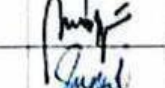
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 CAGAYAN STATE UNIVERSITY – ANDREWS CAMPUS Tuguegarao City, Cagayan 3500 ISO 9001:2015					
DOCUMENT CONTROL OFFICE			Document Code	Rev. No.	Eff. Date
ATTENDANCE SHEET FORM			F-DCO-1819	02	11-20-2023
Activity:		Integrating AACCUP Accreditation Findings with other QA Endeavors as Bases/Framework for the CSU Quality Assurance Manual and Strategic Planning Writeshop			
Date:		08-30-2024	Time:	8 AM	Control Number: 2024-04-001
Implementing Office:		Quality Assurance Office			
Proponent/s:		Dr. Mariden V. Caulan Dr. Marie Claudette M. Calanoga Dr. Ronnie E. Pasigui			
Prepared By:		Dr. Ronnie E. Pasigui			
SN	Name of Attendee	Male	Female	Campus/Designation	Signature
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2.	Dr. Marie Claudette M. Calanoga		/	QA University Director	
3.	Dr. Conchita M. Temporal		/	Resource Person	
4.	Dr. Ronnie Pasigui	/		Resource Person/Facilitator	
5.	Mr. Arvee P. Bucanile	/		Resource Person/Facilitator	
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20.					





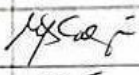
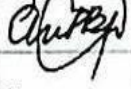
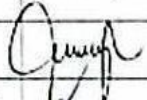
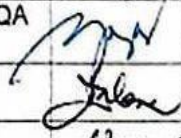
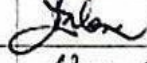
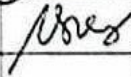
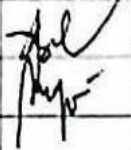
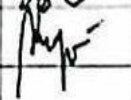
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18.	Atty. Carla Marie L. Sumigad		/	University ISO Focal Person	
19.	JEDERICH F. BALANAG	/		Faculty	
20.					





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Dr. Arthur G. Ibanez, University President, delivering his Inspirational Message. The Opening Program has indeed become remarkable with his presence as he expresses support to quality assurance endeavors.



Dr. Marie Claudette M. Calanoga, University Quality Assurance Director, presents the achievements of CSU along its quality assurance ventures as well as the proposed QA Framework as basis for the Strategic Plan 2025-2028 .



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Dr. Ronnie E. Pasigui took charge of the presentation and critiquing of the Proposed QA Manual to the participants.



Prof. Arvee P. Bucarile presented the template for the QA 2025-2028 Strategic Plan.



Dr. Conchita M. Temporal presented the Proposed QA Manual which she crafted as a former QA Director.



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During the deliberation of the Campus QA plans by the University QA Director and Campus QA Coordinators.



The intense Strategic Planning for 2025-2028 of the QA Department to be presented at the University Strategic Planning at Baguio City on September 4-6, 2024.





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QA Coordinators and other participants give their inputs for the Proposed Organizational Structure and Framework.



Prof. Rio Averil C. Pamittan steers the QA Coordinators and participants in this session on Day 1.



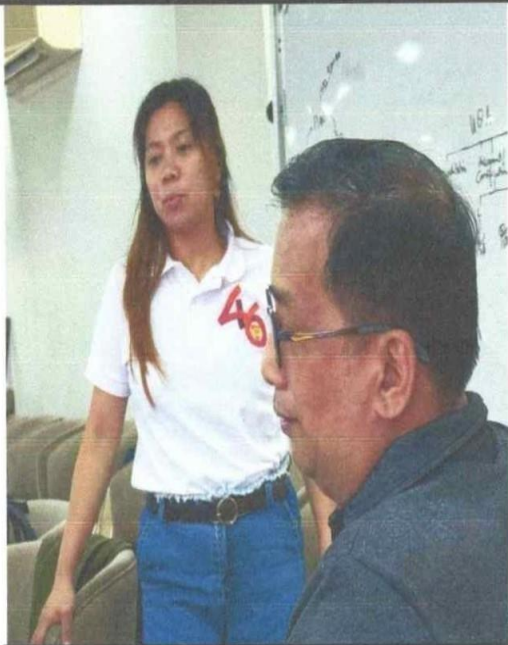
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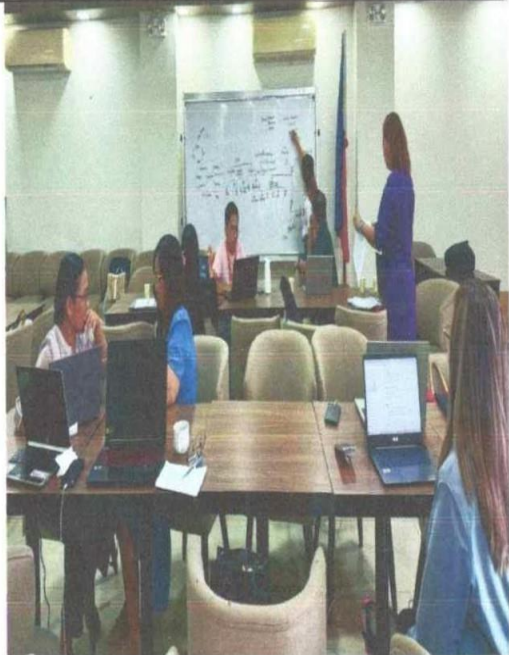
The workshop proper for the QA Strategic Plan 2025-2028. In the picture are Ms. Laurine Balatico & Dr. Cherry Wanya & other Campus Coordinators with Dr. Calanoga.



Dr. Matilde Malana, Mr. Rio AVeril PAmittan, Ms. Shelley Pascual, Ms. Jane Calagui & Dr. Laizel de Dios, QA Coordinators at work.



Ms. Rio Pamittan and Dr. Ronnie Pasigui while exchanging views on the Proposed QA Structure.



Brainstorming on the Proposed QA Structure.



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A pose for keeps of the QA Team with the University President, Dr. Arthur G. Ibanez.



QA Team is all smiles with VPAA — Dr. Mariden V. Cauilan.



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A light moment of the early flowers before the start of the session.

PRESENTATION OF THE
PROPOSED
QUALITY ASSURANCE
MANUAL IN THE
EXECOM-MANCOM
MEETING HELD AT CSU PIAT
ON OCTOBER 7, 2024

- Minutes of the Meeting
- Pictorial during the
Presentation



MINUTES OF THE 8th UNIVERSITY EXECOM AND MANCOM MEETING HELD
ON OCTOBER 7, 2024 – CSU PIAT CAMPUS

I. CALL TO ORDER

The meeting was called to order by OIC-President Arthur G. Ibañez at 9:00AM, following the determination of a quorum by the University Secretary.

II. APPROVAL OF THE AGENDA

On duly seconded motion, the following agenda were approved for discussion:

Matters Arising from the Previous Meeting

- 1 Status of the 45,000 Trees Project
- 2 Draft Policy for Synchronization of Examinations
- 3 Draft Policy on Interventions (for failing, dropping and shifting students etc.)
- 4 Policy on Dissertations (research colloquia, public forum, compendiums, packaging and formulation of researches, system to cascade study results to relevant units)
- 5 New CSU Admission Test
- 6 Updates on Land Matters
- 7 VMGO Board Approval (requirement for accreditation)
- 8 Faculty and Staff Development Plan

Academic Matters

- 9 Internationalization of the Curriculum
- 10 Policy on Incentives and Sharing of Revenues for IM/Creative Works
- 11 QA Updates (QA Manual, ISO)
- 12 Policy on OJT
- 13 Inbreeding Policy
- 14 COPC Requirements – Board approval for program offerings and the 10-hectare requirement for BS Agriculture of Lara Campus

Administrative and Financial Matters

- 15 Early Procurement for 2025 of CSU Aparri, CSU Carig, and CSU Piat
- 16 Status of Funds as of September 30, 2024
- 17 Status of All University Infrastructure Projects
- 18 Update on the University Coffee Shop Project
- 19 Proposal for Flexible Work Arrangement
- 20 Proposed Planning and Budgeting Linkages Framework for Developing Program of Receipts and Expenditures (Guidelines and Procedures in Preparing WFP, PPMP and Office Line-item Budget)

Research, Development and Extension Matters

- 21 RDE Updates

Internationalization, Partnership and Resource Mobilization Matters

- 22 Long-term Faculty and Student Mobility Targets and Gaps for 2024
- 23 Multi-disciplinary International Convocation Series and International Conferences
- 24 Inbound Faculty Exchange Policy
- 25 Thailand Research Presentation
- 26 Bali Faculty Student Mobility
- 27 Proposed Strategies for Resource Mobilization in the Campuses

Other Matters

- 28 Christmas Program



MINUTES OF THE 8th UNIVERSITY EXECOM AND MANCOM MEETING HELD
ON OCTOBER 7, 2024 – CSU PIAT CAMPUS

	central administration and each campus. This order is also available for reference. For clause 9.2, the requirement is to conduct an internal audit. Only one campus, the Carig Campus, has not yet been audited. 9 out of 10 sites were internally audited. The evidence to be presented will be the audit program, audit plan, audit notes, audit reports, and the internal auditor's performance evaluation. For clause 9.3, which pertains to management review, all minutes from Execom and Mancom meetings, both at the university and campus levels, will be presented. It is advised that all minutes be compiled. The minutes from performance reviews and PMT meetings will also be included in the presentation. Clause 10 is all about continual improvement. The OIC President mentioned that the auditors might inquire about the improvements or interventions that have been implemented. They may also review the SWOT analysis as the basis for these interventions. Therefore, the President required all campuses that conducted mid-year performance reviews to ensure the inclusion of the SWOT analysis. The auditors are expected to request campus-based or program-based information. Atty. Sumigad informed the body that the arrival of the auditors will be on October 13, 2024. QA Manual Dr. Calanoga mentioned that the QA Manual has already been aligned with all the ventures undertaken by the QA department at the university. She presented to the body the framework, the organizational structure, and the duties and responsibilities of each focal person, including the director, the CEOs, the deans, as well as the campus coordinators and the college QA coordinators. The manual also includes an introduction and a university profile that details the history of CSU from its inception up to the period of Dr. Arthur, the OIC President. It outlines the philosophy of the university, its vision, mission, core goals, breakthrough goals, and the quality policy and objectives, which have all			
		Conven- tion on Novem- ber 6-8, 2024, for accredit- tors and QA coordi- nators.		
		Issuan- ce of a memo- randum order to delineate		



MINUTES OF THE 8th UNIVERSITY EXECOM AND MANCOM MEETING HELD
ON OCTOBER 7, 2024 – CSU PIAT CAMPUS

	been board-approved and utilized in our ISO audits. A critical part of the presentation was the framework of QA and the organizational structure. The differentiation of all aspects of QA endeavors was thoroughly considered. Under quality assurance, the areas of accreditation, assessment, certification, and recognition were defined. The OIC President emphasized the importance of the proposal, noting that for the first time, the university establishes such a structure. The QA department will consist of three offices: the Office of Accreditation, the Office of Assessment and Certification, and the Office of Recognition. Dr. Calanoga likewise mentioned that there will be a convention on November 6-8, 2024, for accreditors and QA coordinators. The QA structure was approved, pending Board approval. The OIC President stated that, technically, QA should fall under the Office of the University President; however, for practical purposes, the functions of QA will be distributed among the Vice Presidents. For campus level, it will be under the OCEO. A memorandum order will be released to delineate responsibilities, specifying what falls under the Office of the President and what falls under the Vice President for Administration and Finance (VPAF). WURI Dr. Calanoga mentioned that CSU has only one entry for the 2024 WURI Rankings. She emphasized that it would be challenging for the university to secure a ranking with just one submission. The OIC President shared that the next WURI Ranking event will take place in Busan, Korea. He mentioned that individuals with outstanding presentations will be selected to attend. The OIC President is targeting five individuals to be sent to Korea. For student support and engagement,	responsibilities, specifying what falls under the OP and VPAF. Five (5) individuals with outstanding papers will be selected to attend the next WURI Ranking in Busan,	
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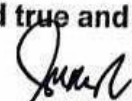


MINUTES OF THE 8th UNIVERSITY EXECOM AND MANCOM MEETING HELD
ON OCTOBER 7, 2024 – CSU PIAT CAMPUS

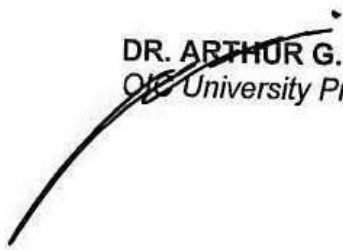
IV. ADJOURNMENT

The meeting was adjourned at 6:30 PM.

Certified true and correct by:


ATTY. CARLA MARIE L. SUMIGAD
University Secretary

Attested by:


DR. ARTHUR G. IBÁÑEZ
OIC University President

CAGAYAN STATE UNIVERSITY
OFFICIALLY RELEASED
Office of the University President
DATE: 11/25/24
TIME: 11:25
STAFF: 



OFFICE OF THE UNIVERSITY QUALITY ASSURANCE

EXECOM-MANCOM MEETING
OCTOBER 7, 2024



Dr. Marie Claudette M. Calanoga during her presentation of the QA Manual during the Execom-Mancom Meeting held at CSU Piat.



The Execom-Mancom consisting of the Vice Presidents, Campus Executive Officers, Directors and University Deans and other officials in the picture.

Excerpt of the Meeting Conducted by the QA Director with the Campus Coordinators



OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

VPAA 5105-MEMO-2024-10-67

TO : Dr. Marie Claudette M. Calanoga
Dr. Matilde Malana
Dr. Laizel De Dios
Dr. Ronald Cachero
Ms. Laurine Balatico
Ms. Catherine Luga
Ms. Bernadette Dela Cruz
Dr. Cherry Wanya
Ms. Rio Averil Pamittan
Dr. Pauline Grace Casil-Batang
Atty. Carla Marie Sumigad
Dr. Ronnie Pasigui

SA	DATE	RECEIVED
W. Campus, C.		
Recd.		
RECEIVED		
Date:	10-3-2024	
Time:	10:27	No.

SUBJECT : Meeting with the Director of the University Quality Assurance

DATE : October 03, 2024

You are hereby advised to attend a virtual meeting with the Director of the University Quality Assurance on Wednesday - October 9, 2024 at 10:30 in the morning. This is to discuss the following matters:

1. QA Manual Updates
2. Compliance Reports Deadlines
3. Mock Accreditation for Survey Visits in November
- ✓ 4. AACCUP Bayanihan
5. Other Matters

Attendance is a MUST.

Thank you.

MARIDEN VENTURA-CAULAN, DPA
Vice President for Academic Affairs

CC:
Dr. Arthur G. Ibañez, ASEAN Engr.
OIC-Office of the President



VISION
To be a leading and
globally recognized
university, providing
quality education and
research, contributing
to the development
of the Philippines and
the world.

MISSION
To provide quality education
and research, contributing
to the development
of the Philippines and
the world.

CORE VALUES
Competence
Social Responsibility
Integrity

email/104/15



OFFICE OF THE UNIVERSITY QUALITY ASSURANCE

**EXCERPT OF THE VIRTUAL MEETING CONDUCTED AMONG
QUALITY ASSURANCE COORDINATORS ON OCTOBER 9, 2024**

In regard the Quality Assurance Manual, Dr. Marie Claudette M. Calanoga announced to the Coordinators that such has been presented to the Execom-Mancom on October 7, 2024 at CSU Piat Campus. The highlight of which is the QA Organizational Structure and the proposed QA Strategic Plan 2024-2028. Dr. Calanoga mentioned to the coordinators that prayers are needed for the Manual to be submitted for Board Approval.

Prepared by:

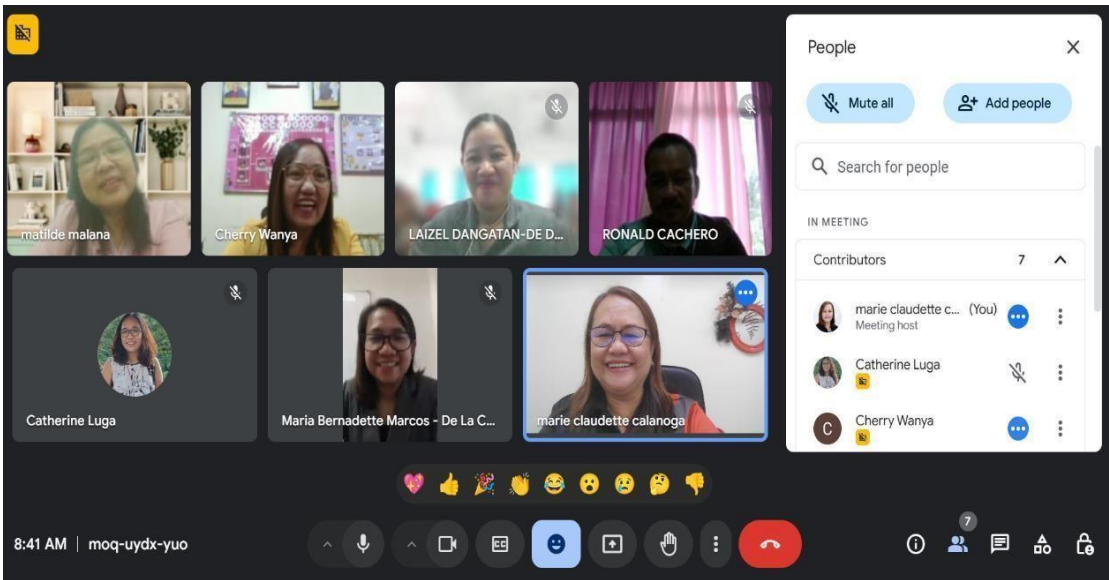
RONNIE E. PASIGUI, EdD
Focal Person for WURI and QS Rankings



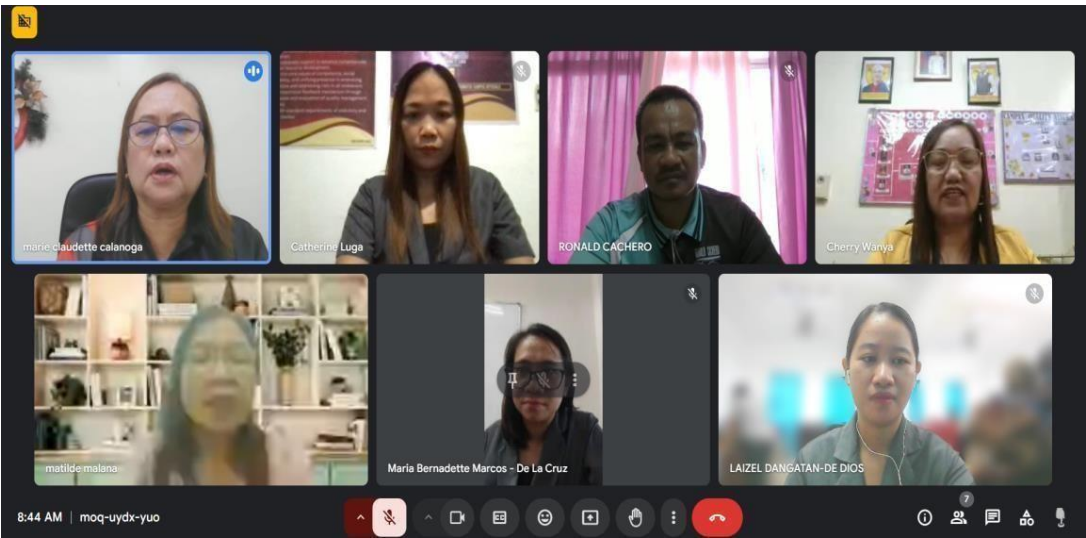
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Meeting of the University QA Director with the Campus QA Coordinators.



Update on the process of the QA Manual was presented by Dr. Calanoga during the meeting last October 9, 2024



CAGAYAN STATE UNIVERSITY



AD OPTIMUM EDUCANS
MCMLXXVIII

***QUALITY ASSURANCE
MANUAL***



OFFICE OF THE UNIVERSITY QUALITY ASSURANCE

FOREWORD

It is with great pride and anticipation that we present the Quality Assurance Manual of Cagayan State University. This manual stands as a testament to our commitment to excellence and a strategic guide for ensuring that our educational programs and services meet the highest standards of quality.

Guided by our philosophy and core values, Cagayan State University has a storied history that reflects a relentless pursuit of academic excellence. Our vision and mission articulate our aspirations to be a premier institution of higher learning, which continuously evolves to meet the needs of our students, staff, and the broader community. The breakthrough goals outlined in the university profile signify our determination to achieve transformative progress and make a significant impact on society.

The Quality Assurance Management Blueprint contained within this manual provides a comprehensive framework for maintaining and enhancing the quality of our academic and operational functions. It delineates our quality policy and objectives, the quality assurance framework, and the organizational structure that supports these efforts.

Our Quality Assurance Strategic Plan for 2025-2028 is a forward-looking roadmap designed to steer CSU through the evolving landscape of higher education. This strategic plan is crafted to guide our efforts in achieving and surpassing national and international standards, thus ensuring that our programs remain relevant and of the highest caliber.

The detailed procedures for quality assurance, including accreditation processes and various assessment, certification, and ranking standards, are vital for maintaining our academic integrity and enhancing our institutional reputation. By outlining our approach to mock accreditation, report submissions, and other monitoring and evaluation mechanisms, this manual provides a clear and systematic approach to achieve and sustain excellence.

As we journey through quality enhancement, this manual serves as a crucial resource for all members of the CSU community. It is our collective responsibility to uphold the standards outlined herein and contribute to a culture of excellence that reflects our shared vision and values.

We are confident that this Quality Assurance Manual will guide us in achieving our goals and maintaining the exceptional standards that define Cagayan State University. Together, let us strive to exceed expectations and continue our legacy of academic and institutional excellence.

The University Quality Assurance Team



OFFICE OF THE UNIVERSITY QUALITY ASSURANCE

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OFFICE OF THE UNIVERSITY QUALITY ASSURANCE

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OFFICE OF THE UNIVERSITY QUALITY ASSURANCE

Chapter 1 UNIVERSITY PROFILE

A. University History

The story of Cagayan State University is a tale of transformation and growth. From its humble beginnings as a consolidation of various post-secondary institutions in the province of Cagayan, it has evolved into a comprehensive university offering a wide range of academic programs.

Established through Presidential Decree No. 1436 in 1978, Cagayan State University was envisioned to provide professional and technical training in the arts, sciences, humanities and technology. It was a consolidation of several existing colleges and institutes, each bringing a unique expertise to the table.

Dr. Manuel Corpus, a distinguished scholar from the University of the Philippines assisted by Vice President Joselito Jara with a doctorate in educational philosophy from the University of Maryland, were instrumental in shaping the early days of CSU. As the first university officials, they set the tone for academic excellence and Innovation. The pre-existing colleges that were consolidated into the university saw their officials designated as “Campus Deans,” continuing to oversee their respective campuses and contribute to the growth and development of this institution.

During the tenure of First University President, Dr. Manuel Corpus, Cagayan State University witnessed a transformative era in the academe. The visionary leadership of Dr. Corpus paved the way for groundbreaking initiatives that reshaped the educational landscape not only within CSU but across the nation.

Under Dr. Corpus’s guidance, CSU became the birthplace of pioneering initiatives that set new standards in academic excellence. It was here that the foundational guidelines for the very first nationwide position reclassification of State Universities and Colleges (SUC) faculty were meticulously crafted, marking a significant milestone in the evolution of educational standards in the whole country.

The pioneering spirit of Dr. Corpus extended to the drafting of the first AACCUP instrument at CSU. This innovative tool, now widely adopted for SUC program accreditation nationwide, stands as a testament to Dr. Corpus’s unwavering commitment to advancing academic quality and accountability.

His dedication to fostering a culture of excellence was exemplified through the implementation of a comprehensive faculty development program at CSU. By sending faculty members to only reputable institutions for advanced training, Dr. Corpus ensured



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that CSU's educators were equipped with the knowledge and skills necessary to excel in their fields and contribute to the university's academic legacy.

In a time of transformation and innovation, Dr. Armando Cortes, then Campus Dean of the Aparri Campus, assumed the Presidency of Cagayan State University. Under his stewardship, a new chapter of academic excellence unfolded. Fr. Ranhilio C. Aquino, a seasoned academic leader and a legal luminary with a background in prestigious institutions, assumed the role of Vice-President for Academic Affairs, spearheading the accreditation of various programs at CSU. His innovative approach included re-training and re-tooling professors ensuring a dynamic and relevant curriculum for students.

During President Cortez's tenure, the College of Medicine was founded at CSU, offering a convenient option for aspiring physicians in the local community. This initiative eliminated the need for students to travel to distant cities and incur significant expenses. Despite the minimal tuition fees, the College of Medicine at CSU maintained a high standard of education, ensuring that students received top-quality training without the burden of exorbitant costs.

Under the visionary leadership of President Cortes, the Board of Regents authorized the establishment of a College of Law at CSU, offering the Bachelor of Laws degree. This milestone marked the second law school in Tuguegarao City, a testament to CSU's commitment to legal education and excellence. At the helm of the university, President Cortes, alongside the Prof. Monserrat Babaran, then Vice-President for Academic Affairs, embarked on a journey of reform and progress.

Following President Cortes, Dr. Eleuterio de Leon assumed the role of Officer-in-Charge of the Office of the President, appointed by the Commission on Higher Education (CHED) Chair Esther Garcia. During his tenure, Campus Executive Officers were empowered to manage their respective campuses, enhancing operational efficiency and autonomy.

The leadership of former CHED Executive Director Dr. Roger Perez. wasted no time in giving the university a much-needed face-lift. The Andrews Campus was transformed, with new buildings rising up to create a stunning skyline. The Administration Building, reminiscent of the Acropolis and the Athena Quadrangle, with the grand Athena Building at its center, were just the beginning of the changes brought about by Dr. Perez.

The legacy of Claude Andrews lived on as his descendants witnessed the dedication of the new buildings. President Perez's vision for the university was clear - to modernize and improve productivity. This led to a dramatic influx of new students enrolling in various programs of the university.

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During Dr. Perez's tenure, the university underwent significant advancements in both its infrastructure and academic offerings. Dr. Perez oversaw the expansion of academic programs across different campuses, introducing new opportunities for students to pursue their interests.

Notably, Dr. Perez established the College of Human Kinetics and the College of Public Administration at CSU Carig, as well as the College of Business, Entrepreneurship, and Accountancy at CSU Andrews. These new colleges provided students with specialized education and training in key areas of study, further enhancing the university's academic offerings and reputation.

Dr. Perez's administration was marked by a commitment to innovation and growth, leading to a period of significant development and progress for the university. Under President Perez's leadership, the university introduced the Zero-Tuition Fee scheme, ensuring that education was accessible to all. President Perez was supported by a dedicated team, including Fr. Ranhilio Aquino, Dr. Perfecto Vivit, and Dr. Rogelio Matalang. Together, they worked tirelessly to bring about change and innovation to the university.

Dr. Roger Perez's tenure as University President was marked by progress and transformation. His legacy lives on ensuring that the university continues to thrive for years to come.

In the wake of Dr. Roger Perez's tenure, a new era dawned at the university with the appointment of Dr. Romeo Quilang as the next University President. Dr. Quilang, a seasoned leader who had previously served as president of the Isabela State University, brought with him a vision of revitalization and growth.

Under Dr. Quilang's leadership, the university embarked on a journey to strengthen its academic programs and institutional reputation. Efforts were made to revive the links with the Accreditation Agency of Chartered Colleges and Universities in the Philippines (AACCUP), with a focus on returning the university's programs to the accreditation system.

In a bid to enhance the quality of education and services offered, the university submitted itself to ISO certification. After rigorous evaluation, the university was awarded certified status by Intertek, a testament to its commitment to excellence in all aspects of its operations.

After Dr. Quilang's term concluded, Dr. Mariden Ventura Cauilan took on the role of Officer-in-Charge of the Office of the President. Dr. Cauilan successfully navigated the university through a period of transition, maintaining continuity and stability in university operations. Despite facing significant challenges, she demonstrated a commitment to responsible leadership and worked diligently to address the issues at hand. With a renewed

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focus on accreditation, certification and academic quality, the university is poised to reach new heights under the leadership of its next President.

In a pivotal moment of transition, the presidency of the university was passed to Dr. Urdujah Alvarado, a distinguished scientist and long-time member of the Board of Regents. With a background in the Department of Science and Technology, Dr. Alvarado brought a wealth of experience and expertise to her new role as University President.

Dr. Alvarado wasted no time in implementing a cohesive niche program of development, aimed at maximizing the strengths of the campuses to catapult the stature of the university amidst various educational challenges.

Under her leadership, the university achieved numerous accolades and recognitions, solidifying its position as a top-tier institution. The university’s reputation soared under Dr. Alvarado’s presidency, with accolades such as being rated as a 3-Stars university by the QS Stars Rating System. The university became an associate member of the ASEAN University Network - Quality Assurance, with accreditation in key programs such as Bachelor of Secondary Education and Bachelor of Science in Medical Laboratory Sciences.

Dr. Alvarado’s leadership also led to the university being ranked as the Top 8 University in the Philippines by the AD Scientific Index and recognized as the Top 2 Performing SUC with the Highest Number of Level 1 Accredited Programs. The university’s commitment to quality education was further underscored by its ISO 9001:2015 accreditation.

Under Dr. Alvarado’s guidance, the university expanded its reach with the opening of a 9th campus, the Solana Campus and two extension campuses in Buguey and Calayan. This expansion allowed for more students to access quality education and resources across various locations.

Dr. Urdujah Alvarado’s presidency was marked by a commitment to excellence and innovation. Through her leadership, the university flourished, with the erection of 40 academic buildings and laboratories across all nine campuses, providing students with a conducive learning environment for the years to come.

Dr. Alvarado’s extensive network with key government agencies proved to be instrumental in securing externally generated research funds totaling to an impressive amount of more than 273 million pesos from 2017 to 2023. These external funds enabled the university to embark on a wide range of research projects and initiatives, covering diverse fields of study and addressing pressing societal challenges. From scientific breakthroughs to community-based research, the impact of these funds was far-reaching and transformative.



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In addition to external grants, the university also demonstrated its commitment to research excellence through institutionally generated research funds totaling to more than 23 million pesos from 2017-2023.

Dr. Alvarado’s legacy continues to inspire and shape the future of the university, setting a high standard for academic excellence and growth. In an ever-evolving landscape of education and research, the Cagayan State University (CSU) has emerged as a beacon of international cooperation and collaboration, forging partnerships with universities and organizations across the Asia Pacific region and beyond. Through these alliances, CSU has expanded its global network, advancing knowledge frontiers and promoting social diversity.

CSU’s commitment to internationalization is evident in its strong ties with higher education institutions around the world. From Malaysia to Taiwan, from Indonesia to India, CSU has established partnerships with esteemed universities. These collaborations have opened new avenues for academic exchange and cultural understanding.

Presently, Cagayan State University finds itself under the leadership of Officer-in-Charge Arthur Ibanez. OIC Ibanez’s leadership style is marked by a focus on continuity and growth, as he works to uphold the legacy of his predecessors while charting a course for the future. With a keen eye on the university’s niche projects, he seeks to bolster their impact and relevance within the academic community and beyond.

Under the guidance of OIC Ibanez, the university’s commitment to excellence in instruction, research, extension and production remains unwavering. By fostering a culture of innovation and collaboration, he aims to propel the university forward and ensure its continued success in all areas of academic endeavor.

The rich and vibrant history of the Cagayan State University speaks of excellence and innovation to the community. From its humble beginnings to its current status as a leader in education and research, CSU has remained steadfast in its commitment to academic excellence, social responsibility and global engagement. As we look towards the future, we are reminded of the countless individuals who have contributed to the university’s success, shaping its identity and leaving a lasting impact on generations to come.

B. University Vision

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C. University Mission

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D. University Philosophy

The University serves the INDIVIDUAL by providing the student with a nurturing environment for optimal human flourishing. It serves the COMMUNITY by offering programs responsive to individual and social needs.

E. Core Values

Competence

- Critical Thinker
- Creative Problem Solver
- Competitive Performer: Nationally, Regionally and Globally

Social Responsibility

- Sensitive to Ethical Demands
- Steward of the Environment for Future Generations
- Social Justice and Economic Equity Advocate

Unifying Presence

- Uniting Theory and Practice
- Uniting Strata of Society
- Uniting the Nation, the ASEAN Region and the World
- Uniting the University and the Community

F. Breakthrough Goals

1. SUC level 6 achieved
2. A transformative higher education institution (HEI) in the fields of arts and culture, agriculture, fisheries, science and technology, professional and technical disciplines enjoying regional and global stature achieved
3. A modern higher education institution (HEI) geared for the 21st century
4. A society and values-oriented higher education institution (HEI) with a community of ethically sensitive and responsive persons
5. Competency-based human resource management (HRM) practiced
6. Policies and programs consonant with international, national and local mandates

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Chapter 2 QUALITY ASSURANCE MANAGEMENT BLUEPRINT

A. Introduction

Quality assurance at Cagayan State University is an integral part of our commitment to excellence. It is embedded within a unified quality assurance management system designed to plan, direct, control, guarantee, and enhance how quality policies and procedures are established, implemented, monitored, and evaluated. Our approach ensures that all aspects of quality management align with both internal objectives and external standards.

In CSU, the quality assurance system encompasses key endeavors such as international and local program and institutional accreditation, assessment, certification, and recognition. It involves rigorous processes for engaging with various accrediting bodies and certification organizations, ensuring that our practices meet established benchmarks and reflect best practices.

The Quality Assurance Manual serves as a comprehensive guide for CSU's quality management efforts. It articulates the quality policies, frameworks, and procedures across all major departments of the University, including Academic Affairs, Finance and Administration, Research and Development, and Resource Mobilization and Partnership. This manual is designed to be a dynamic and evolving document, updated regularly to incorporate new information, address emerging topics, and refine existing procedures.

As a vital resource, the Quality Assurance Manual provides guidance on planning, assessment, and monitoring processes related to program, departmental, and institutional reviews. It underscores the importance of assessment in driving continuous improvement and maintaining high standards of quality. By fostering a culture of excellence, this manual aims to enhance the understanding of quality assurance within the CSU community and among stakeholders, highlighting its crucial role in achieving and sustaining institutional success.

B. Quality Policy and Objectives

Quality Policy

The Cagayan State University upholds a global stature by consistently providing excellent services through total quality management.

Quality Objectives

To reinforce its commitment, CSU shall attain the following quality objectives:

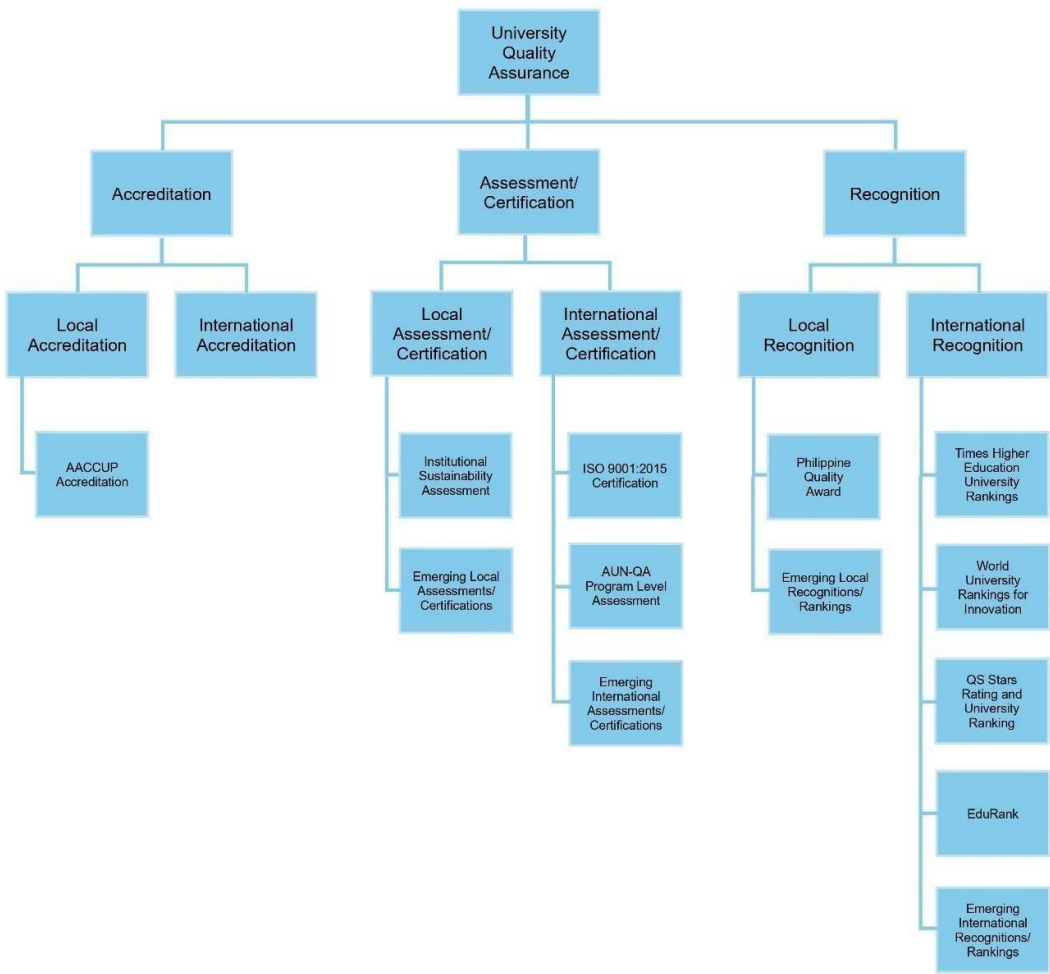
1. Sustain strong quality of instruction and innovations in research, extension, production, and resource mobilization;



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- 2. Provide adequate support to advance competencies for human resource development;
- 3. Uphold the core values of competence, social responsibility, and unifying presence in embracing opportunities and addressing risks in all endeavors;
- 4. Ensure a responsive feedback mechanism through regular review and evaluation of quality management system; and
- 5. Comply with standards requirements of statutory and regulatory bodies.

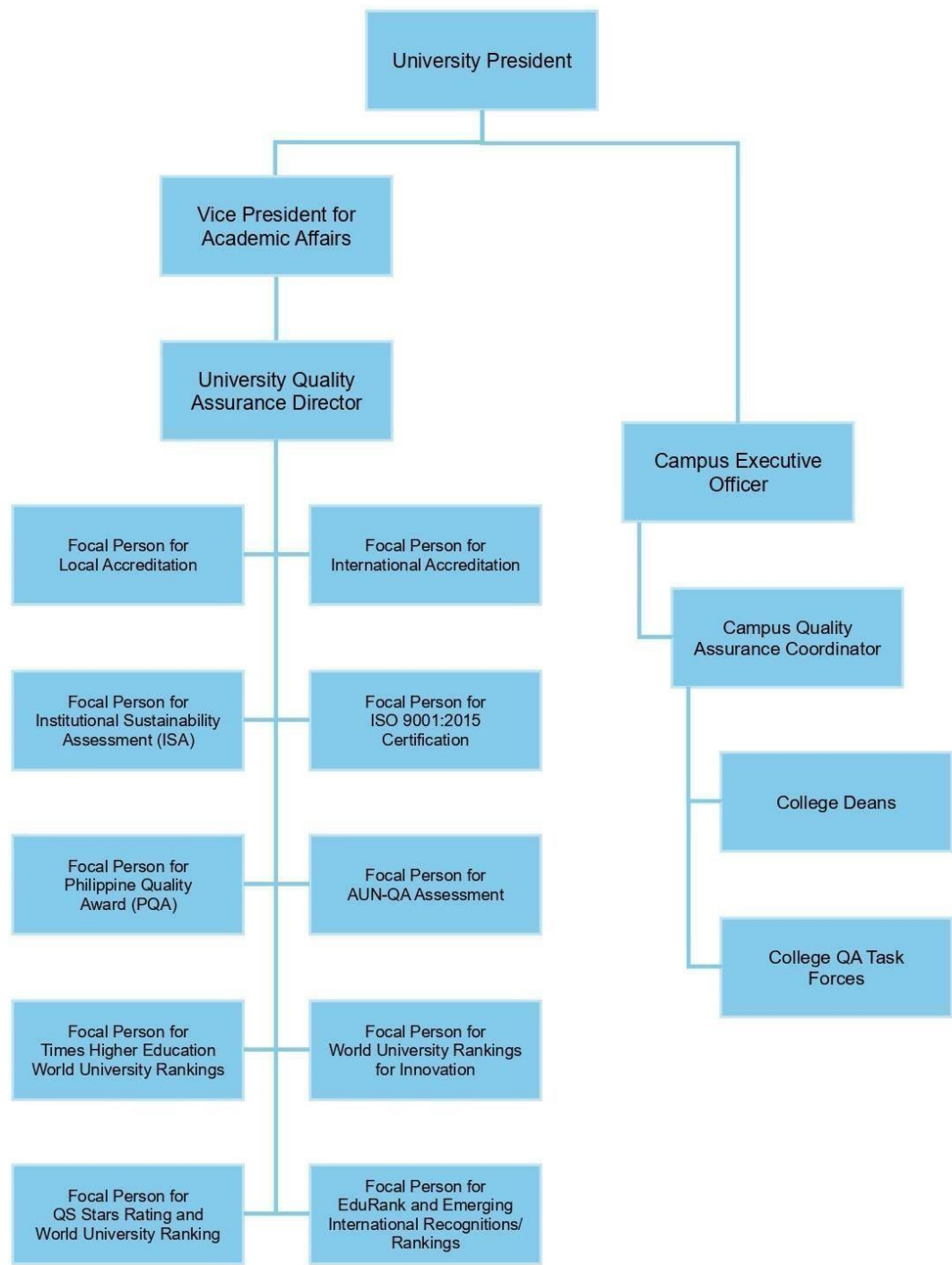
C. Quality Assurance Framework





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D. Organizational Structure



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E. Functions and Responsibilities

Quality Assurance Director

The Quality Assurance Director shall:

1. Act as the immediate Point Person of the University President on matters related to quality assurance and accreditation;
2. Plan and design a comprehensive program of accreditation for the entire university system;
3. Coordinate with the relevant accrediting agencies for the schedule of accreditation visits and other university accreditation-related concerns;
4. Monitor compliance of academic programs to accreditation requirements;
5. Lead the Quality Assurance Team in the conduct of systematic evaluation of academic programs of the university using accreditation instruments to ensure that acceptable standards of instruction, faculty development, scholarship, student services, research and extension activities, library, infrastructure, physical facilities, and administrative services are being maintained;
6. Direct the Quality Assurance Team in the conduct of Program/Institutional Accreditation Visits to CSU campuses prior to scheduled visits of accrediting teams and accreditors;
7. Provide feedback to the University President relative to the actual needs and status of campuses in relation to the accreditation of the different academic programs;
8. Motivate deans and members of the faculty to make quality assurance an integral component of the academic endeavors of the university;
9. Perform other related tasks as may be assigned by the University President.
10. Oversee, coordinate and report on the following key quality assurance measures;
 - A. AACCUP
 - B. ISO
 - C. AUN-QA

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- D. Times Higher Education Ranking
- E. QS Stars / Ranking
- F. PQA
- G. WURI
- H. ISA
- I. EDURANK

11. See to it that documents, exhibits, attachments and references for one system of accreditation or evaluation are made available to other systems to avoid wastage of human resources and materials;

12. Conduct a continuing study on academic delivery and administrative systems in comparison to national and international best practices and to recommend to the University President appropriate measures of change and innovations; and

13. Perform such other functions as may be assigned by the University President.

AACCUP Focal Person

Duties and Responsibilities:

1. Oversees Accreditation Preparation and Process

- Lead and coordinate the institution's efforts to prepare for AACCUP accreditation.
- Ensure that all requirements, documentation, and evidence needed for accreditation are properly prepared, organized, and submitted on time.
- Serve as the main point of contact for all accreditation-related activities and communications with AACCUP.

2. Coordinates with Internal and External Stakeholders

- Liaise between the institution's academic and administrative departments, faculty, and AACCUP.
- Communicate and coordinate with deans, department heads, and faculty members to ensure compliance with accreditation standards.
- Serve as the representative of the institution during accreditation visits, inspections, and meetings with AACCUP officials.

3. Ensures Documentation and Compliance

- Ensure that all required documents, reports, and evidence (e.g., self-survey reports, institutional profiles, and program reports) are compiled, reviewed, and aligned with AACCUP criteria.
- Maintain and organize a database of accreditation-related documents for easy access and future accreditation cycles.
- Ensure compliance with AACCUP standards, including academic programs, faculty qualifications, learning resources, facilities, and institutional governance.

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4. Conducts Internal Accreditation Training and Awareness

- Organize orientation and training sessions for faculty and staff regarding AACCUP accreditation standards, processes, and requirements.
- Promote awareness about accreditation and its importance to all members of the academic community, ensuring their active participation in accreditation-related activities.

5. Facilitates Self-Survey and Evaluation

- Lead and coordinate the internal self-survey process, ensuring that all departments and programs assess their compliance with AACCUP standards.
- Analyze internal survey findings and identify areas for improvement.
- Collaborate with various units to develop strategies for addressing deficiencies or non-conformities found during the internal survey.

6. Ensures Quality Assurance and Continuous Improvement

- Promote and support quality assurance initiatives across the institution.
- Ensure that academic programs and administrative processes meet AACCUP standards for quality and excellence.
- Facilitate the continuous improvement of educational programs and services based on feedback from accreditation evaluations and recommendations.

7. Monitors and Assesses Progress in Accreditation

- Monitor the institution's progress in meeting AACCUP accreditation standards and objectives.
- Track the implementation of action plans developed to address areas needing improvement.
- Regularly assess the institution's readiness for accreditation and provide updates to the administration.

8. Coordinates with the Accrediting Team

- Act as the primary contact during the accreditation visit by the AACCUP accrediting team.
- Ensure that all necessary arrangements (e.g., meetings, tours, presentations) are in place for the visiting accreditors.
- Address any questions or concerns raised by the accrediting team during their review.

9. Reports to Institutional Management

- Regularly reports to the institution's administration, including the president, vice president, and other relevant leaders, on the status of accreditation activities.
- Provide updates on the results of self-assessments, external accreditation visits, and action plans for maintaining or improving accreditation status.

10. Conducts Post-Accreditation Follow-up

- Ensure the timely implementation of recommendations and action plans resulting from the accreditation process.
- Monitor progress and continuously evaluate the institution's adherence to accreditation requirements, even between accreditation cycles.

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- Prepare for any follow-up evaluations or reports that may be required by AACUP after the accreditation visit.
11. Engages in Professional Development
- Stay informed about changes in AACUP accreditation policies, criteria, and best practices.
 - Attend workshops, seminars, and training related to accreditation to enhance knowledge and effectiveness in managing accreditation efforts.
12. Performs such other functions as may be assigned by the University President and other higher authorities.

ISO Focal Person

Duties and Responsibilities:

1. Oversees Implementation and Maintenance of QMS

- Ensure the QMS is established, implemented, maintained, and continually improved according to ISO 9001:2015 standards.
- Assist in the development and documentation of quality policies, procedures, and objectives.
- Ensure that the QMS meets customer and organizational requirements.

2. Serves as the Primary Contact for ISO Matters

- Act as the point of contact between the organization and external parties, including auditors, certification bodies, and consultants.
- Respond to inquiries about the QMS and the organization's compliance with ISO 9001:2015 requirements.
- Prepare and coordinate external audits or certification visits.

3. Oversees Internal Auditing and Monitoring

- Organize, schedule, and conduct internal audits to assess the QMS's effectiveness and compliance.
- Identify non-conformities and areas for improvement.
- Ensure that corrective actions are taken promptly to address any deficiencies identified during audits.

4. Conducts Training and Orientation/Awareness Sessions

- Organize training sessions for employees to ensure that they are aware of the ISO 9001:2015 requirements and understand their role within the QMS.
- Promote a culture of quality awareness and continuous improvement across all levels of the organization.

5. Maintains Document Control and Management

- Manage and maintain documentation, including quality manuals, procedures, work instructions, and records.

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- Ensure that all documents are regularly reviewed, updated, and controlled in accordance with ISO 9001:2015 standards.
- 6. Ensures Risk Management and Continuous Improvement
 - Identify and assess risks to the QMS and ensure that they are addressed with appropriate preventive or corrective actions.
 - Promote the use of risk-based thinking throughout the organization.
 - Drive initiatives for continuous improvement of products, processes, and the QMS itself.
- 7. Organizes Management Review
 - Coordinate and facilitate management review meetings where the performance and effectiveness of the QMS are evaluated.
 - Prepare reports on QMS performance, including metrics like customer satisfaction, audit results, process performance, and opportunities for improvement.
- 8. Ensures Customer Focus
 - Ensure that customer requirements are understood and met, and that customer satisfaction is regularly monitored.
 - Address customer complaints and ensure corrective actions are implemented to resolve issues and prevent recurrence.
- 9. Ensures Compliance and Regulatory Monitoring
 - Stay updated on any changes to the ISO 9001:2015 standard and ensure that the organization remains compliant.
 - Ensure that the organization complies with any legal, regulatory, or contractual requirements related to the QMS.
- 10. Reports to Top Management
 - Report to top management on the performance of the QMS, including progress on objectives, effectiveness, and any issues that need attention.
 - Advise management on necessary changes or improvements to maintain compliance and achieve the organization's quality goals.
- 11. Serves as Supplier and Third-Party Interaction
 - Oversee the evaluation of suppliers and other third parties to ensure their compliance with the organization's quality standards and ISO 9001:2015 requirements.
 - Coordinate with suppliers to address quality issues and improve supply chain processes.
- 13. Performs such other functions as may be assigned by the University President and other authorities.

AUN-QA Focal Person
Duties and Responsibilities:

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1. Oversees AUN-QA Implementation

- Lead and coordinate the implementation of AUN-QA standards and criteria in academic programs and institutional processes.
- Ensure that the institution's programs are aligned with AUN-QA quality assurance frameworks.
- Guide departments in developing and maintaining quality assurance systems that meet AUN-QA standards.

2. Serves as Liaison Between Institution and AUN-QA

- Serve as the primary contact between the institution and the AUN-QA secretariat.
- Facilitate communication and coordination with AUN-QA officials regarding schedules, assessments, and reports.
- Represent the institution during AUN-QA events, conferences, and meetings.

3. Coordinates Internal QA Processes

- Organize and oversee internal quality assurance (QA) activities, ensuring that academic programs are continuously improving and meeting AUN-QA expectations.
- Ensure that self-assessments are conducted according to AUN-QA requirements, involving faculty and staff in the process.
- Facilitate cross-functional coordination between academic and administrative units to ensure that AUN-QA standards are integrated into daily operations.

4. Conducts Self-Assessment Report (SAR) Preparation

- Guide and assist academic units in preparing the Self-Assessment Report (SAR) required for AUN-QA program or institutional assessments.
- Review SARs for completeness, accuracy, and alignment with AUN-QA criteria.
- Ensure the timely submission of SARs and related documents for AUN-QA assessments.

5. Ensures Documentation and Evidence Management

- Ensure that proper documentation and evidence are compiled and maintained to support compliance with AUN-QA standards.
- Organize and maintain records of internal assessments, quality assurance measures, and corrective actions.
- Ensure the accuracy and accessibility of all documents required for AUN-QA assessments and visits.

6. Conducts Training and Capacity Building

- Organize workshops, seminars, and training sessions to raise awareness and understanding of AUN-QA standards among faculty, staff, and administrators.
- Provide guidance and support to program coordinators, faculty, and staff to enhance their capacity in implementing and maintaining QA systems.
- Promote a quality assurance culture throughout the institution.

7. Facilitates External AUN-QA Assessments

- Coordinate the logistics and preparations for external AUN-QA assessments, including on-site visits by AUN-QA assessors.

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- Ensure that all necessary arrangements, such as meetings, interviews, and campus tours, are in place for the AUN-QA assessment team.
 - Act as the focal point during the AUN-QA assessment visit, ensuring that assessors receive the required information and access to relevant personnel.
8. Monitors and Improves Quality Assurance Systems
- Monitor the implementation of AUN-QA recommendations and track progress on continuous quality improvement initiatives.
 - Ensure that academic programs and institutional processes continuously improve based on the feedback from AUN-QA assessments.
 - Coordinate efforts to address any gaps or deficiencies identified during internal and external assessments.
9. Reports to Institutional Management
- Provide regular reports to institutional leadership (e.g., university president, deans, heads of departments) on the status of AUN-QA activities, including assessments, self-assessments, and action plans.
 - Advise senior management on any necessary actions to maintain or enhance the institution's quality assurance systems.
10. Ensures Alignment with Institutional Goals
- Ensure that the institution's quality assurance initiatives align with its strategic objectives, mission, and vision.
 - Collaborate with institutional leadership to ensure that QA efforts contribute to the overall academic and operational success of the institution.
11. Engages in Continuous Professional Development
- Stay updated on AUN-QA standards, guidelines, and best practices by attending relevant workshops, training, and seminars.
 - Engage with other AUN-QA focal persons from different institutions to exchange ideas and best practices.
12. Conducts Post-Assessment Follow-up
- Oversee the development and implementation of action plans to address recommendations from AUN-QA assessments.
 - Monitor the progress of action plans and ensure that improvements are sustained in preparation for future assessments.
 - Facilitate continuous engagement with AUN-QA to ensure that the institution maintains its quality standing and readiness for reassessment.
13. Performs such other functions as may be assigned by the University President and other higher authorities.

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Times Higher Education (THE) Ranking Focal Person

Duties and Responsibilities:

1. Leads Data Collection and Management

- Lead the collection of relevant institutional data required for the Times Higher Education rankings (e.g., teaching, research output, international outlook, citations, and industry income).
- Work closely with various departments (e.g., research, academic, international office, finance) to gather accurate and up-to-date information.
- Ensure data consistency and compliance with THE's definitions and requirements for ranking submissions.

2. Submits Data to Times Higher Education

- Prepare and submit institutional data through the THE Data Points Portal within the specified deadlines.
- Verify and validate data before submission to ensure accuracy and alignment with THE ranking criteria.
- Address any queries or feedback from THE regarding submitted data.

3. Conducts Performance Monitoring and Analysis

- Monitor the institution's performance in THE rankings and identify areas for improvement based on current and past rankings.
- Analyze data to understand the institution's standing in key performance indicators such as teaching, research, citations, international outlook, and industry income.
- Provide insights and recommendations to senior management on how to improve performance in specific ranking categories.

4. Coordinates with Internal and External Stakeholders

- Liaise between internal stakeholders (e.g., faculty, administration, research offices) and external stakeholders (e.g., THE representatives, industry partners) to ensure smooth coordination of ranking-related activities.
- Communicate ranking results, performance metrics, and action plans to senior management, faculty, and other relevant parties.

5. Ensures Alignment with Strategic Goals

- Ensure that ranking efforts are aligned with the institution's strategic plan, mission, and vision.
- Work with institutional leadership to incorporate ranking improvement strategies into broader institutional initiatives.
- Advise senior leadership on policies and practices that can enhance the institution's ranking performance.

6. Promotes Ranking Awareness and Engagement

- Raise awareness about the importance of rankings and their impact on institutional reputation among faculty, staff, and students.
- Engage academic and administrative departments in activities that support ranking goals, such as increasing research output, enhancing international collaborations, and improving student services.

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- Encourage a culture of quality and continuous improvement to enhance performance in THE ranking criteria.
- 7. Conducts Benchmarking and Competitor Analysis
 - Conduct benchmarking activities by comparing the institution's performance with other universities in the same ranking category or geographical region.
 - Analyze competitor institutions' strategies and performance to identify potential areas for improvement.
 - Provide insights on how to position the institution against key competitors in the global rankings.
- 8. Facilitates Institutional Improvements
 - Work with various departments to implement actions that will improve the institution's performance in key ranking metrics.
 - Collaborate with faculty and researchers to enhance research output, citations, and collaboration efforts that contribute to rankings.
 - Support internationalization efforts, such as increasing the number of international students, staff, and research partnerships.
- 9. Prepares Reports and Presentations
 - Prepare reports and presentations on the institution's performance in THE rankings for senior management, faculty, and other stakeholders.
 - Summarize key trends, strengths, weaknesses, and opportunities in the institution's ranking performance.
 - Provide data-driven insights and propose action plans to improve future ranking outcomes.
- 10. Monitors Ranking Trends and Updates
 - Stay updated on any changes in THE's ranking methodology, criteria, and data requirements.
 - Regularly review global trends and best practices in university rankings to keep the institution informed of new developments.
 - Participate in webinars, conferences, and other forums organized by THE to remain informed about emerging trends and strategies for improving ranking performance.
- 11. Acts as the Institution's Representative to THE
 - Serve as the primary contact for THE representatives for ranking-related inquiries, communications, and events.
 - Address any issues or discrepancies that arise during the ranking process and collaborate with THE representatives to resolve them.
 - Participate in THE-organized workshops, training sessions, and meetings to stay informed on how to enhance the institution's standing in the rankings.
- 12. Conducts Post-Ranking Follow-up and Continuous Improvement
 - Review ranking results after they are released and share the analysis with senior leadership.
 - Coordinate efforts to address any gaps or weaknesses identified in the institution's performance in the rankings.

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- Continuously engage with academic and administrative leaders to implement long-term strategies that contribute to the institution's improvement in future rankings.

13. Institutionalizes Marketing and Public Relations

- Collaborate with the marketing and public relations teams to effectively communicate the institution's ranking achievements to internal and external audiences.
- Help highlight the institution's strengths as reflected in the rankings for use in marketing, recruitment, and branding efforts.

14. Performs such other functions as may be assigned by the University President and other higher authorities.

QS Stars and Ranking Focal Person Duties and Responsibilities

1. Oversees Data Collection and Submission

- Lead the collection of relevant data required for the QS Stars Rating System across different performance categories, such as teaching, employability, research, internationalization, and facilities.
- Work with various departments (academic, research, administrative, and support services) to gather accurate and up-to-date information.
- Ensure that all data is compiled in compliance with QS Stars criteria and definitions.

2. Submits Data to QS Stars

- Oversee the preparation and submission of the required data to the QS Intelligence Unit through the QS Stars data submission platform.
- Verify and validate all data before submission to ensure it aligns with QS Stars standards and guidelines.
- Address any queries from QS Stars related to data submission and criteria clarification.

3. Conducts Performance Monitoring and Improvement

- Analyze the institution's performance in various QS Stars categories (e.g., teaching, research, facilities, internationalization, innovation, inclusiveness).
- Identify strengths and areas for improvement based on the QS Stars rating outcomes.
- Provide insights and recommend strategies to senior management and department heads to improve the institution's overall performance in the QS Stars Rating System.

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4. Engages with Internal and External Stakeholders

- Serve as the liaison between internal stakeholders (faculty, staff, administration) and the QS Stars team to ensure smooth communication and coordination.
- Engage with relevant internal departments to ensure they understand QS Stars criteria and their role in contributing to the institution's rating.
- Communicate with the QS Stars team regarding timelines, data submission, and any changes in rating criteria.

5. Promotes Awareness of QS Stars Criteria

- Raise awareness among faculty, staff, and students about the importance of QS Stars ratings and how they reflect the institution's strengths.
- Organize internal workshops, training, and information sessions to educate relevant stakeholders about QS Stars criteria and expectations.
- Encourage active participation from different departments to ensure that data collection and performance enhancement efforts are institution-wide.

6. Conducts Benchmarking and Competitor Analysis

- Conduct benchmarking activities to compare the institution's QS Stars performance with peer institutions and competitors.
- Identify best practices from other universities that perform well in QS Stars assessments and recommend strategies for adoption.
- Analyze competitor performance to understand gaps and opportunities for improvement in the institution's own rating.

7. Coordinates Institutional Improvements

- Work with various departments to address any deficiencies or gaps identified in the QS Stars rating assessment.
- Encourage the development of initiatives that improve the institution's performance in key QS Stars areas, such as research quality, teaching outcomes, employability, and facilities.
- Monitor progress on improvement plans and report back to senior management on the institution's readiness for future QS Stars assessments.

8. Does Regular Reporting and Communication

- Prepare detailed reports on the institution's QS Stars performance for senior management, highlighting strengths, weaknesses, and areas for improvement.
- Provide regular updates to institutional leadership about the status of data collection, submission, and rating progress.

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- Present recommendations and action plans to improve the institution's overall QS Stars rating.
- 9. Performs Post-Rating Follow-Up
 - After the release of the QS Stars rating, review the results and facilitate discussions on the institution's performance.
 - Work with various departments to implement action plans to address any areas of weakness or underperformance identified in the QS Stars assessment.
 - Ensure continuous monitoring and improvement of the institution's QS Stars performance, even between rating cycles.
- 10. Ensures Alignment with Strategic Goals
 - Ensure that efforts to improve the institution's QS Stars rating align with the institution's broader strategic goals and objectives.
 - Work closely with institutional leadership to integrate QS Stars improvement strategies into long-term academic, research, and operational planning.
 - Advise on policies, initiatives, and investments that can enhance the institution's performance across QS Stars categories.
- 11. Keeps Updated on QS Stars Criteria and Trends
 - Stay informed about any updates or changes in QS Stars methodology and criteria.
 - Participate in QS-organized events, workshops, and webinars to stay current on best practices for improving ratings.
 - Keep the institution updated on global trends and developments in higher education rankings and ratings that may impact QS Stars performance.
- 12. Conducts Institutional Marketing and Public Relations
 - Collaborate with the marketing and communications team to effectively promote the institution's QS Stars achievements.
 - Assist in preparing promotional materials that highlight the institution's QS Stars ratings in various categories to boost reputation and attract students, staff, and external partners.
 - Ensure that QS Stars achievements are communicated to prospective students, international partners, and other stakeholders to enhance the institution's global visibility.
- 13. Performs such other functions as may be assigned by the University President and other higher authorities.

Philippine Quality Award (PQA) Focal Person
Duties and Responsibilities:

1. Oversees PQA Application Process
 - Lead the institution or organization's preparation and submission of the PQA application.
 - Ensure that all required documents and reports for the PQA application are completed accurately and submitted on time.
 - Coordinate with relevant departments to gather necessary data, evidence, and information needed for the PQA assessment.

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2. Coordinates Internal PQA Self-Assessments

- Organize and oversee internal assessments of the organization's performance based on the PQA criteria.
- Work with internal teams to conduct gap analyses, identifying strengths and areas that need improvement according to the PQA framework.
- Facilitate internal discussions and workshops to raise awareness of PQA standards and encourage alignment with quality performance goals.

3. Aligns Organizational Practices with PQA Criteria

- Ensure that the organization's processes, practices, and strategic goals align with the PQA Excellence Framework.
- Collaborate with leadership and department heads to embed quality improvement practices in key areas such as leadership, strategy, customer focus, workforce development, and operational effectiveness.
- Promote continuous improvement initiatives to address any gaps identified in the self-assessment process.

4. Liaises with the PQA Secretariat and Assessors

- Serve as the primary point of contact between the organization and the PQA Secretariat.
- Facilitate communication between the organization and PQA assessors, including coordinating site visits or virtual assessments as part of the PQA evaluation process.
- Ensure that the organization provides timely and complete responses to any questions or clarifications raised by PQA assessors.

5. Facilitates Cross-Functional Collaboration

- Coordinate efforts across different departments to ensure that all areas of the organization contribute to the PQA application process.
- Engage teams from various functions (e.g., HR, finance, operations, customer service) to align their processes with PQA criteria.
- Encourage a culture of teamwork and accountability across the organization to meet PQA performance standards.

6. Conducts Training and Capacity Building

- Organize workshops, training programs, and seminars to educate staff and leadership on PQA requirements, quality standards, and performance improvement strategies.
- Build awareness and understanding of the PQA framework at all levels of the organization, promoting a culture of quality excellence and continuous improvement.
- Provide guidance to departments on how to improve performance based on PQA criteria.

7. Monitors and Reports on Quality Improvement Initiatives

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- Track the organization's progress in implementing improvements based on PQA recommendations and internal assessments.
 - Regularly report to senior management on the status of quality initiatives, PQA-related activities, and performance improvement efforts.
 - Ensure that corrective actions are taken in response to identified gaps or deficiencies.
8. Ensures Performance Measurement and Improvement
- Support the organization in implementing effective performance measurement systems in line with the PQA framework.
 - Monitor key performance indicators (KPIs) related to organizational effectiveness, customer satisfaction, process efficiency, and workforce development.
 - Drive efforts to continuously improve organizational performance in critical areas identified during the PQA assessment.
9. Conducts Post-Award Follow-Up and Continuous Improvement
- After receiving feedback from the PQA assessment, lead efforts to address the recommendations and improve areas of weakness.
 - Develop and implement action plans for ongoing quality improvement based on feedback from PQA assessors.
 - Ensure that the organization continues to make progress toward achieving higher levels of performance, even after the award process.
10. Ensures Alignment with Organizational Strategy
- Work with the senior leadership team to align the PQA application process with the organization's overall strategic objectives.
 - Help ensure that PQA-related initiatives contribute to long-term organizational goals, such as operational excellence, customer satisfaction, and innovation.
 - Advise leadership on how to integrate quality management practices into the organization's overall strategy.
11. Promotes Quality Excellence Culture
- Promote a culture of excellence, innovation, and continuous improvement throughout the organization, using PQA as a benchmark for quality performance.
 - Encourage the adoption of best practices and organizational learning that support quality and operational efficiency.
 - Foster engagement and buy-in from employees and leadership to sustain high-quality performance in all aspects of the organization's work.
12. Conducts Benchmarking and Best Practices
- Benchmark the organization's performance against leading companies or institutions that have received the PQA or other quality awards.
 - Identify and share best practices within the organization to promote innovation and operational excellence.
 - Keep the organization updated on national and global trends in quality management and performance improvement.
13. Prepares for PQA Feedback and Recognition

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- Ensure the organization is well-prepared for PQA site visits or interviews conducted as part of the assessment.
 - Coordinate presentations, facility tours, and documentation reviews during the PQA assessment process.
 - Prepare the organization for recognition events, award ceremonies, or public announcements related to the PQA, highlighting its achievements.
14. Performs such other functions as may be assigned by the University President and other higher authorities.

World University Rankings for Innovation (WURI) Ranking Focal Person

Duties and Responsibilities:

1. Coordinates the WURI Ranking Application

- Lead the preparation, coordination, and submission of the institution's application for the WURI Rankings.
- Gather information on the university's innovative programs, projects, and initiatives in categories such as industrial application, value-creating programs, social responsibility, and student mobility.
- Ensure the data, case studies, and project descriptions align with WURI's criteria and guidelines.

2. Does Data Collection and Documentation

- Collect, compile, and document the university's key projects and achievements that demonstrate innovation and real-world impact.
- Collaborate with academic departments, research units, and administrative offices to gather the necessary information on the institution's initiatives.
- Ensure that the data is accurate, complete, and submitted on time, adhering to the WURI ranking requirements.

3. Liaises with Internal and External Stakeholders

- Serve as the point of contact between the university and the WURI Ranking organization.
- Facilitate communication between university departments, faculty, and external partners to ensure seamless coordination in meeting the requirements of the WURI ranking.
- Organize meetings and briefings with internal stakeholders to keep them informed about the ranking process, timelines, and performance goals.

4. Promotes WURI Ranking Criteria Awareness

- Raise awareness within the institution about the WURI Ranking criteria, focusing on innovation, entrepreneurship, social responsibility, and real-world impact.
- Encourage faculty, students, and staff to participate in or contribute to projects that align with WURI's goals.

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- Conduct information sessions and workshops to educate stakeholders on the importance of WURI and how their work can contribute to the ranking process.
- 5. Conducts Performance Monitoring and Improvement
 - Analyze the university's strengths and weaknesses in the areas evaluated by WURI, such as real-world impact, innovation, and social contributions.
 - Identify opportunities for improvement and recommend initiatives to enhance the institution's performance in future WURI submissions.
 - Provide feedback to leadership and relevant departments on how to further align ongoing and future projects with WURI ranking criteria.
- 6. Prepares Reports and Case Studies
 - Develop compelling case studies and reports showcasing the university's key initiatives and their impact on society, industry, and students.
 - Ensure that case studies are well-documented and reflect WURI's emphasis on real-world application, creativity, and innovation.
 - Prepare these reports for submission to the WURI ranking committee as part of the ranking evaluation.
- 7. Conducts Benchmarking and Best Practices
 - Conduct benchmarking activities to compare the university's innovative programs and impact with those of other institutions ranked by WURI.
 - Identify best practices from leading universities in the WURI rankings and recommend strategies for adoption to improve the institution's performance.
 - Analyze global trends in university innovation, social responsibility, and entrepreneurship to align the university's strategies with WURI's expectations.
- 8. Supports and Encourages Innovative Projects
 - Collaborate with faculty and research teams to identify and support innovative projects that can be highlighted in the WURI ranking.
 - Promote initiatives focused on entrepreneurship, creative problem-solving, community engagement, and interdisciplinary research.
 - Help identify projects with real-world applications that can make a significant impact on society and industry, and ensure these are submitted for ranking consideration.
- 9. Fosters Collaboration Across Departments
 - Encourage collaboration among academic departments, research institutes, and external partners to create projects that align with the WURI framework.
 - Coordinate interdisciplinary initiatives and encourage departments to integrate innovative thinking and social responsibility into their programs.
 - Ensure all departments are contributing to the university's overall WURI ranking performance by highlighting their innovative and impactful projects.
- 10. Reports to Leadership/Management
 - Provide regular reports to senior management on the university's performance in the WURI rankings, including progress updates, challenges, and achievements.

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- Recommend action plans and strategic initiatives to improve the institution's performance in future WURI rankings.

- Communicate the significance of the WURI ranking to leadership and advise on how it aligns with the university's broader strategic objectives.

11. Engages with the University Community

- Encourage a culture of innovation and real-world impact across the university community by promoting WURI-related goals and projects.
- Foster an environment where students and faculty are motivated to contribute to entrepreneurial, social, and innovative programs.
- Facilitate events, competitions, or forums where the university community can showcase their innovative ideas and projects.

12. Performs Post-Ranking Feedback and Improvement

- Review the university's WURI ranking results once they are published, analyzing areas of strength and areas for improvement.
- Develop and implement action plans to address any gaps or weaknesses highlighted in the WURI feedback.
- Ensure that the university continues to work on improving its performance, with a focus on innovation and impact, in preparation for future rankings.

13. Collaborates with Marketing and Communications Teams

- Work with the marketing and communications department to highlight the university's achievements in the WURI ranking, particularly in the areas of innovation, entrepreneurship, and social impact.
- Help prepare promotional materials that showcase the university's innovative projects and their impact on the community and industry.
- Use the university's WURI ranking as a tool to enhance the institution's global reputation and attract students, faculty, and partnerships.

12. Performs such other functions as may be assigned by the University President and other higher authorities.

Institutional Sustainability Assessment (ISA) Focal Person

Duties and Responsibilities:

1. Leads the ISA Preparation and Submission Process

- Serve as the overall coordinator of the ISA self-assessment process and report submission.
- Ensure the timely collection of data, reports, and supporting documents required by the ISA framework.
- Oversee the preparation and submission of the institution's ISA Self-Evaluation Document (SED), ensuring compliance with CHED's guidelines and requirements.

2. Coordinates Internal Assessments and Data Collection

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- Organize and conduct internal assessments in alignment with the ISA criteria, covering governance, teaching and learning, quality assurance, support services, and external relations.
 - Work closely with various departments and units to gather accurate and up-to-date data required for the assessment.
 - Facilitate internal workshops, meetings, and interviews to gather insights and input from key stakeholders.
3. Liaises with CHED and External Assessors
- Act as the primary liaison between the institution and CHED, facilitating communication and ensuring that the institution adheres to all requirements and deadlines.
 - Coordinate with CHED's external assessors during site visits, ensuring all necessary documentation and evidence are prepared and readily available.
 - Respond to queries and requests for clarification from CHED during the assessment process.
4. Promotes Institutional Awareness of ISA Criteria
- Educate and inform key stakeholders, including faculty, staff, and administrators, about the ISA criteria, standards, and expectations.
 - Raise awareness across the institution about the importance of sustainability, quality assurance, and continuous improvement.
 - Conduct training sessions, seminars, and workshops to ensure that departments are familiar with the ISA process and how they contribute to the institution's sustainability.
5. Fosters Cross-Departmental Collaboration
- Work with various academic and administrative units to ensure collaboration and alignment with ISA's five key areas: Governance and Management, Quality of Teaching and Learning, Support for Students, Relations with the Community, and Research and Development.
 - Ensure that each department contributes relevant data and evidence to the ISA assessment process.
 - Promote a culture of teamwork and shared responsibility in achieving the institution's sustainability goals.
6. Monitors Institutional Performance and Improvements
- Track the institution's performance in key areas evaluated by the ISA, such as governance, quality of academic programs, student services, research, and community engagement.
 - Identify strengths and areas for improvement based on the self-assessment and feedback from CHED's assessors.
 - Support the development and implementation of improvement plans in response to identified gaps or weaknesses.
7. Facilitates Continuous Quality Improvement Initiatives
- Ensure that institutional improvement plans and initiatives are aligned with the ISA's framework and recommendations.

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- Work with senior management and department heads to drive continuous improvement in key areas, such as academic quality, operational effectiveness, and external engagement.
 - Monitor the implementation of action plans and ensure that progress is tracked and reported to key stakeholders.
8. Conducts Benchmarking and Best Practices
- Benchmark the institution's performance against other institutions that have undergone the ISA process or other quality assurance assessments.
 - Identify best practices from leading institutions in the areas of governance, academic quality, and community engagement.
 - Recommend strategies to adopt and integrate best practices into the institution's operations to improve its sustainability.
9. Reports to Leadership and Governance Bodies
- Provide regular updates to the institution's leadership team, academic council, or board of trustees on the progress and outcomes of the ISA process.
 - Prepare reports on the institution's performance and sustainability in key areas, highlighting strengths and areas for improvement.
 - Recommend strategies for continuous improvement and ensure alignment between ISA goals and the institution's strategic direction.
10. Prepares for and Facilitate Site Visits
- Ensure that the institution is well-prepared for the ISA external evaluation site visit conducted by CHED's assessors.
 - Organize presentations, campus tours, and document reviews for the assessors, showcasing the institution's compliance with ISA criteria.
 - Coordinate the preparation of facilities and logistics for site visits, ensuring a smooth and organized process.
11. Conducts Post-Assessment Follow-Up and Implementation
- Review the feedback and recommendations from CHED assessors after the site visit or final assessment.
 - Coordinate with departments to address the recommendations and areas for improvement highlighted in the ISA evaluation report.
 - Ensure the institution continues to build on its strengths and work towards achieving higher standards of sustainability and quality.
12. Aligns ISA Efforts with Institutional Strategy
- Work with senior leadership to ensure that the institution's efforts to comply with the ISA framework are aligned with the institution's overall strategic goals.
 - Assist in integrating ISA-related initiatives into long-term institutional planning and decision-making processes.
 - Ensure that sustainability and quality assurance become integral to the institution's strategy and operations.
13. Ensures Proper Documentation and Record-Keeping

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- Ensure that all documents, reports, and evidence related to the ISA process are properly documented, archived, and easily accessible for future reference.
- Maintain an organized record of all assessments, feedback, and continuous improvement plans related to the ISA.
- Ensure the institution's records comply with the ISA documentation standards.

14. Promotes a Culture of Quality Assurance

- Encourage a culture of quality assurance, continuous improvement, and accountability across the institution.
- Promote engagement in activities that enhance the institution's governance, teaching and learning, and external relations.
- Ensure that the principles of sustainability and long-term institutional viability are embedded in everyday practices across departments.

15. Performs such other functions as may be assigned by the University President and other higher authorities.

EduRank Focal Person

Duties and Responsibilities:

1. Oversees EduRank Participation and Data Submission

- Coordinate the collection and submission of accurate data to the EduRank platform, ensuring compliance with the ranking criteria.
- Ensure that all academic, research, and non-academic data required for the ranking process is up-to-date and submitted on time.
- Act as the primary point of contact between the institution and EduRank for data submission, queries, and updates.

2. Ensures Accurate Data Representation

- Verify the institution's data listed on the EduRank platform to ensure accuracy in aspects such as research output, citations, faculty details, student enrollment, and alumni achievements.
- Collaborate with relevant departments (e.g., research office, registrar, alumni office) to ensure accurate data on publications, faculty research output, and institutional impact is provided.
- Regularly monitor the institution's profile on EduRank to correct any discrepancies or outdated information.

3. Coordinates Internal Data Collection

- Work with various departments, such as the research office, faculty, and administration, to gather relevant data on research output, academic programs, faculty qualifications, and other metrics used in EduRank.
- Compile information on alumni impact, citations, and non-academic visibility to support the institution's ranking.
- Facilitate cross-departmental collaboration to ensure that all data required by EduRank is available and accurate.

VISION

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MISSION

Cagayan State University shall produce globally competent graduates through excellent instruction, innovative and creative research, responsive public service and productive industry and community engagement.

CORE VALUES

Competence
Social Responsibility
Unifying Presence

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4. Liaises with EduRank Representatives

- Communicate with EduRank representatives to clarify ranking criteria, address concerns, and resolve any discrepancies in the institution's ranking data.
- Ensure that any updates or changes in EduRank's criteria or processes are effectively communicated to relevant internal stakeholders.
- Respond to requests for additional information or clarification from EduRank promptly.

5. Monitors Institutional Performance on EduRank

- Regularly track and monitor the institution's ranking on EduRank, analyzing trends, strengths, and areas for improvement.
- Review the institution's performance against other universities in similar categories, both locally and internationally, to assess its competitive position.
- Identify key performance indicators that can be improved to increase the institution's standing in future rankings.

6. Develops Strategies for Ranking Improvement

- Work with leadership and academic departments to identify areas where the institution can improve its performance in the ranking, such as increasing research output, improving citation rates, or enhancing alumni engagement.
- Recommend strategies to improve the institution's visibility and impact in areas that influence EduRank scores, such as faculty research, partnerships, or media presence.
- Encourage faculty to engage in impactful research and collaborate with international researchers to improve research output and citations.

7. Promotes Awareness of EduRank Criteria

- Educate internal stakeholders, including administrators, faculty, and staff, on the key metrics and criteria used in EduRank rankings.
- Conduct information sessions or workshops to raise awareness about how the institution's activities and data affect its ranking.
- Encourage faculty, students, and alumni to participate in initiatives that align with EduRank's ranking methodology.

8. Supports Institutional Strategic Planning

- Advise senior management on strategies to align institutional goals with ranking improvement, particularly in areas related to research, academic programs, and non-academic visibility.
- Assist in integrating EduRank objectives into the institution's long-term strategic planning, ensuring that goals related to academic excellence and research output are prioritized.
- Help ensure that efforts to improve the institution's ranking align with the broader goals of institutional growth and development.

9. Conducts Benchmarking and Comparative Analysis

- Conduct benchmarking exercises to compare the institution's performance with that of peer institutions, both locally and globally, on EduRank.

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- Identify best practices from higher-ranked institutions and recommend strategies to adopt or adapt them to the local context.
 - Use benchmarking results to propose actionable initiatives for improving the institution's academic and research impact.
10. Enhances Alumni Engagement and Impact
- Work closely with the alumni office to track the achievements of alumni and ensure their contributions are included in EduRank's metrics for alumni impact.
 - Promote initiatives that increase alumni visibility, such as recognizing distinguished alumni and supporting alumni success stories that can contribute to the institution's ranking.
 - Encourage alumni to engage with the institution's academic and research activities, further enhancing its non-academic prominence.
11. Improves Non-Academic Visibility
- Collaborate with the marketing and communications team to enhance the institution's non-academic visibility, which impacts its ranking.
 - Promote the institution's involvement in community engagement, industry partnerships, and other public service activities that can influence its non-academic prominence in the EduRank rankings.
 - Ensure that the institution's achievements in both academic and non-academic areas are widely publicized and recognized.
12. Tracks and Reports on Progress
- Regularly report to senior leadership on the institution's ranking performance and progress toward ranking improvement goals.
 - Prepare comprehensive reports that include analysis of current standings, improvement initiatives, and future action plans.
 - Monitor the impact of implemented strategies and ensure continuous progress toward higher rankings on EduRank.
13. Engages Faculty and Researchers
- Encourage faculty and researchers to publish in high-impact journals, increasing the institution's research output and citation counts.
 - Provide guidance and support to researchers on how to improve their visibility and impact in their respective fields.
 - Promote collaboration between faculty and international researchers to enhance research quality and global relevance.
14. Does Post-Ranking Feedback and Improvement
- Analyze the results of the EduRank rankings once published and assess the institution's strengths and weaknesses based on the outcomes.
 - Develop and implement action plans to address areas where the institution can improve in future rankings.
 - Work closely with relevant stakeholders to ensure that feedback from the ranking process is used to drive continuous improvement.

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15. Performs such other functions as may be assigned by the University President and other higher authorities.

Campus Executive Officer

Duties and Responsibilities

1. is responsible for implementing Quality Assurance policies and strategies at the campus level.
2. ensures that the campus aligns with the university's overall QA framework.
3. coordinates with College Deans and the Campus Quality Assurance Coordinator to maintain and enhance the quality of education and services.

Campus Quality Assurance Director / Coordinator

Duties and Responsibilities

1. Acts as the immediate point person of the CEO on matters related to quality assurance specifically on accreditation, assessment/certification, and recognition.
2. Plans and designs a comprehensive program of accreditation, assessment/certification, and recognition for the entire campus.
3. Coordinates with the relevant accrediting, assessing/certifying, and recognizing agencies for the schedule of visits and other university quality assurance-related concerns, monitors compliance of academic programs to accreditation requirements, provides feedback to the CEO relative to the actual needs in relation to the accreditation, assessment/certification, and recognition of the different academic programs.
4. Motivates Deans and faculty members to make quality assurance an integral component of the academic endeavors of the university, and performs other related task as may be assigned by the CEO.

College Dean

Duties and Responsibilities:

1. Is responsible for the quality of academic programs within their respective colleges.
2. Oversees the implementation of QA policies and procedures in their colleges.
3. Ensures that faculty adhere to QA standards, and work with the College Coordinator to maintain and improve program quality.

College Coordinator

Duties and Responsibilities

1. Assists the Dean in the implementation of Quality Assurance activities at the college level.
2. Coordinates the QA efforts within their college, gather and analyze data related to program performance.
3. Ensures continuous improvement in academic and administrative functions.

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QUALITY ASSURANCE STRATEGIC PLAN 2024-2028

Objective	Activities			Responsible Unit	Expected Outcomes
1. Achieve AACUP Accreditation	- Conduct internal audits			University Quality Assurance Office (UQAO)	Enhanced understanding of standards
	- Organize training for faculty on accreditation standards			Training Development/HRD	Improved faculty readiness
	- Submit application for AACUP accreditation (Program and Institutional)			Administration / (UQAO)	Successful application
	- Prepare for site visit			Quality Assurance Office	Positive evaluation outcome
Campuses	2024 Baseline	2025	2026	2027	2028
Andrews	2 Level IV	4 level IV	4 level IV	6 level IV	7 level IV
	5 Level III	7 Level III	7 Level III	16 Level III	18 Level III
	18 Level II	17 Level II	16 Level II	7 Level II	4 Level II
	2 Level I	3 Level I	3 Level I	3 Level I	3 Level I
	3 for PSV				
Aparri	1 level III	1 level IV	1 level IV	1 level IV	1 level IV
	10 level II	11 level II	7 level III	11 Level III	11 Level III
			4 level II		
Carig	1 level I				
	1 level IV	6 Level IV	7 level IV	11 level IV	16 level IV
	15 level III	23 level III	22 level III	18 level III	17 level III
	13 level II	4 level II	4 level II	4 level II	0 level II
	4 level I	0 level I	3 level I	3 level I	11 level I
Gonzaga	3 for PSV	8 for PSV	8 for PSV		
	8 not accreditable				
Lal-Ho	7 level II	1 level III	4 level III	7 Level III	7 Level III
		6 Level II	3 Level II		
Lara (Solana)	1 Level III	5 Level III	5 Level III	5 Level III	1 Level IV
	4 Level II				4 Level III
Lasam	3 PSV	3 Level 1	3 Level 1	3 Level 1	3 Level 2
Sanchez Mira	3 Level II	3 Level II	3 Level II	4 Level II	4 Level II
	1 Level I	1 Level I	1 Level I		
Piat	3 Level III	4 Level III	4 Level III	4 Level III	3 Level IV
	4 Level II	9 Level II	10 Level II	10 Level II	1 Level III
	7 Level I	1 Level I			10 Level II
Piat	1 Level III	2 Level III	3 Level III	5 Level III	5 Level III
	4 Level II	4 Level II	3 Level II	1 Level II	2 Level II
	2 Level I	1 Level I	1 Level I	1 Level I	



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Objective	Activities		Responsible Unit		Expected Outcomes
1. Achieve International Accreditation	- Conduct internal audits		University Quality Assurance Office (UQAO)		Enhanced understanding of standards
	- Organize training for faculty on accreditation standards		Training Development/HRD		Improved faculty readiness
	- Submit application for International accreditation		Administration / (UQAO)		Successful application
	- Prepare for site visit		Quality Assurance Office		Positive evaluation outcome
Campuses	2024 Baseline	2025	2026	2027	2028
Andrews	2	2	2	2	4
Aparri	0	0	2 (ABET,PICAB)	3	3
Carig	2	2	4 (ABET,PICAB)	6	6
Gonzaga	0	0	0	4	4
Lal-lo	0	4	4	6	6
Lara (Solana)					
Lasam	0	0	0	0	0
Sanchez Mira	0	4	4	6	6
Piat	0	4	4	6	6

3. Pursue International and Local recognition		-Research suitable international accrediting bodies		Quality Assurance Office	Identified accrediting bodies
		-Apply for PQA, THE,WURI, QS Rating,QS Ranking,Edurank		Administration/UQA	Achieved international accreditation
All Campuses	2024	2025	2026	2027	2028
ISO	Four Campuses	Whole Institution Certified	Whole Institution Certified	Whole Institution Certified	Whole Institution Certified
PQA	Level II	Level II	Level III	Level III	Level III
QS-Rating 3-Stars					
THE	Ranked 1500+	To be Ranked 501-600	To be Ranked 301-400	To be Ranked 201-300	To be Ranked 201-300
WURI	Unranked	To be Ranked 501-600	To be Ranked 301-400	To be Ranked 201-300	To be Ranked 201-300
QS Ranking	Unranked	To be Ranked 501-600	To be Ranked 301-400	To be Ranked 201-300	To be Ranked 201-300
Edurank	Ranked 14,131	To be Ranked 10,001-13,001	To be Ranked 8,001-10,000	To be Ranked 6001-8000	To be Ranked Below 6000
	5,830 (Asia)	To be Ranked 401-500 (Asia)	To be Ranked 301-400 (Asia)	To be Ranked 201-300 (Asia)	To be Ranked 201-300 (Asia)



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4. Foster Continuous Improvement	- Establish a Quality Assurance Task Force	Q1 2024	Administration	Dedicated team for quality initiatives
	- Conduct regular surveys and feedback mechanisms	Q2 2024 - Q4 2028	All departments	Increased stakeholder engagement
5. Achieve Recognition in Global Rankings	- Participate in global benchmarking exercises	Q2 2024 - Q4 2028	Administration	Improved institutional performance
	- Develop ranking strategies for university strengths	Q1 2025 - Q4 2028	QA Focal Persons	Enhanced university reputation
	- Regularly publish achievements in international platforms	Q1 2024 - Q4 2028	Marketing and Communications	Increased visibility and recognition

V. QUALITY PROCEDURES

OVERVIEW

Institutional success depends on upholding high standards of quality in today's competitive academic and professional settings. In order to guarantee that professional and educational institutions like Cagayan State University fulfill strict requirements and consistently enhance their academic offerings and services, quality procedures and accreditation processes are essential. The Cagayan State University Quality Procedures outline the steps involved in the various quality assurance initiatives of the university, including accreditation, certification/assessment, and recognition. These include an overview of metrics, a framework, phases, major outcome areas, methodology, levels, and rubrics.

SCOPE AND COMPONENTS

The scope of these quality procedures includes several key areas in Accreditation, Assessment/Certification, and Recognition. Each area or component contribute to overall quality assurance and enrichment in the university.

First component is accreditation, which entails official assessments conducted by accredited organizations such as AACUP to confirm that educational institutions or programs fulfill predetermined standards of excellence. It helps organizations ensure that they are offering top-notch instruction and services by providing external evaluation.

The second component is certification or assessment which entails independent examinations that verify whether processes and procedures adhere to the accepted standards. The commitment to quality management systems and the institution's best practices are officially recognized by these certifications.



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Lastly, the recognition which entails several systems of ranking and awards that recognize the accomplishments and quality of programs and institutions. It emphasizes brilliance in particular fields and offers outside recognition.

STAGES OF ACCREDITATION AND THE REQUIRED RATINGS FOR THE AWARD OF ACCREDITATION STATUS

TYPE OF SURVEY	REQUIRED RATINGS	ACCREDITATION STATUS
Preliminary Survey Visit- the evaluation of the program for the first time by external accreditors.	Grand Mean $\geq$ 2.50 None of the areas is rated less than 2.00	Candidate Status (Validity, 2 years)
1st (Formal) Survey Visit - the evaluation of the program that has attained Candidate status.	Grand Mean $\geq$ 3.00 None of the areas is rated less than 2.50	Level I Accredited (Validity, 3 years)
2nd Survey Visit - involves the evaluation of an accredited program, and if it has passed the standards set at a higher level of quality than the immediately preceding survey visit.	Grand Mean $\geq$ 3.50 None of the areas is rated less than 3.00	Level II Re-Accredited (Validity, 5 years)
3rd Survey Visit - the accreditation stage conducted after a program has enjoyed a Level II Re-accredited status for five (5) years. Passing a higher level standard of quality entitles the program to apply for Level III. The program is then evaluated and must excel in four (4) areas, namely: 1) <i>instruction</i> and 2) <i>extension</i>, which are mandatory; and two (2) more areas to be chosen from among <i>research</i>, <i>performance in licensure examination</i>, <i>faculty development</i>, and <i>linkages</i>.	Grand Mean $\geq$ 4.00 None of the areas is rated less than 3.50	Accredited Level III
4th Survey Visit - is a higher level which if hurdled, may entitle the institution to an institutional accreditation status.	Grand Mean $\geq$ 4.50 None of the areas is rated less than 4.00	Accredited Level IV

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Methodology

For Phase 1 Level 1 & 2:

1. Formal application of SUC for an AACUP visit, thru its President, with the letter accompanied by submission of the PPP (hard and soft copies)
2. Acceptance and approval of the request with an official letter from AACUP detailing the following:

- ☐ Particulars of the program (scope, location)
- ☐ Type of Accreditation survey
- ☐ Schedule of on-site/ online visit
- ☐ Accreditors to be invited
- ☐ Accreditation fee
- ☐ Accommodation/arrangements (working areas, meals, transport, etc)
- ☐ Staff counterparts
- ☐ Responsibilities of the host SUC
- ☐ Responsibilities of AACUP
- 3. Preparing Documents in Area I to Area X
 - ☐ PPP
 - ☐ Self-survey instrument
- 4. Internal Quality Assurance Team (IQAT) headed by Internal Accreditation Body and will give:
 - ☐ Recommendation
 - ☐ Activities, standards, accreditation process
- 5. Actual onsite/online survey visit
 - ☐ 5 days for preliminary visit; 1st and 2nd survey visits with 5 accreditors
 - ☐ 3-5 days for 3rd and 4th survey visits with 6-8 accreditors
 - ☐ Submission of team report/s to AACUP by the OC or TL

The Survey Instrument

The survey instruments are program-specific. These are tools used as guides to the accreditors for rating. It consists of a set of ten areas/criteria and benchmark statements under each criterion. The benchmark statements are specific standards based on specific policies and good practices. The survey instrument includes provisions for rating each benchmark statement, calculating section means, and determining area means. The area means are then summarized to compute the grand mean using a weighted average

International Program Accreditation ASSESSMENT / CERTIFICATION

INSTITUTIONAL SUSTAINABILITY ASSESSMENT (ISA)

Overview

ISA is a quality assurance process that assesses the institutional sustainability of an HEI in five key result areas: governance and management, quality of teaching and learning, quality of professional exposure, research, and creative work/innovation, support for students, and relations with the community.

Framework



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The Institutional Sustainability Assessment (ISA) Framework of CHED consists of five key result areas (KRAs), each of which has one or more criteria.

KRA 1: GOVERNANCE AND MANAGEMENT	
Core Indicator: Governance	Criterion: The institution’s governance arrangements demonstrate probity, strategic vision, accountability, awareness and management of risk, and effective monitoring of performance.
Core Indicator: Management	Criterion: The institution’s management, financial control, and quality assurance arrangements are sufficient to manage existing operations and to respond to development and change.
Indicator: Enabling Features	Criterion: The institution has enabling features such as the use of Information and Communication Technology (ICT) for more efficient and effective management; and a viable, sustainable and appropriate resource generation strategy to support its development plans.
KRA 2: QUALITY OF TEACHING AND LEARNING	
Core Indicator: Setting and Achieving Program Standards	Criterion 1: Program Approval. The institution sets the objectives and learning outcomes of its programs at appropriate levels, and has effective mechanisms to ensure that its programs achieve those objectives and enable students to achieve the intended outcomes (including board passing rates). Criterion 2: Program Monitoring and Review. The institution has effective arrangements for monitoring the effectiveness of its programs. Criterion 3: Action to Strengthen Programs. The institution takes effective action to address weakness, build on strengths, and to enhance performance by the dissemination of good practice.
Core indicator: Faculty Profile	Criterion: The institution has an adequate number of faculty with the appropriate expertise and competence to teach the courses offered by the institution
Core Indicator: Appropriate Learning Resources	Criterion: The institution makes effective use of learning resources, such as library resources, laboratories, and information and communications technology, to support student learning.
KRA 3: QUALITY OF PROFESSIONAL EXPOSURE, RESEARCH, AND CREATIVE WORK	
Indicator: Professional Exposure	Criterion: The institution has programs that allow students to practice their learned competencies in view of their future careers, such as programs for practicum, internship, on-the-job training (OJT), and case writing (for graduate level)
Indicator: Research Capability	Criterion: The institution has a research community of faculty, students and postdoctoral research workers that fosters and supports creative research and other advanced scholarly activity



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Indicator: Creative Work and/or Innovation	Criterion: The institution has programs that promote creative work in the arts and/or innovation in science and technology and in other fields of study.
KRA 4: SUPPORT FOR STUDENTS	
Indicator: Equity and Access	Criterion 1: Recruitment, Admission, and Academic Support. The institution is effective in recruiting, admitting, supporting, and graduating students, including those from indigenous groups, the handicapped, low-level income classes, foreign students, and other special groups. Criterion 2: Student Scholarships. The institution operates effective arrangements to direct scholarships and study grants on merit to support the most able students in programs that develop competences needed to support the Filipino economy and to enable the country to compete in global labor markets.
Core Indicator: Student Services	Criterion: The institution has programs for student services, to support the non-academic needs of the students.
KRA 5: RELATIONS WITH THE COMMUNITY	
Core Indicator: Relevance of Programs	Criterion: The institution offers programs that take into consideration the socio-cultural, economic, and developmental needs of the country at local, regional, and national levels, as well as the need for the country to compete effectively in global markets.
Indicator: Networking and Linkages	Criterion: The institution is valued as a partner by other higher education institutions; professional, government, and/or non-government organizations; and industry, within the Philippines and internationally.
Indicator: Extension Programs	Criterion: The institution is valued by its local community as a provider of extension programs that are responsive to the needs of the community for people empowerment and self-reliance

ISO 9001:2015
Overview

ISO standards, such as ISO 9001, emphasize continuous improvement as a key aspect of quality management systems. The aim is to enhance customer satisfaction through the consistent delivery of quality products and services.

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Methodology

1. Plan-Do-Check-Act (PDCA) Cycle: A foundational methodology that promotes iterative improvement:
 - o Plan: Identify objectives and processes necessary to deliver results.
 - o Do: Implement the plan.
 - o Check: Monitor and evaluate the results against the objectives.
 - o Act: Take corrective actions to improve processes based on findings.
2. Risk-Based Thinking: Identifying potential risks and opportunities to improve outcomes and prevent issues.
3. Stakeholder Engagement: Involving employees, customers, and other stakeholders in the improvement process.

Metrics

1. Customer Satisfaction Levels: Surveys, feedback, and net promoter scores (NPS).
2. Process Performance Indicators: Efficiency, error rates, and cycle times.
3. Quality Metrics: Defect rates, compliance rates, and audit results.
4. Employee Engagement Scores: Employee feedback and retention rates.

Criteria

1. Leadership Commitment: Active involvement of leadership in promoting continuous improvement.
2. Engagement of People: Involving employees at all levels in improvement initiatives.
3. Process Approach: Understanding and managing interrelated processes.
4. Systematic Approach to Management: A coherent system that aligns with organizational objectives.

AUN-QA (ASEAN University Network - Quality Assurance)

Overview

AUN-QA aims to enhance the quality of higher education in ASEAN countries through a collaborative framework for quality assurance. It provides a standardized approach to evaluating and improving the quality of education across institutions.

Methodology

1. Self-Assessment: Institutions perform internal evaluations based on AUN-QA criteria.
2. Peer Review: External assessments by a panel of experts from other institutions.
3. Continuous Improvement: Institutions use feedback from assessments to implement enhancements.

Metrics

1. Program Learning Outcomes: Evaluation of student achievements and skills.
2. Curriculum Review: Assessment of curriculum relevance and effectiveness.
3. Teaching and Learning Processes: Evaluating instructional methods and student engagement.
4. Research Quality: Measuring outputs, impact, and relevance of research activities.

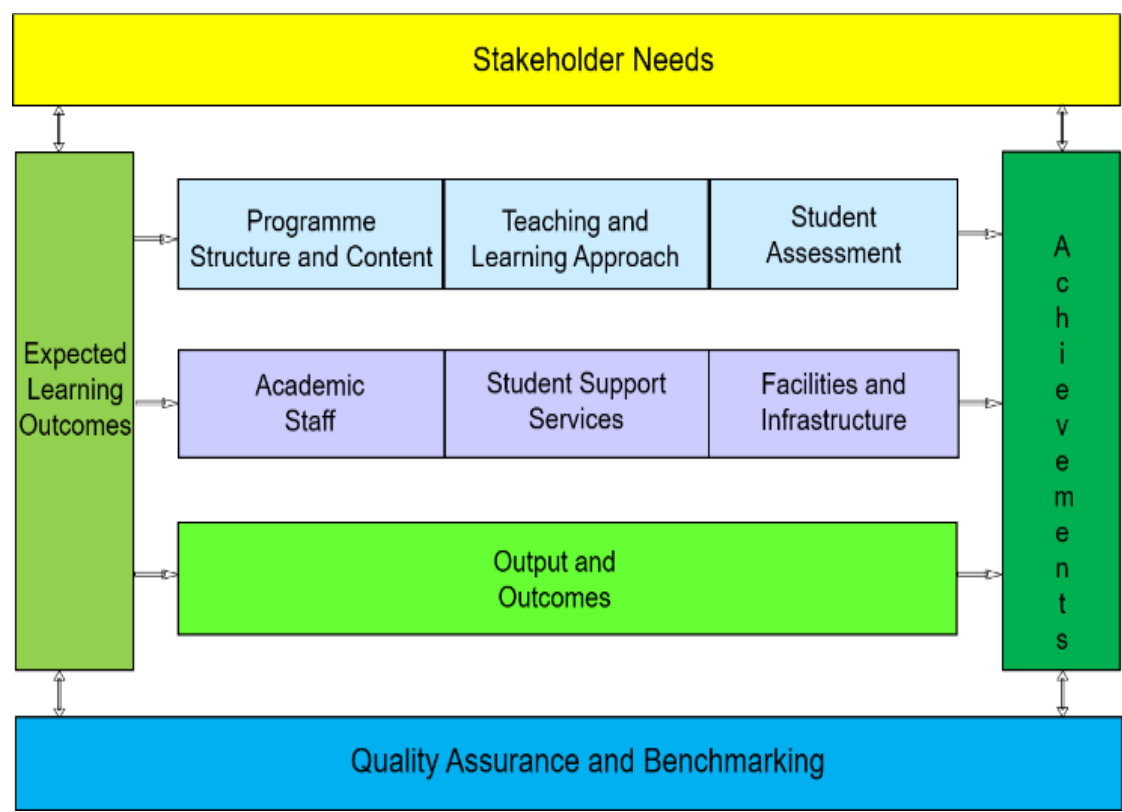
Criteria (Program Level)

The AUN-QA assessment model at the programme level focuses on the quality of educational programmes based on the following dimensions:



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- Quality of input
 - Quality of processes
 - Quality of output.
1. Expected Learning Outcomes
 2. Program Structure and Content
 3. Teaching and Learning Approach
 4. Student Assessment
 5. Academic Staff
 6. Student Support Services
 7. Facilities and Infrastructures
 8. Outputs and Outcomes



AUN-QA Assessment Model at the Programme Level (version 4.0)

RECOGNITION
PHILIPPINE QUALITY AWARD (PQA)

Overview



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The Philippine Quality Award is an integrated approach for performance management that establishes the bar for excellence. Patterned from the Malcolm Baldrige National Quality Award, it is established to assist Philippine organizations in achieving world-class performance. It is a competitiveness template built around the ideas of Total Quality Management, and it represents the pinnacle of national acknowledgment for outstanding organizational achievements.

Through Executive Order No. 448 signed by then President Fidel V Ramos on October 3, 1997, the award is established to honor public and private sectors that demonstrate exceptional quality and productivity. The award was formalized through the passing of Republic Act No. 9013, popularly known as the Philippine Quality Award Act, signed on February 28, 2001.

PQA was created to encourage quality excellence in both public and private sector organizations and to offer a framework and set of standards that are comparable across borders for evaluating organizational performance and identifying quality excellence. Additionally, it encourages the sharing of knowledge and the benchmarking of best practices and outcomes.

It is a public-private partnership that involves the following:

- The President of the Republic of the Philippines who is the Patron of the Award;
- The Department of Trade & Industry Secretary who is the Award Manager;
- The PQA Executive Committee which serves as the policy-making body;
- The Management Committee which serves as implementing arm and secretariat;
- The Department of Trade and Industry – Competitiveness Bureau (DTI-CB) which chairs the implementation of the award providing essential technical and administrative support to the DTI Secretary and the PQA Committee;
- The Award Administrators for Private Sector and Public Sector which screens applications and facilitates the review process;
- The Board of Judges who Reviews the feedback reports prepared by the Team of Assessors and recommends to the Award Manager the appropriate award/recognition to be given to applicant organization; and,

The Team of Assessors is responsible for independent assessment, consensus review, and site visit verification, prepares and submits a feedback report to the Board of Judges and the applicant organization via the Award Administrator.

Bases: PQA Education Criteria For Performance Excellence 2023-2027

PQA Government Criteria For Performance Excellence 2023-2027

<https://pqa.dti.gov.ph/background-pqa.php>



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The Philippine Quality Award Trophies embodying the Philippine corporations' and organizations' pursuit of performance excellence through total quality management are works of artist Abdulmari "Toym" de Leon Imao Jr.. The trophies are creative sculpted out of cast bronze.

The following are the levels of performance:

Philippine Quality Award for Performance Excellence

- High level of excellence
- National and global role model

Recognition for Mastery in Quality Management

- Demonstrated superior results
- Role model in the Philippines

Recognition for Proficiency in Quality Management

- Achieved significant progress in building sound process

Recognition for Commitment to Quality Management

- Just beginning quality journey
- Planted seeds of quality and productivity



Level 1

Level 2

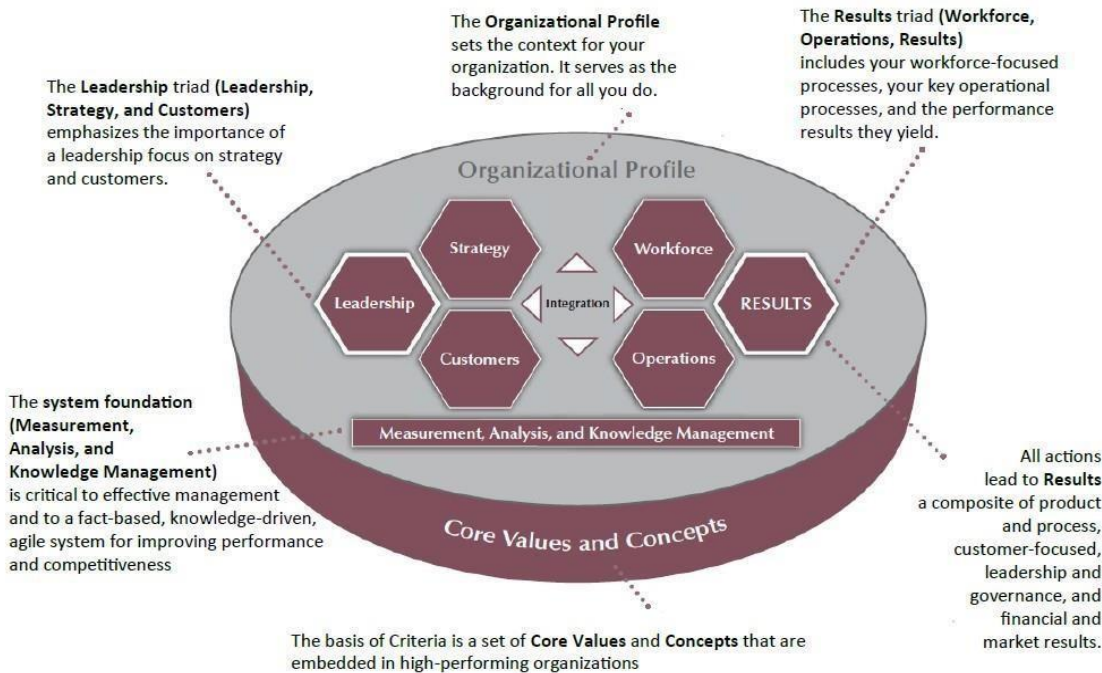
Level 3

Level 4





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The performance system consists of the six categories in the center of the figure. These categories define your processes and the results you achieve.

Performance excellence requires strong Leadership and is demonstrated through outstanding Results.

Those categories are highlighted in the figure.
The word “integration” at the center of the figure shows that all the elements of the system are interrelated.

The center horizontal arrowheads show the critical linkage between the leadership triad (categories 1, 2, and 3) and the results triad (categories 5, 6, and 7) and the central relationship between the Leadership and Results categories.

The center vertical arrowheads point to and from the system foundation, which provides information on and feedback to key processes and the organizational environment.

Metrics

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The PQA Criteria are adapted from the Malcolm Baldrige National Quality Award of the United States. Organizations can use the comprehensive, results-oriented framework provided by the Criteria for Performance Excellence to implement and evaluate operations management processes. Following their inspection by PQA assessors, these serve as the foundation for the feedback provided to the award application organizations.

The Criteria consist of seven Categories:

- Leadership
- Strategy
- Customer
- Measurement, Analysis, and Knowledge Management
- Workforce
- Operations
- Results

There are 17 Criteria items (plus 2 in the Organizational Profile), each with a particular focus.

These items are divided into three groups according to the kinds of information they ask for:

- The Organizational Profile asks definition of the organizational environment;
- Process items (categories 1–6) ask definition of organization's processes;
- Results items (category 7) ask reports results on the organization's processes.

Item requirements are expressed as questions or statements on three levels:

- Basic requirements are expressed in the title question.
- Overall requirements are expressed in the questions in boldface in the shaded box. These leading questions are the starting point for responding to the requirements.
- Multiple requirements are the individual questions under each area to address, including the question in boldface. That first question expresses the most important one in that group.

Methodology

The following steps are provided by the PQA Education Criteria For Performance Excellence 2023-2027.

Eligibility Determination

Organizations that intend to vie for the award are required to submit an accomplished Eligibility Information Form that can be downloaded from the PQA website <https://pqa.dti.gov.ph> and submit to the PQA Administrator. The submitted form will be

VISION

CSU is a university with global stature in the arts, culture, agriculture and fisheries, the sciences as well as technological and professional fields.

MISSION

Cagayan State University shall produce globally competent graduates through excellent instruction, innovative and creative research, responsive public service and productive industry and community engagement.

CORE VALUES

Competence
Social Responsibility
Unifying Presence



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reviewed by the administrator to identify eligibility of the organizations to apply for the award based on the set guidelines and policies.

The DTI-Competitiveness Bureau (DTI-CB), as the Implementing Agency, will notify the applicant organizations on their eligibility. Eligible applicants may submit the required Application Report with the Application Form on or before end of May in the appropriate award cycle.

Stage 1, Independent Review

The assessment process begins with the Independent Review, in which each member of the Team of Assessors is assigned to each of the applications and conducts a desk review of the submitted application report.

Stage 2, Initial Consensus Review

The team of Assessors conducts a series of meetings to reach consensus on comments that capture the team’s collective view of the applicant’s strengths and opportunities for improvement. In the process, the team decides the score for each Item and identifies the issues to clarify and verify if the applicant is selected for a site visit.

Stage 3, Site Visit Review

Applicants are selected to receive a site visit during the PQA Pre-Site Visit Review by the Board of Judges. Site visits are conducted for selected applicants to clarify uncertain points in the application and to verify that the information provided in the application is accurate.

Stage 4, Final Judges Review

The Final Consensus Scorebook of organizations receiving a Site Visit is forwarded to the Board of Judges who makes final recommendations on which organizations will be recognized in any of the four PQA Levels of Recognition. The results of the judging process will be endorsed by the Award Manager to the Office of the President of the Philippines for final approval and concurrence.

Submission of the Accomplished Eligibility Information Form	Anytime of the year, however, in a particular assessment cycle or year (e.g. 2023), deadline is end of March of the same year (e.g. March 31, 2023).
Submission of the Application Report with the accomplished Application Form and payment of the Fee	End of May of the assessment cycle or year
Application Report	



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Eligible applicant organizations are required to submit an Application Report—responses to the requirements of the seven PQA Criteria categories with the following report appearance and contents:

I. Report Appearance

- 1. Font Type : Times New Roman for the main body
Arial for the table, chart or figure labels
- 2. Font Size : Point 12 for the main body
Point 8 for the table, chart or figure labels
- 3. Paper : Printed on A4 Size bond paper, back-to-back
- 4. Format : Two columns, left justified, back-to-back
- 5. Spacing : Single
- 6. Margins : At least 0.5 inch on all sides
- 7. Figure : Table/Figure Item Number-nth in chronological order as discussed in the
Label application report Table/Figure Title
(e.g., Figure 7.2-2 Customer Satisfaction Ratings to indicate the 2nd figure under Item 7.2 with the title Customer Satisfaction Rating)
- 8. Page : Roman Numerals for the Glossary of Terms and Organizational Profile
Numbers Hindu Arabic for the Responses to Categories 1-7
- 9. Binding : Spiral or plastic ring binders
- 10. No. of : 15 Copies
Copies

II. Report Contents

- 1. Cover Page with the 9-digit Application Number (e.g., 099-020-001) provided by the Award Implementing Agency and Control Copy Number (e.g., Copy 1 of 20)
- 2. Accomplished Eligibility Information Form (EIF)
Note: This should be updated especially for those applicant organizations that have submitted their EIF prior to attend the PQA Application Development Course.
- 3. Accomplished Application Form
- 4. Glossary of Terms used in the Application Report (maximum of 5 pages)
- 5. Organizational Profile (maximum of 5 pages)
- 6. Responses to the Requirements of Categories 1-7 (maximum of 50 pages)

TIMES HIGHER EDUCATION (THE –World/ASIA)

Overview

Times Higher Education (THE) World University Rankings is one of the most widely recognized university rankings globally. It evaluates institutions based on a comprehensive

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set of criteria, emphasizing the overall quality of education, research, and international outlook. Here's an overview, framework, methodology, and metrics used in THE Rankings:

THE World University Rankings aim to provide a comprehensive assessment of global universities, focusing on their performance in teaching, research, citations, international diversity, and industry income. The rankings are published annually and cover thousands of universities worldwide.

THE Asia is a regional adaptation of the THE World University Rankings, focusing on the best universities in Asia.

Framework

THE World University Rankings framework is built around five key areas:

1. Teaching (the learning environment) - This aspect assesses the quality of the teaching environment at universities, including the ratio of staff to students, the reputation of the institution for teaching, and the resources available for students.
2. Research (volume, income, and reputation) - This evaluates the research performance of universities based on research output, research income, and the reputation of the institution for research.
3. Citations (research influence) - This measures the impact of research by examining the number of times research outputs are cited by other researchers. It indicates the influence and quality of research.
4. International Outlook (staff, students, and research) - This considers the diversity of a university's staff and student body, as well as the international collaboration in research.
5. Industry Income (knowledge transfer) - This measures the university's ability to help industry with innovations, inventions, and commercialization of research outputs.

Methodology

THE World University Rankings methodology involves collecting data through surveys, institutional submissions, and third-party data sources. The data is then normalized and weighted according to the following criteria:

1. Teaching: 30%
Reputation survey (15%)
Staff-to-student ratio (4.5%)
Doctorate-to-bachelor's ratio (2.25%)
Doctorates-awarded-to-academic-staff ratio (6%)
Institutional income (2.25%).
2. Research: 30%
Reputation survey (18%)
Research income (6%)
Research productivity (6%)



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3. Citations: 30%
Research citations per faculty (30%)
4. International Outlook: 7.5%
Based on international-to-domestic-student ratio (2.5%),
International-to-domestic-staff ratio (2.5%)
International research collaborations (2.5%).
5. Industry Income: 2.5%
o Industry income per faculty (2.5%)

THE Asia Methodology

1. Teaching 24.5
2. Research Environment 28%
3. Research Quality 30%
4. International Outlook 7.5%

Metrics

1. Reputation Surveys: Conducted among academics and employers to gauge the perceived quality of teaching and research.
2. Staff-to-Student Ratio: Measures the number of academic staff relative to the number of students, indicating the level of teaching resources.
3. Research Output: Includes the volume and quality of research published and its impact on the academic community.
4. Citation Impact: Measures the number of citations received by research outputs, indicating the influence of research.
5. International Diversity: Assesses the proportion of international students and staff, and the extent of international research collaborations.
6. Industry Collaboration: Evaluates how well universities contribute to industry through knowledge transfer and commercialization of research.

WURI

Overview

The World University Rankings for Innovation (The WURI) assesses higher education institutions' real contributions to industry and society, highlighting innovative education, research, and engagement to society. Using 13 categories, it encompasses innovation targets and methods, offering a comprehensive measure of institutions' creative contributions to societal advancement. The ranking aims to spotlight higher education institutions that excel in these innovative approaches, thereby inspiring advancements across the academic and societal landscape.

Framework (13 Categories)

VISION

CSU is a university with global stature in the arts, culture, agriculture and fisheries, the sciences as well as technological and professional fields.

MISSION

Cagayan State University shall produce globally competent graduates through excellent instruction, innovative and creative research, responsive public service and productive industry and community engagement.

CORE VALUES

Competence
Social Responsibility
Unifying Presence

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One program should apply to at least One Category among the 13 categories which are divided as:

- A. For whom to innovate?
- For students
 - A.1 Student Support and Engagement
 - A.2 Student Mobility and Openness
 - With Industry
 - A.3 Industrial Application
 - A.4 Entrepreneurial Spirit
 - For Society
 - A.5 Crisis Management
 - A.6 Social Responsibility
 - Special Topic
 - A.7 Generative AI Application
 - A.8 Support for Global Resilience

B. Innovation Means: Innovate how?

- B.1 leadership
- B.2 Funding
- B.3 Infrastructure / Technology
- B.4 Symbol (Promotion)
- B.5 Culture/Values

Metrics

There are 13 categories for evaluation. Each of these 13 categories should be then evaluated based on the following three criteria.

1. Innovativeness: Evaluators should first assess the programs based on how innovative it is. This could be with the content of the program itself or with the process the institution has demonstrated in making their program more effective. The evaluators may consider one of these aspects or both.
2. Implementability: Apart from the innovativeness, evaluators should also examine its implementability or doability. This can be assessed by measuring the costs and benefits in initiating the program.
3. Impact: Evaluators should consider both the scope and intensity of the program. In terms of scope, it should be judged whether the impact is limited to only one department, for example, or whether it is wide across the entire university. Additionally, the impact of the program can have a varying degree of intensity which must be weighed up carefully.

Methodology



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Based on the three criteria (innovativeness, implementability, and impact), evaluators will select the best programs for each of the 13 categories from the list of applicants of the evaluation sheet.

- 1. Evaluation: The presidents or the school’s evaluation team designated by the president, who have submitted their applications, will evaluate all applications in a blind review process and send their evaluation scores of all the submitted applications to the WURI Evaluation Board.
- 2. Judgment: The representatives of the university leagues (e.g., AAC&U) and higher education-related media (e.g., newspapers, magazines) who accept WURI’s invitation, and the members of the WURI Evaluation Board, will review the Evaluators’ evaluation scores and send them to the WURI office their recommended list of universities for the global top 100 rankings. In addition, WURI's GPT Evaluation System will also provide judgment based on the database of University's innovative initiatives.
- 3. Final Check: The WURI Evaluation Board aggregates the recommendations of the Judges, checks the reliability of the contents in the submitted applications, and finalizes the entries in the “Global Top 100 WURI 2024.”
- 4. Publication of the WURI: The final ranking and selected innovative programs from the ranking will be published on June 18, 2024 (Tentative).

CSU-QA utilized the rubrics below for level 1 evaluators assigned by the University President.

Criteria	10	7	4	1
Innovativeness				
▪ Content	The entry introduces groundbreaking concepts or ideas that significantly advance understanding or practice in the field.	The entry presents original and creative content that demonstrates a notable departure from existing approaches or solutions.	The entry offers some new content but lacks significant originality or fails to substantially contribute to existing knowledge or methods.	The entry lacks original content and merely replicates existing ideas without adding any new insights or perspectives.
▪ Process	The entry demonstrates an innovative methodology or approach that is novel, well-structured, and thoughtfully executed.	The entry applies a unique process or methodology that shows creativity and effectiveness in addressing the problem or challenge.	The entry follows a standard process or methodology with some modifications but lacks originality or fails to significantly enhance efficiency or effectiveness.	The entry lacks innovation in its approach or methodology and relies solely on conventional methods without adaptation or improvement.
Implementability				
▪ Feasibility	The entry provides detailed and realistic plans for implementation, addressing potential challenges and outlining clear steps for execution.	The entry presents a plausible implementation strategy with some consideration of practical constraints and potential obstacles, though lacking depth or clarity in execution plans.	The entry suggests a potential implementation plan but lacks specificity or fails to address significant practical challenges adequately.	The entry lacks a clear plan for implementation or proposes an unrealistic approach that is unlikely to be successfully executed.
▪ Financial Viability	The entry demonstrates a thorough understanding of financial requirements and presents a sustainable source of funding that align with the proposed solution's goals.	The entry considers financial aspects to some extent, outlining potential funding sources or cost estimates, but lacks a comprehensive plan for financial sustainability.	The entry mentions financial considerations briefly but lacks detail or fails to address critical aspects of financial viability.	The entry overlooks financial considerations entirely or presents a funding model that is not feasible or sustainable.
Impact				
▪ Scope	The entry demonstrates potential for impact across multiple domains or stakeholders, reaching a wide audience or addressing significant societal challenges.	The entry identifies a moderately broad scope of impact, targeting multiple stakeholders or addressing several related issues within a given domain.	The entry focuses on a specific scope of impact, addressing a defined audience or targeting a particular issue within a given context.	The entry has a narrow scope of impact, focusing on a specific aspect or niche area without broader implications or reach.
▪ Intensity	The entry has the potential to generate profound and transformative effects, leading to substantial positive changes in the targeted domain or community.	The entry suggests potential impact that could result in significant improvements or advancements within the targeted scope but may not be revolutionary.	The entry's impact is likely to produce noticeable but incremental improvements or changes within the targeted domain or community.	The entry's impact is minimal or incremental, with limited potential to produce significant changes or outcomes.
Subtotal				
TOTAL				

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QS STARS RATING

Overview

The QS Stars Rating System is an evaluation tool developed by Quacquarelli Symonds (QS) that provides a detailed assessment of universities based on a broad range of criteria. Unlike the QS World University Rankings, which rank universities globally, the QS Stars Rating system offers a more granular analysis of universities' strengths and capabilities, assigning ratings across various aspects of university performance.

The QS Stars Rating System is designed to evaluate and recognize the strengths of universities across multiple dimensions. It provides a rating from one to five stars (or five stars plus), allowing universities to showcase their unique strengths and areas of excellence. This system helps prospective students, staff, and other stakeholders understand the diverse aspects of institutional performance beyond the traditional global rankings.

Framework

The QS Stars framework assesses universities based on several key areas, each contributing to the overall rating:

1. Teaching and Learning
2. Employability
3. Research
4. Internationalization
5. Facilities
6. Social Responsibility
7. Inclusiveness

Methodology

The QS Stars methodology involves:

1. Data Collection: QS collects data through a detailed questionnaire completed by universities. The data is also supplemented by external audits and third-party sources where applicable.
2. Scoring and Evaluation: Universities are evaluated against a set of predefined criteria in each category. The responses are scored based on their completeness and quality.
3. Rating Assignment: Based on the scores, universities are assigned a star rating in each category, ranging from one to five stars. The overall rating reflects the cumulative performance across all categories.
4. Verification: Data provided by universities is verified to ensure accuracy and consistency. In some cases, on-site audits may be conducted.

QS WORLD UNIVERSITY RANKINGS

Overview

The QS World University Rankings, developed by Quacquarelli Symonds (QS), are a well-regarded global university ranking system. They assess universities based on various indicators that reflect their performance in education, research, international outlook, and

VISION

CSU is a university with global stature in the arts, culture, agriculture and fisheries, the sciences as well as technological and professional fields.

MISSION

Cagayan State University shall produce globally competent graduates through excellent instruction, innovative and creative research, responsive public service and productive industry and community engagement.

CORE VALUES

Competence
Social Responsibility
Unifying Presence

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faculty quality. Here's a detailed overview, framework, methodology, and metrics for the QS Rankings:

The QS World University Rankings aim to provide a comprehensive evaluation of universities worldwide. They are designed to offer prospective students, academics, and university administrators insights into institutional performance across key areas, helping them make informed decisions about higher education and collaborations.

Framework

The QS World University Rankings framework includes several key indicators grouped into broad categories:

1. Academic Reputation
2. Employer Reputation
3. Faculty/Student Ratio
4. Citations per Faculty
5. International Faculty Ratio
6. International Student Ratio

Methodology

The QS ranking methodology involves:

1. Data Collection: QS collects data through surveys, institutional submissions, and third-party sources. They gather opinions from academics and employers, as well as statistical data from universities.
2. Normalization and Weighting: The collected data is normalized to account for differences in university sizes and other factors. Each indicator is weighted according to its significance to the overall ranking.
3. Verification: Data is verified to ensure accuracy and reliability before finalizing the rankings.

Metrics

The QS World University Rankings use the following metrics:

1. Academic Reputation - 40%
 - Survey of Academic Experts: QS conducts an annual survey of academic experts worldwide to assess the reputation of institutions for research and teaching quality. Respondents are asked to identify leading institutions in their field.
2. Employer Reputation - 10%
 - Survey of Employers: This metric is based on surveys of employers who are asked to identify universities they perceive as producing the best graduates. It reflects the employability of graduates and the institution's alignment with industry needs.
3. Faculty/Student Ratio - 20%
 - Staff-to-Student Ratio: Measures the number of academic staff relative to the number of students. A lower ratio indicates smaller class sizes and potentially better access to academic resources and personalized attention.
4. Citations per Faculty - 20%

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- **Research Impact:** Assesses the average number of citations received by research published by faculty members. This metric reflects the impact and quality of the research conducted at the institution.
- 5. **International Faculty Ratio - 5%**
 - **Proportion of International Staff:** Measures the percentage of faculty members who are international. A higher ratio indicates a diverse academic staff and global perspective within the institution.
- 6. **International Student Ratio - 5%**
 - **Proportion of International Students:** Assesses the percentage of students who are from other countries. This metric reflects the institution's global appeal and diversity.

EDURANK

Overview

EduRank.org is an independent metric-based ranking of 14,131 universities from 183 countries. It utilizes the world's largest scholarly papers database with 98,302,198 scientific publications and 2,149,512,106 citations to rank universities across 246 research topics. In the overall rankings, non-academic prominence and alumni popularity indicators were included.

EduRank aims to evaluate and rank universities based on their academic performance and research outputs. The platform provides insights into the strengths and research capabilities of institutions, helping students, researchers, and academic professionals understand the comparative performance of universities globally.

Framework

The EduRank framework focuses on several key dimensions to evaluate universities:

1. Research Output
2. Research Influence
3. Academic Performance
4. Institutional Reputation
5. International Collaboration

Methodology

The methodology for EduRank involves:

1. **Data Collection:** EduRank collects data from a variety of sources, including academic publications, citation databases, and institutional submissions. This data is gathered from sources like Google Scholar, Scopus, and other academic databases.
2. **Normalization and Weighting:** The collected data is normalized to ensure fair comparisons across institutions of different sizes and regions. Metrics are weighted based on their relevance and importance in assessing academic performance.
3. **Analysis:** The data is analyzed to generate rankings based on the predefined criteria. Institutions are compared against each other based on their performance in various metrics.



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4. Verification: Data is verified for accuracy and reliability to ensure that rankings reflect true institutional performance.

Metrics

EduRank uses a range of metrics to assess and rank universities:

- | | |
|-----------------------------|------|
| 1. Research Performance | 45 % |
| 2. Non-Academic Performance | 45% |
| 3. Alumni Score | 10% |

Monitoring and Evaluation Mechanisms

Cagayan State University (CSU) is dedicated to maintaining and enhancing the quality of its educational programs through a robust framework of quality assurance mechanisms.

This framework is divided into external and internal quality assurance processes, ensuring that CSU not only meets but exceeds established standards.

Quality Assurance Mechanisms	Specific Mechanisms
External	✓ Accreditation of Programs ✓ Peer Review ✓ Validation ✓ Quality Audit
Internal	✓ Self-Evaluation ✓ Mock Accreditation ✓ Performance Evaluation ✓ Stakeholders' Feedback

External Quality Assurance Mechanisms

CSU actively participates in **accreditation** processes through both international and local bodies. The university has pursued accreditation from organizations such as the AACUP, which evaluates its programs to ensure they adhere to rigorous educational standards.

This commitment to quality is further reinforced by engaging in **assessments and certifications**. CSU has undergone evaluations by international bodies like AUN-QA and ISO, as well as local assessments such as the Institutional Sustainability Assessment (ISA) conducted by the Commission on Higher Education (CHED). These assessments validate CSU's dedication to providing a sustainable and high-quality educational environment.

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Recognitions play a significant role in enhancing CSU's reputation. The university has received accolades such as the Philippine Quality Awards (PQA), which acknowledges excellence in various sectors, including education. On an international scale, CSU strives for inclusion in prestigious rankings like the World University Rankings for Innovations (WURI), Times Higher Education (THE) Rankings, and QS Ratings. These recognitions not only affirm CSU's commitment to quality but also position it as a competitive institution on the global stage. The university employs a **peer review process**, wherein external experts evaluate its programs and processes. This method ensures that CSU benefits from objective insights and constructive feedback, fostering continuous improvement. Additionally, regular **quality audits** are conducted to comprehensively review institutional processes, ensuring compliance with both internal and external quality standards.

Internal Quality Assurance Mechanisms

Internally, CSU implements a range of mechanisms to ensure ongoing quality enhancement. **Self-evaluation** is a critical component of this strategy, with the university conducting Gap Analysis of Targets to identify areas for improvement against established benchmarks. To prepare for external assessments, CSU also engages in **mock-accreditation**, simulating the accreditation process to identify strengths and weaknesses within its programs.

Performance evaluations are conducted through Operational Performance Commitment Reports (OPCR) and Individual Performance Commitment Reports (IPCR), enabling faculty and administrative staff to evaluate their contributions to the university's objectives. This systematic approach ensures that CSU remains focused on achieving its educational goals. Furthermore, CSU prioritizes **stakeholders' feedback** through a client satisfaction mechanism, which gathers insights from students, faculty, and other stakeholders. This feedback is instrumental in shaping policies and practices, ensuring that the university remains responsive to the needs of its community.

Through its comprehensive external and internal quality assurance mechanisms, Cagayan State University demonstrates an unwavering commitment to excellence in education. By engaging in rigorous accreditation processes, pursuing prestigious recognitions, and fostering a culture of continuous improvement, CSU not only upholds high educational standards but also positions itself as a leader in higher education in the Philippines and beyond.



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At Cagayan State University (CSU), the commitment to quality assurance is woven into the fabric of its educational practices, guided by the AACUP framework that encompasses systems/input, process/implementation, and output/outcomes.

EFFECTIVITY: This Quality Assurance Manual shall apply immediately in the entire University and shall take effect after its approval by the CSU Board of Regents.