

# DR. MARIA GLENDA O. DE LARA

Faculty Member, Philippine Normal University  
Senior Accreditor, AACCUP



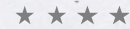
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# AACCUP OUTCOMES-BASED ACCREDITATION SURVEY INSTRUMENT:

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## Its Development And Validation

Dr. Maria Glenda O. De Lara



Faculty, Philippine Normal University  
Senior Accreditor, AACCUP



Dr. Maria Glenda O. De Lara / Philippines / PNU / AACCUP



# Globalization



breaking down  
borders

## INTRODUCTION

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need for  
realignment







raising  
the standard for  
Quality Assurance



# accreditation of 112 State Colleges and Universities (SUCs)





CHED's  
recognized  
accrediting  
agency AACUP



Most VIBRANT recognized by APQN





# CHED Memorandum Order (CMO) No. 46 Article 2 QA Framework

The New Paradigm Shift INSURES :



mechanisms  
procedures  
processes





Quality as  
exceptional

Quality as  
fitness  
for purpose

Quality as  
developing a  
culture of  
quality

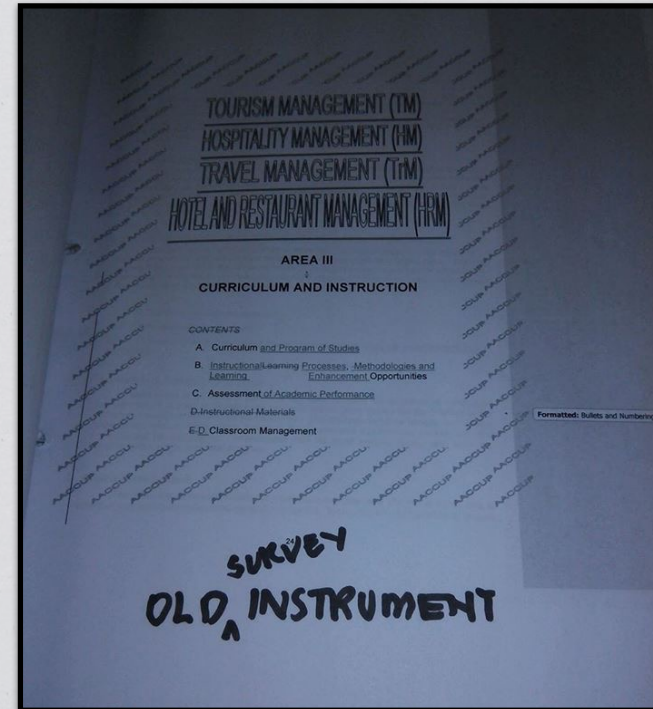


# Quality and Excellence





# Transforming the existing survey instrument







# New OBQA instrument Aligned to CMO#46

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
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Nationality: DR. GLENDA O. DE LARA


Publisher: \_\_\_\_\_  
Assigned: \_\_\_\_\_ Proprietor: ☒ Author: \_\_\_\_\_  
Title of Work: OBQA INSTRUMENT – HOTEL AND RESTAURANT  
MANAGEMENT PROGRAM

Class of Work: ☒ Published: \_\_\_\_\_ Unpublished: ☒  
Date of Creation: June 14, 2015 Date of Publication: \_\_\_\_\_  
Date Registered/Deposited: September 1, 2015 Registration No. **O2015-2246**  
Term of Protection: Lifetime of the author and for fifty (50) years after his/her death.

Issued this 17<sup>th</sup> day of SEPTEMBER, 2015, in the City of Manila, Philippines.



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## General Objective

This study aims to test the validity and reliability of these new **outcomes-based** quality assurance instruments.



## Specific Objectives

Determine the indicators that characterize the benchmarks of an accredited program





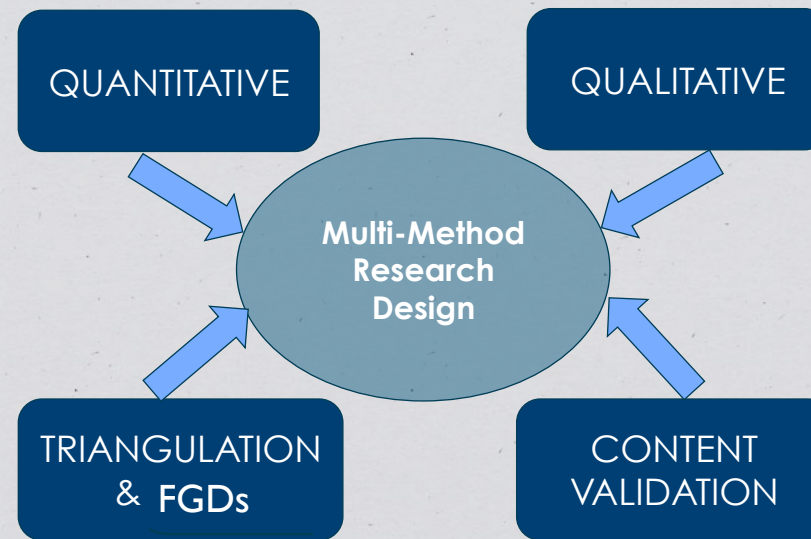
## Specific Objectives

Determine the validity and reliability  
of the factors identified as  
benchmarks of an outcomes-based  
program.



## Specific Objectives

Examine the fit of the model  
instrument to assure the quality of an  
outcomes-based program

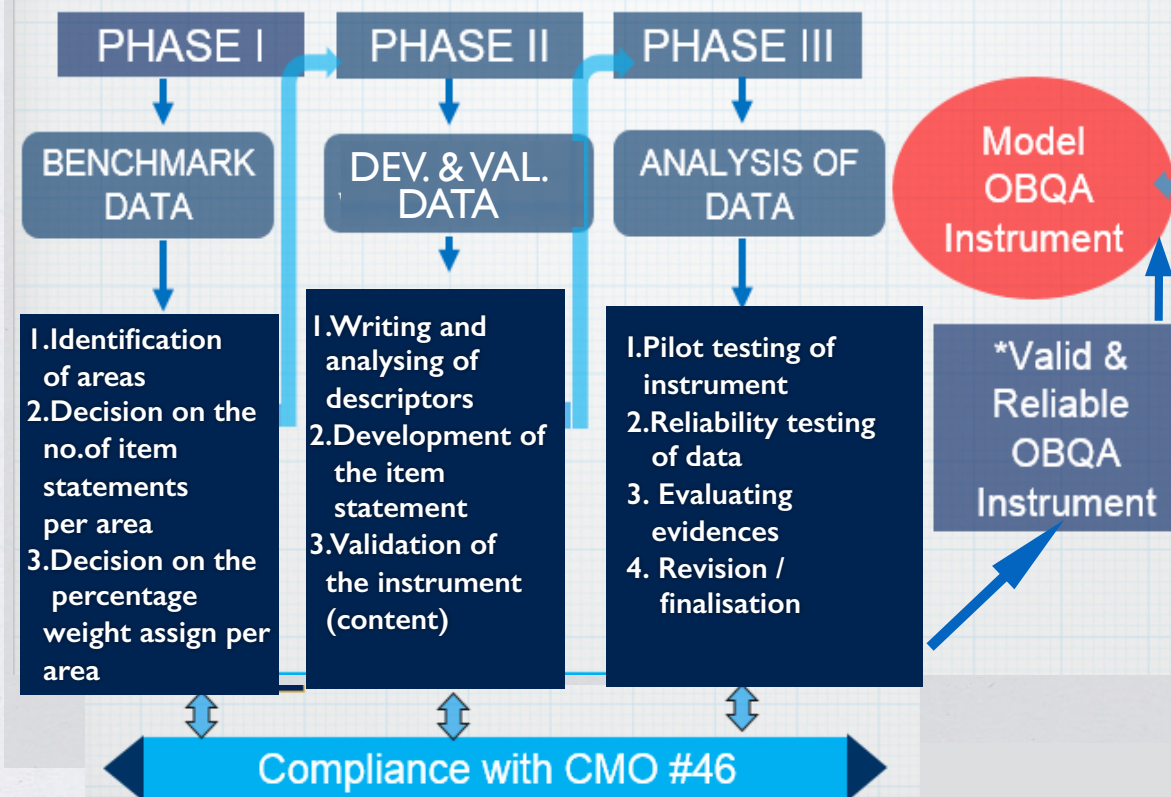


## METHODS



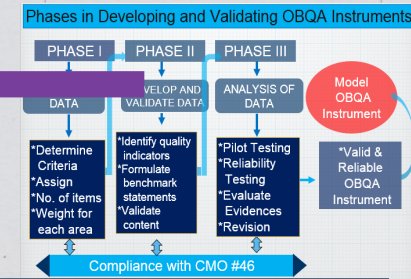


## Phases in Developing and Validating OBQA Instrument





## Phase 2 Validation of the Instrument



### Scale used of validation

Score	Description
5	EXCELLENT
4	VERY SATISFACTORY
3	SATISFACTORY
2	FAIR
1	POOR
NA	NOT APPLICABLE
DK	DO NOT KNOW

# Piloting of the Developed Accreditation Instrument



RESPONDENTS

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LUZON

111



VISAYAS

50



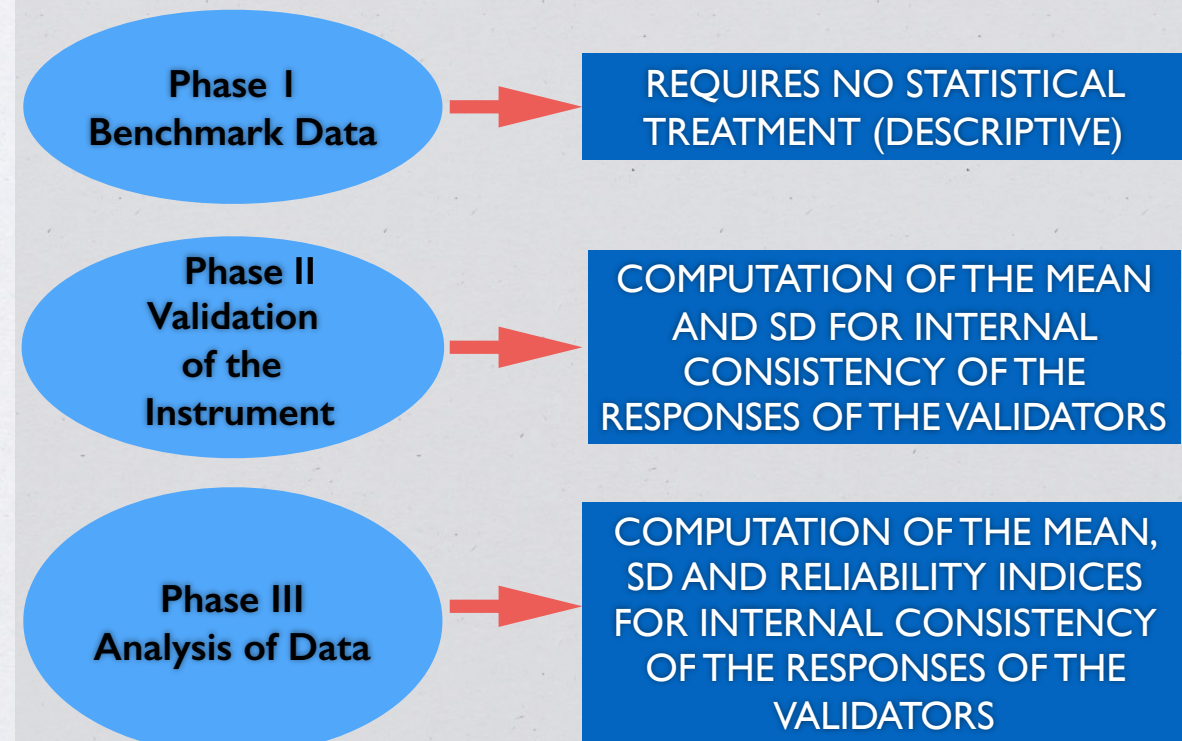
MINDANAO

44



## Demographics Of The Evaluators

CATEGORY	LUZON		VISAYAS		MINDANAO		TOTAL	
	F	%	F	%	F	%	F	%
Senior Accreditor	80	72.1	30	68.0	33	66.0	143	69.80
SUC Administrator	19	17.1	8	18.0	14	28.0	41	20.00
New Accreditor	12	10.8	6	14.0	3	6.0	21	10.20
Total	111	100.00	44	100.00	50	100.00	205	100.00



## STATISTICAL TREATMENT



## Results: Phase 1 Ten (10) Areas

Area I. Vision, Mission, Goals and Objectives	Area II. Faculty	Area III. Curriculum and Instruction
Area IV. Support to Students	Area V. Research	Area VI. Extension and Community Involvement
Area VII. Library	Area VIII. Physical Plant and Facilities	Area IX. Laboratories
	Area X. Administration	





## Results: Phase 1

Area	No. of items
Area 1. Vision, Mission, Goals and Objectives	18
Area 2. Faculty	89
Area 3. Curriculum and Instruction	74
Area 4. Support to Students	128
Area 5. Research	42
Area 6. Extension and Community Involvement	67
Area 7. Library	67
Area 8. Physical Plant and Facilities	117
Area 9. Laboratories	41
Area 10. Administration	62

**700**  
**benchmark**  
**statements**



**Results: Phase 2**

**trimmed to**

**672**

**statements**



## Results: Phase 3

**All** items with a  
qualitative  
rating of  
**EXCELLENT**



# RESULTS

Area	No. of items	Overall Mean		Qualitative Description	Reliability Index
		Mean	Std. Dev		
Area 1. Vision, Mission, Goals and Objectives	18	4.80	0.49	Excellent	0.930
Area 2. Faculty	89	4.72	0.59	Excellent	0.991
Area 3. Curriculum and Instruction	74	4.77	0.62	Excellent	0.998
Area 4. Support to Students	128	4.77	0.61	Excellent	0.960
Area 5. Research	42	4.75	0.55	Excellent	0.986
Area 6. Extension and Community Involvement	67	4.75	0.58	Excellent	0.990
Area 7. Library	67	4.76	0.53	Excellent	0.995
Area 8. Physical Plant and Facilities	117	4.77	0.50	Excellent	0.993
Area 9. Laboratories	41	4.79	0.50	Excellent	0.991
Area 10. Administration	62	4.78	0.53	Excellent	0.995

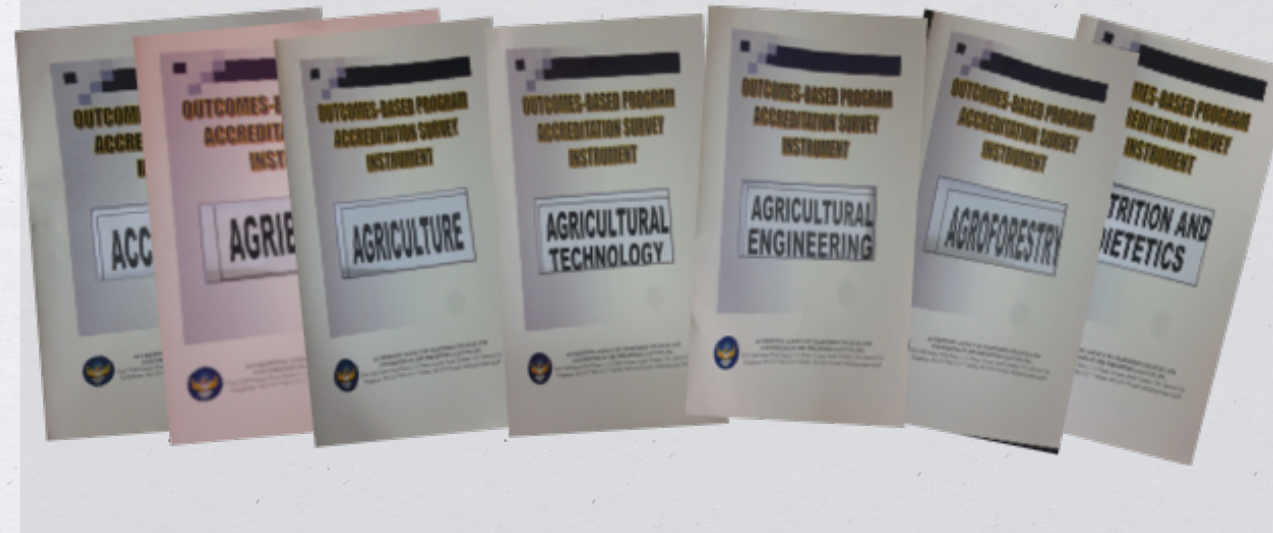
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## Reliable AACCUP OBQA Instruments



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MANAGEMENT PROGRAM

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## Conclusions

All indicators in the AACUP-OBQA survey instrument are characteristics of an accredited program as validated through the rigor of the multi-staged design of this research project.



## Conclusions

The validation process revealed that the factors (indicators) identified as benchmark of an outcomes-based program were all valid. The evaluation of the instrument also yielded a highly reliable evaluation from experts.





## Conclusions

The evaluation results showed that the model instrument is highly fit to assure the quality of an outcomes-based program.



## Recommendations

The OBQA Accreditation survey Instrument can be used by the AACUP in the process of accreditation of academic programs.



## Recommendations

The CHED through AACUP may consider the adoption and use of the OBQA Program Survey instrument.



## Recommendations

The OBQA Program Accreditation Survey Instrument can be administered yearly for the purpose of monitoring areas for improvement.





## Recommendations

Effectiveness and efficiency of academic service as an indicator in benchmarking studies can be pursued across programs/institutions.



## Recommendations

Revisit the number of benchmark statements depending on the weight assigned per area.



## Recommendations

Consider merging some indicators without sacrificing quality and substance.

Areas with the most number of items

Area	No. of items
Area 1. Vision, Mission, Goals and Objectives	18
Area 2. Faculty	89
Area 3. Curriculum and Instruction	74
Area 4. Support to Students	128
Area 5. Research	42
Area 6. Extension and Community Involvement	67
Area 7. Library	67
Area 8. Physical Plant and Facilities	117
Area 9. Laboratories	41
Area 10. Administration	62

“The **quality** of a person’s life is proportional  
to his **commitment** to **excellence** regardless of  
his chosen field of endeavour.”

Vince Lombardi



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Faculty, Philippine Normal University  
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Thank you  
very much!

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