



**ACCREDITING AGENCY OF CHARTERED COLLEGES  
AND UNIVERSITIES IN THE PHILIPPINES (AACCUP), INC.**  
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## **SUMMARY OF FINDINGS AND RECOMMENDATIONS**

**SUC:** UNIVERSITY OF SOUTHERN MINDANAO

**ADDRESS:** Kabacan, North Cotabato

**CAMPUS:** Kabacan Campus

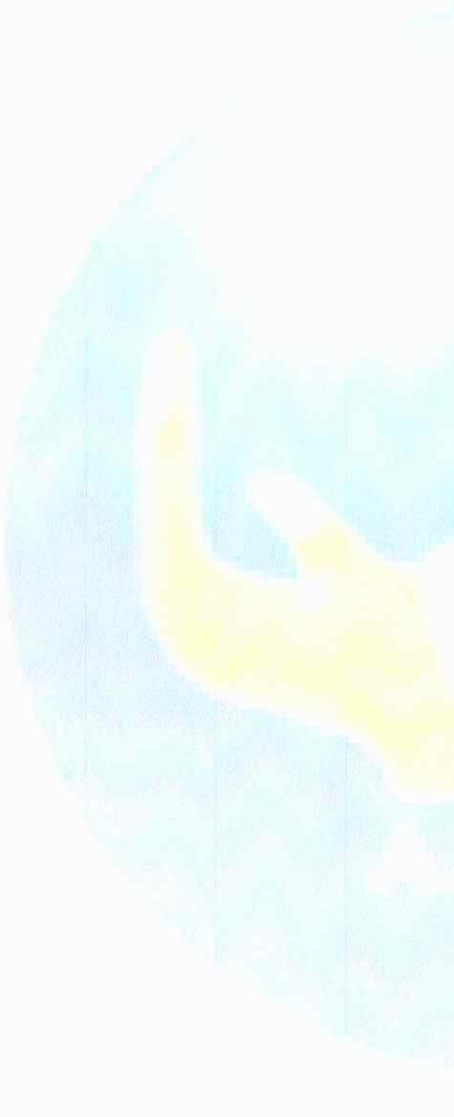
**PROGRAM:** Bachelor of Arts in Islamic Studies


**TYPE OF SURVEY:** 2<sup>nd</sup> Survey

**DATE OF SURVEY:** March 21-25, 2022

AREA OF ACCREDITATION	STRENGTHS	AREAS NEEDING IMPROVEMENT	RECOMMENDATIONS
<p><b>AREA I: VISION, MISSION, GOALS, AND OBJECTIVES</b></p>	<p>1. The VMGO is translated in different dialects which ensures clear understanding of the stakeholders.</p>	<p>1. There is limited evidence in the dissemination of the VMGO showing the different dialects.            2. The percentage of students' level of knowledge on VMGO is low as shown in the 2017 study on awareness and acceptability of the VMGO by the different stakeholders.            3. The recommendations on the previous accreditation (Level I - September 16, 2018 - September 15, 2020) are not completely complied.</p>	<p>1. A wider dissemination of the VMGO showing the translations of different dialects using various print media may be posted in strategic places.            2. To have an updated data on the students' knowledge on VMGO, the College may consider conducting a recent study on awareness and acceptability of the VMGO by the different stakeholders.            3. One hundred percent of compliance on previous recommendations may be completed.</p>

AREA OF ACCREDITATION	STRENGTHS	AREAS NEEDING IMPROVEMENT	RECOMMENDATIONS
<p><b>AREA II: FACULTY</b></p>	<ol style="list-style-type: none"> <li>1. More than 50% of the faculty members are graduate degree holders and are under permanent status.</li> <li>2. Institutional guidelines for incentives for overload teaching are observed.</li> <li>3. The system of promotion in rank and salary based on existing policies and issuances are implemented.</li> <li>4. Fringe benefits are granted to faculty members.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evidences to show that there is an Institutional Human Resource Development Plan designed for faculty recruitment is lacking.</li> <li>2. The vacant teaching positions are published and disseminated through various means but the specific relevant academic qualifications, professional experiences, personal qualities, and communication skills are not clearly stated.</li> <li>3. Measures to avoid in-breeding are not strongly observed as most of the faculty members are alumni of the institution.</li> <li>4. Faculty-student ratio, on both lecture and laboratory classes, is not in accordance with the standards.</li> <li>5. Faculty members are assigned to more than four different subject preparations within the semester.</li> <li>6. Attachments to show that there are administrative arrangements whenever vacancies / leave of absences occur during the term, are lacking.</li> <li>7. Giving credits for consultation, tutorial, and department/local</li> </ol>	<ol style="list-style-type: none"> <li>1. The institution is recommended to present a comprehensive Human Resource Development Plan designed for faculty recruitment system to ensure a stronger and more effective workforce based on the needs of the institution.</li> <li>2. It is recommended that the explicit relevant academic qualifications such as specific or related degree earned, professional experiences, personal qualities, and communication skills for the recruitment of faculty be clearly stated when publishing and disseminating vacant faculty positions.</li> <li>3. The institution may consider encouraging faculty members to seek graduate degrees in Islamic Studies and/or related programs in other universities in the country or abroad.</li> <li>4. The institution is suggested to avoid merging of sections in one class schedule to keep faculty-student ratio on both lecture and laboratory classes in accordance to the program standards.</li> <li>5. A faculty inventory based on</li> </ol>

		<p>assignments are not evident.</p> <p>8. Evidences to show that faculty members have active membership in professional/scientific organization or honor society relevant to his/her assignment and field of specialization are very limited.</p> <p>9. Documents to show that there is an objective selection of deserving faculty members to be granted scholarship, fellowship and/or trainings, are lacking.</p> <p>10. Skills and competencies of faculty members in integrating Gender and Development (GAD) activities are deficient.</p> <p>11. Updating of course syllabi is not done regularly by the faculty members.</p> <p>12. Academic freedom is not exercised judiciously as evidenced in the setting of passing grades indicated in the syllabus prepared by the faculty for each subject, which do not follow the prescribed institutional guidelines reflected in their Faculty Manual.</p> <p>13. The recommendations on the previous accreditation for Area II are not yet completely fulfilled.</p>	<p>specialization and number of enrollees may be conducted to determine if there is a need to hire additional faculty members to handle different subjects.</p> <p>6. Guidelines and policies on make-up classes and substitution as well as credits or compensation schemes for substitution may be crafted.</p> <p>7. The University may consider giving credits or equivalent teaching load to consultation, tutorial, and department/local assignments.</p> <p>8. The institution may consider providing financial support to encourage faculty members to have active membership in professional/scientific organization or honor society relevant to his/her assignment and field of specialization to ensure stronger linkages and affiliations, as well as opportunities for trainings, paper presentations, and research publications.</p> <p>9. The institution is advised to create a Five-Year Faculty Development Plan, based on the policies of the institution programing faculty members for scholarships,</p>
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			<p>fellowship and trainings in their field of specialization.</p> <ol style="list-style-type: none"><li>10. Trainings and seminars to develop the skills and competencies of the faculty members in integrating GAD activities in their instruction may be considered by the institution to ensure that a gender-fair learning environment is maintained.</li><li>11. Syllabi are recommended to be updated, reviewed and approved every two years or when needed in order to integrate up-to-date information and teaching methodologies.</li><li>12. The faculty members are advised to follow the passing mark set by the institution as indicated in their published Faculty Manual.</li><li>13. The Area Task Force is encouraged to fully comply with the recommendations during the previous visit.</li></ol>
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AREA OF ACCREDITATION	STRENGTHS	AREAS NEEDING IMPROVEMENT	RECOMMENDATIONS
<p><b>AREA III: CURRICULUM AND INSTRUCTION</b></p>	<ol style="list-style-type: none"> <li>1. Faculty members of the program under survey are actively participating in the planning and design on the revised curriculum of BAIS.</li> <li>2. The institution is giving recognition to students with outstanding achievements in academic performances.</li> <li>3. Instruction is evidently enhanced through the participation of faculty members in in-service trainings.</li> <li>4. Alternative delivery modes of instruction are adopted.</li> </ol>	<ol style="list-style-type: none"> <li>1. Necessary parts of the complete curriculum package are lacking.</li> <li>2. The curriculum has no elective courses.</li> <li>3. The BOR approved curriculum has five tracts but only three tracts have enrollees.</li> <li>4. Evidences to show the participation of external stakeholders such as alumni, employers, and community members, representatives from professional organizations, linkages and industry partners in the formulation, review and revision of the curriculum are deficient.</li> <li>5. Supporting documents to show that the program under survey allows the accommodation of students with special needs and provides opportunities for them to finish the degree are missing.</li> <li>6. Details reflected in the syllabi prepared by the faculty, such as course number, semester when the subject is programmed to be offered and prerequisite subjects have discrepancies with those</li> </ol>	<ol style="list-style-type: none"> <li>1. The rationale, highlights and components of the program, as well as curriculum map, program of study with course descriptions, resource requirements, admission requirements, retention policies, and feasibility study, are recommended to be incorporated in the curriculum package.</li> <li>2. In the tracer study conducted, the data reflect that almost 60% of the graduates are employed in education industry, and with this, the department may consider incorporating education subjects as elective courses in the curriculum to ensure development of career-specific skills and competencies of students.</li> <li>3. A feasibility study and benchmarking survey are recommended to be conducted in order to further analyze the acceptability of the offering of each tract.</li> <li>4. Although a tracer study is conducted, it is suggested that feasibility study, and comprehensive consultation with the alumni, employers, community members, representatives from professional organizations, linkages and industry partners in the</li> </ol>

		<p>details in the course prospectus.</p> <ol style="list-style-type: none"> <li>7. Rubrics of student assessment such as projects, reporting, research, defense, oral exam and other subjective evaluation tools are not evidently presented.</li> <li>8. The Table of Specifications of the exam prepared by the faculty is not parallel to the examination prepared.</li> <li>9. Documents to show that there is provision for remedial measures to strengthen the basic skills in Mathematics, English and other "tool" subjects are lacking.</li> <li>10. The distribution of syllabi to students is not evident.</li> <li>11. Instructional materials developed by the faculty members are not copyrighted.</li> <li>12. Attachments to show that requirements are returned to the students after the results are recorded and analyzed, are lacking.</li> <li>13. There is no evidence to show that the number of trainees for each Coordinator does not exceed the ideal number (50) in practicum courses.</li> <li>14. Feedbacks from partner agencies</li> </ol>	<p>formulation, review and revision of the curriculum be conducted to fully document the evidences of their participation.</p> <ol style="list-style-type: none"> <li>5. The curriculum under survey may include policies and guidelines in accommodating students with special needs and provide opportunities for them to finish the degree.</li> <li>6. To ensure that details in the syllabi are correct, a syllabus review committee and review form or log may be crafted to document the review process done before the approval of the syllabi.</li> <li>7. Faculty members are encouraged to attach rubrics of evaluation tools such as projects, reporting, research, defense, oral exam and other subjective evaluation tools to ensure that students are aware on how they are graded.</li> <li>8. The department may consider having a TOS and Examination review committee, as well as craft a TOS and Exam review form or log to ensure that the content of the Exam is guided by the designed TOS, and to ensure that revisions are properly documented.</li> <li>9. The department is advised to properly document remedial measures conducted.</li> <li>10. The institution may consider including in the faculty evaluation form/tool the</li> </ol>
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		<p>regarding the performance of the OJT students, as well as feedbacks from employers regarding the performance of the graduates are lacking.</p> <p>15. Attachments to show that there are substitutions or special arrangements whenever a faculty is on leave or absent, are lacking.</p> <p>16. There is no evidence that workshops on test construction and the corresponding TOS are conducted and attended by faculty members.</p> <p>17. The attachments to show that faculty performance evaluation results are used to improve the performance of the faculty, are deficient.</p> <p>18. A tracer study on the employability of graduates is conducted, however, there is no analysis of data as well as other important parts of a tracer study.</p> <p>19. The recommendations on the previous accreditation visit for Area III are not yet completely complied.</p>	<p>distribution and explanation of the approved syllabus during the start of the semester, to have evidence that syllabi are distributed to students.</p> <p>11. The faculty members are encouraged to have their instructional materials copyrighted.</p> <p>12. Present documents showing that requirements are returned to the students after the results are recorded and analyzed.</p> <p>13. Students enrolled in practicum subjects under the Coordinators may be presented.</p> <p>14. It is recommended that soliciting feedbacks from the partner agencies regarding the performance of the OJT students and the employers regarding the performance of the graduates be conducted.</p> <p>15. Guidelines and policies on make-up classes and substitution as well as credits or compensation schemes for substitutes may be crafted.</p> <p>16. The institution may consider conducting series of workshops to develop faculty members' skills on test construction and the corresponding TOS.</p> <p>17. The institution may formulate a system of mentoring faculty members to improve their performance and</p>
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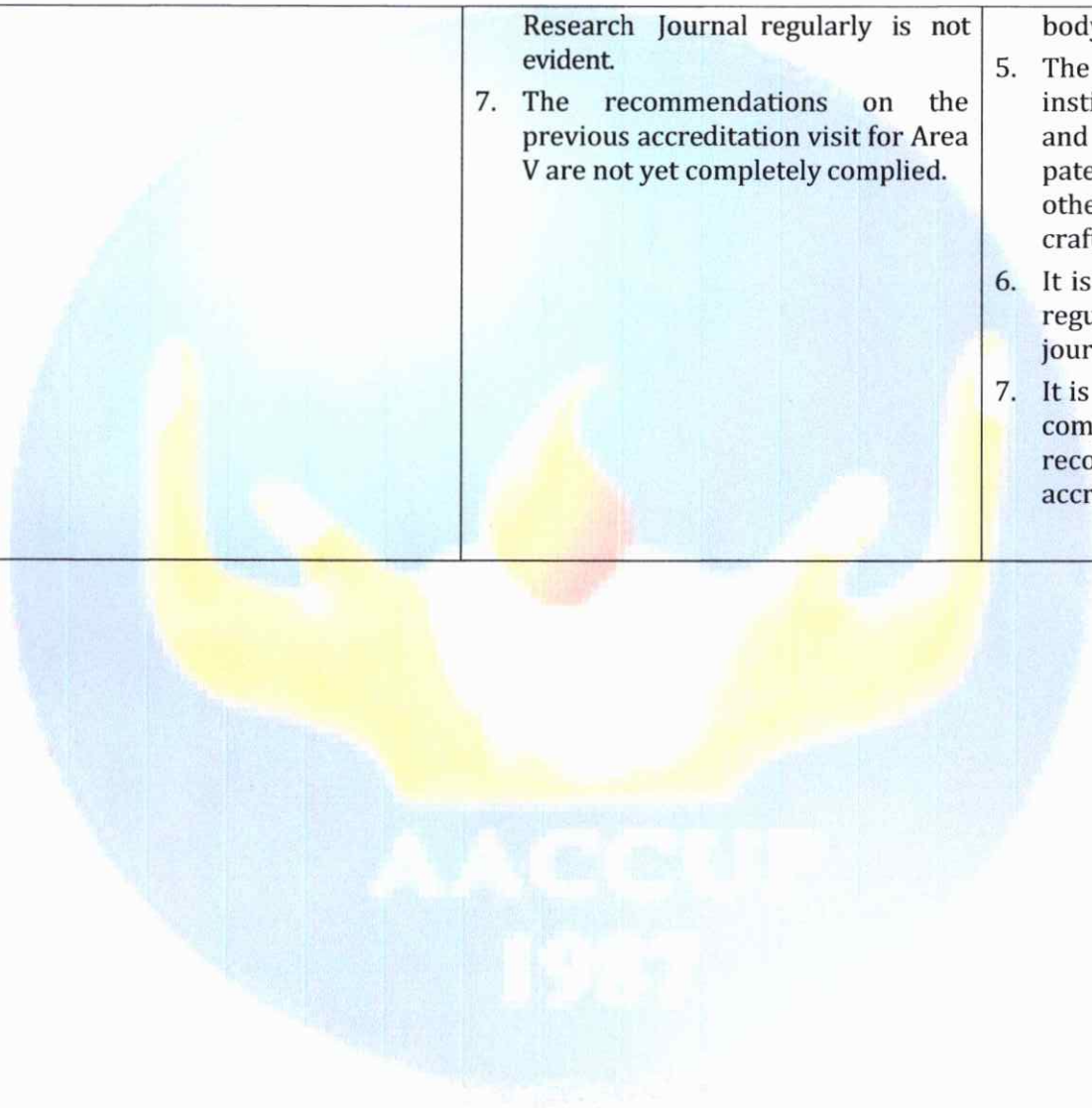
			<p>competence through the discussing with the faculty the evaluation results, together with the Dean and Department Head's class observation results, highlighting strengths and weaknesses.</p> <p>18. It is strongly recommended to package the tracer study completely with comprehensives parts such as rationale, objectives, methodology, instruments used analysis of data, discussion, triangulation with the feedbacks from employers, conclusions and implications, and documentation.</p> <p>19. It is highly recommended to comply fully with the recommendations on the previous accreditation visit.</p>
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AREA OF ACCREDITATION	STRENGTHS	AREAS NEEDING IMPROVEMENT	RECOMMENDATIONS
<p><b>AREA IV: SUPPORT TO STUDENTS</b></p>	<ol style="list-style-type: none"> <li>1. The University has a hospital to cater to the medical and dental needs of the students.</li> <li>2. The Office of Student Affairs initiated activities to help the students during the pandemic such as “Oplan Exodus”, the Balik Tahanan Program, “Family away from Home” and coordinated with the Alumni to conduct socio-civic activities during the pandemic.</li> <li>3. The University has a very comprehensive and fully functional Scholarship and Financial Assistance Program.</li> <li>4. A Tutorial Program is implemented to help the academically challenged students.</li> <li>5. The Sports and Development and Culture and Arts Programs are well implemented.</li> <li>6. The Student Manual was reviewed and revised in 2020; thereby, making it relevant to the new normal.</li> </ol>	<ol style="list-style-type: none"> <li>1. The ratio of Guidance Counselor to students, which is 1:1000, is not fully implemented since there are only two licensed Guidance Counselors for the student body of all curricular programs of the Kabacan Campus.</li> <li>2. The economic ventures of the students are very limited.</li> <li>3. Sanitary Permits and Health Certificates are presented; however, the expiry year indicated is 2019.</li> <li>4. The University Health Care and related service providers are licensed; however, as to the uploaded documents, their license cards are expired because their validity years are up to 2021 and below.</li> <li>5. Recommendations during the First Survey Visit are not fully complied and supporting documents for the percentage of compliance are not presented or very minimal.</li> </ol>	<ol style="list-style-type: none"> <li>1. The University may continue requesting for a Plantilla Position for additional Guidance Counselors or may encourage those who are assigned as College Guidance Coordinators to pursue a degree in Guidance and Counselling and take the board examination to become registered Guidance Counselors, or have a review for the Guidance Counselor’s Board Exam if in case, their degrees are related to guidance and counseling like Khristine Joy Garcia, the psychologist in the Guidance Center.</li> <li>2. The Office of Students Affairs, through the Director of Business Development Office, may encourage entrepreneurial activities of the students when the face-to-face classes are to be conducted.</li> <li>3. When the canteens will resume the food services to the students with limited face-to-face classes, the food service providers may renew their Health Certificates and the Sanitary Permits may be</li> </ol>

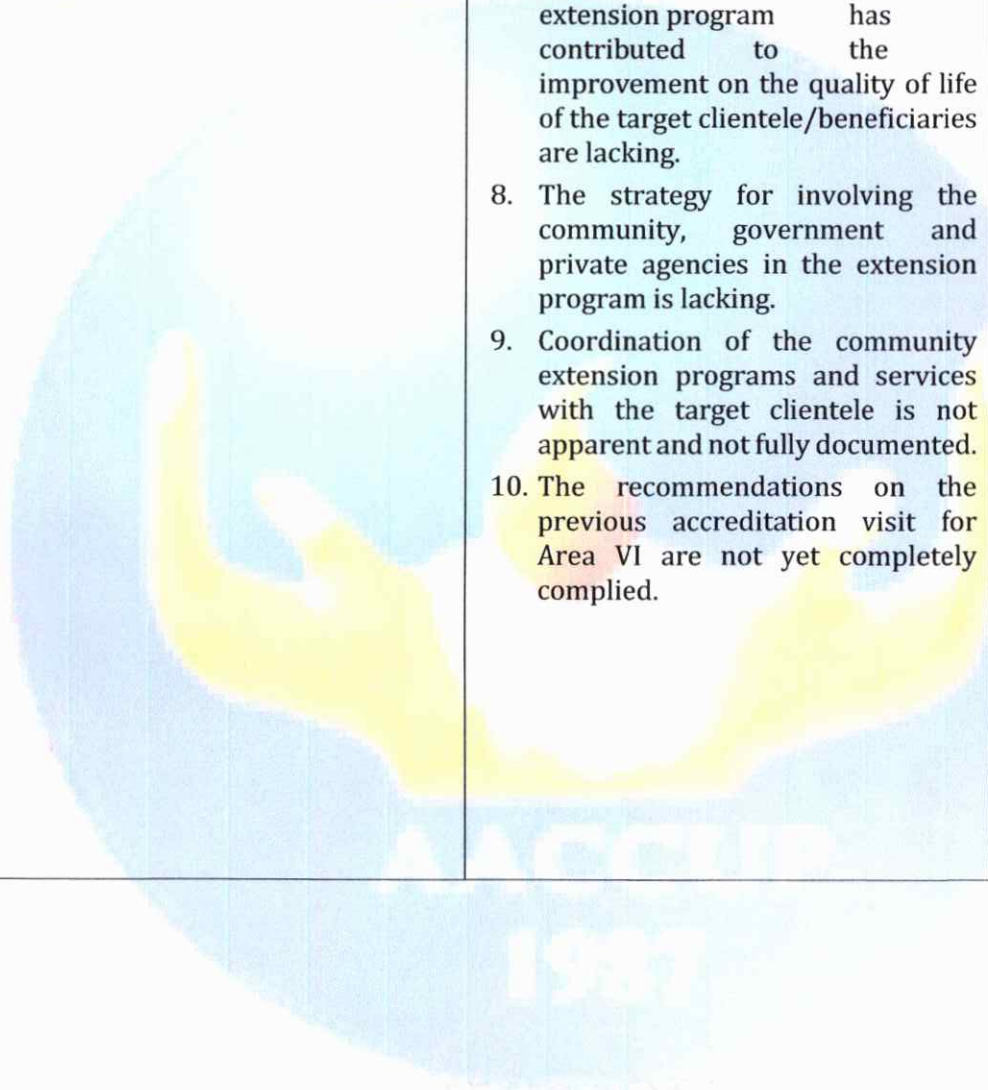
			<p>renewed as well.</p> <ol style="list-style-type: none"><li>4. The University Administration may remind the health care providers to renew their license cards.</li><li>5. The Office of Student Affairs may continue to work out for the full compliance of the previous recommendations and shall provide objective evidences of compliance.</li></ol>
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AREA OF ACCREDITATION	STRENGTHS	AREAS NEEDING IMPROVEMENT	RECOMMENDATIONS
<p><b>AREA V: RESEARCH</b></p>	<ol style="list-style-type: none"> <li>1. The institution has a research unit managed by a competent head.</li> <li>2. The institution provides incentives to faculty researchers such as honoraria and service credits.</li> <li>3. The institution gives incentives and support for paper presentation and journal publication.</li> <li>4. The institution provides opportunities for the dissemination of research results such as in-house reviews and seminars.</li> </ol>	<ol style="list-style-type: none"> <li>1. The number of faculty members with published researches in refereed national and/or international journals is low.</li> <li>2. Evidences to show the participation of students, government agency representatives, alumni and other stakeholders in the formulation of the institution's research agenda are missing.</li> <li>3. Significant documents and attachments to show that research outputs are utilized for the improvement of instruction and as inputs in institutional development such as minutes of the meeting, and institutional policies revision are deficient.</li> <li>4. As part of faculty evaluation, faculty members are evaluated for research performance, but there is no comprehensive evaluation scheme for research output per se.</li> <li>5. The policies or guidelines of the institution in commercialization and generating income from patents, licenses, copyrights, and other research outputs are lacking.</li> <li>6. The documents to show that the Institution publishes a</li> </ol>	<ol style="list-style-type: none"> <li>1. Since some faculty members from the college have published works, the institution may consider having a system of mentoring, which can be done first by conducting a faculty inventory on research expertise and interests, and then assigning the faculty members to the corresponding mentor with the similar research profile; workshops and writeshops may also be conducted.</li> <li>2. It is strongly recommended that stakeholders' participation in the formulation of the research agenda be documented.</li> <li>3. It is strongly advised that complete and significant documents to show that research outputs are utilized for the improvement of instruction as inputs in institutional development be presented.</li> <li>4. It is highly recommended that institution devise system of evaluating research outputs of faculty members, ideally, in terms of its impact to the community, timeliness, contribution to the</li> </ol>

		<p>Research Journal regularly is not evident.</p> <p>7. The recommendations on the previous accreditation visit for Area V are not yet completely complied.</p>	<p>body of knowledge and such.</p> <p>5. The policies or guidelines of the institution in commercialization and generating income from patents, licenses, copyrights, and other research outputs may be crafted.</p> <p>6. It is advised for the institution to regularly publish their research journal.</p> <p>7. It is highly recommended that full compliance with the recommendations on the previous accreditation visit be done.</p>
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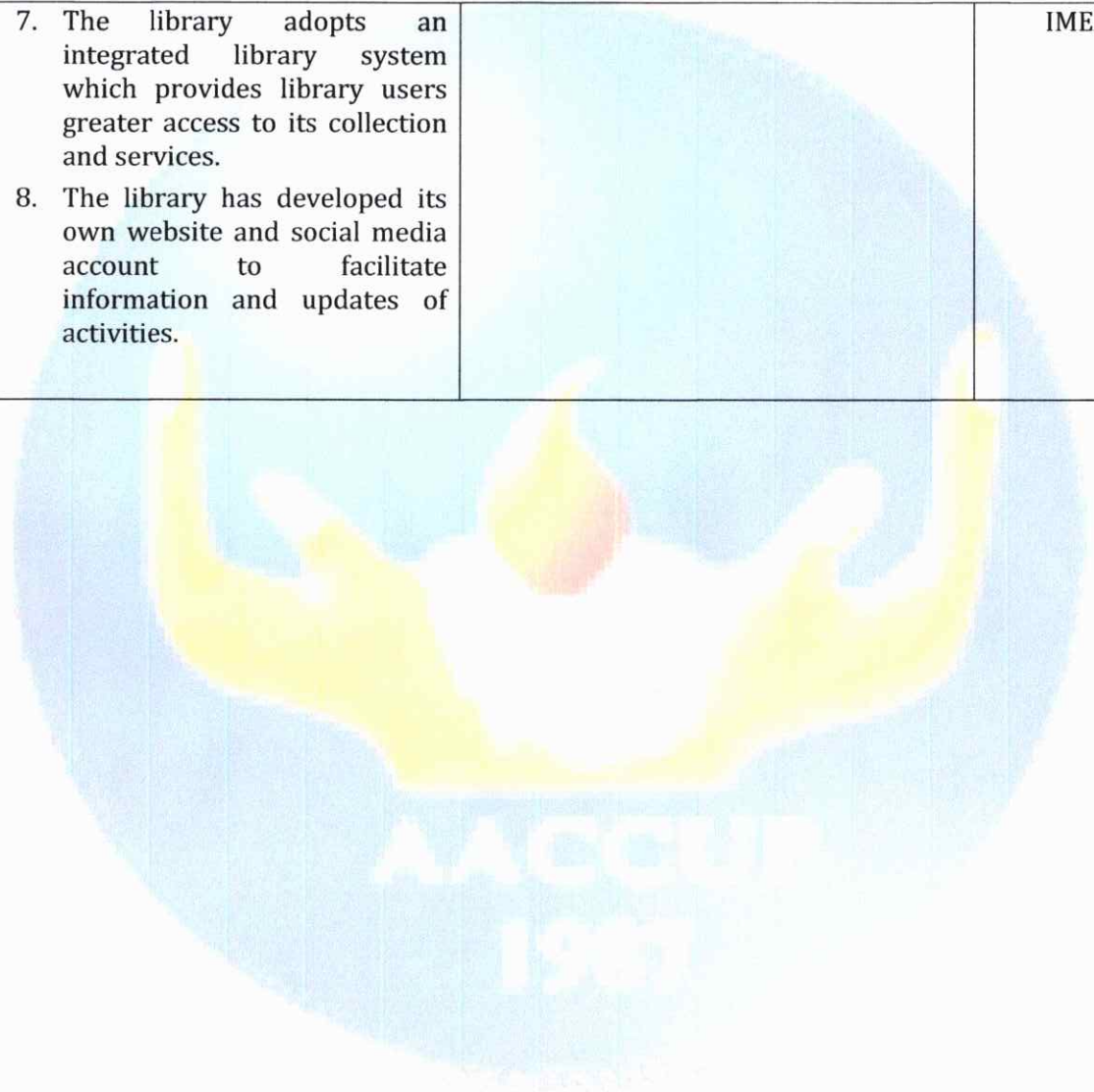


AREA OF ACCREDITATION	STRENGTHS	AREAS NEEDING IMPROVEMENT	RECOMMENDATIONS
<p><b>AREA VI: EXTENSION AND COMMUNITY INVOLVEMENT</b></p>	<ol style="list-style-type: none"> <li>1. A distinct office that manages the extension program of the institution.</li> <li>2. There is an approved budget for the extension program.</li> <li>3. There is a community participation in the utilization of technology, knowledge learned, skills acquired from the extension project of the College.</li> </ol>	<ol style="list-style-type: none"> <li>1. There are no documents to show that the College/academic unit has a benchmark survey of the problems, needs, priorities and resources of the community, for the formulation of extension agenda and implementation of activities.</li> <li>2. There are limited evidences to show that linkages with local, national and non- governmental agencies involved in the extension activities of the department are institutionalized.</li> <li>3. Periodic monitoring and evaluation of extension projects and activities are not evidently conducted.</li> <li>4. Documents showing that results of monitoring and evaluation of extension projects are discussed with stakeholders are missing.</li> <li>5. Attachments to prove that the unit conducts re-planning of activities based on feedbacks are lacking.</li> <li>6. The participation of students, and other stakeholders in the planning and organization of the extension program is not evident.</li> <li>7. Evidences to show that the</li> </ol>	<ol style="list-style-type: none"> <li>1. It is highly recommended to conduct benchmark survey of the problems, needs, priorities and resources of the community, such as feasibility studies to soundly formulate extension agenda, the implementation of extension activities, and to ensure that priority extension programs are conducted.</li> <li>2. The department is advised to secure a Memorandum of Agreement/Understanding with the agencies involved in the extension projects before embarking on any extension activities to document also the roles and responsibilities of the institution and the partner agencies as mutual exchange of resources.</li> <li>3. Monitoring and evaluation of extension projects and activities are advised to be conducted periodically.</li> <li>4. Discussion of monitoring and evaluation of extension projects with concerned stakeholders is highly recommended.</li> <li>5. The unit may craft a matrix of</li> </ol>

		<p>extension program has contributed to the improvement on the quality of life of the target clientele/beneficiaries are lacking.</p> <ol style="list-style-type: none"><li>8. The strategy for involving the community, government and private agencies in the extension program is lacking.</li><li>9. Coordination of the community extension programs and services with the target clientele is not apparent and not fully documented.</li><li>10. The recommendations on the previous accreditation visit for Area VI are not yet completely complied.</li></ol>	<p>feedbacks to guide inre-planning activities.</p> <ol style="list-style-type: none"><li>6. It is suggested that participation of students, and other stakeholders in the planning and organization of the extension program be fully documented.</li><li>7. A comprehensive impact assessment of the extension projects may be conducted.</li><li>8. Devising a strategy for involving the community, government and private agencies in the extension program is recommended.</li><li>9. Full documentation of the community coordination of the extension programs and services with the target clientele is suggested.</li><li>10. Recommendations on the previous accreditation visit may be fully complied.</li></ol>
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AREA OF ACCREDITATION	STRENGTHS	AREAS NEEDING IMPROVEMENT	RECOMMENDATIONS
<p><b>AREA VII: LIBRARY</b></p>	<ol style="list-style-type: none"> <li>1. The proposed Library Organizational Structure is clear, as well as the Library Manual is approved by the Board of Regents.</li> <li>2. The library is managed by a highly qualified, competent and licensed Librarian assisted by equally qualified licensed librarian staff.</li> <li>3. The election of the Director of Libraries to the PLAI-SOCCSKSARGEN Librarians Council and other organization is a proof that the administration supports the professional development of the employees.</li> <li>4. Competent and capable librarians are engaged in various university activities such as serving as proctors and examiners.</li> <li>5. Librarians engage not only on professional development but also their spiritual being.</li> <li>6. The availability of library staff to answer online queries during this pandemic is highly commendable.</li> </ol>	<ol style="list-style-type: none"> <li>1. Based on CMO 22, s. 2021 which is the minimum requirements for Libraries of Higher Education Institutions Common to all Programs, Section 3 a. 2, the library do not meet the required number of support staff especially at the IMEAS Library.</li> <li>2. Professional books on the programs undersurvey are lacking.</li> <li>3. There is an inadequate number of books copyrighted within the last five years.</li> <li>4. E-resources (e-books/e-journals) are limited.</li> <li>5. High technology library gate and security system for the security of both the resources and the library patrons are lacking.</li> <li>6. Best practices for the services of the underserved patrons are neglected.</li> <li>7. The library has established a lot of learning commons at the main library that entice the library patrons, however, the IMEAS library is not conducive to learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Administration may consider hiring additional support staff to implement the face-to-face and online professional services and activities of the library and meet the required standards for library.</li> <li>2. Continuous updating of the collections especially on the major subjects of the program under survey is encouraged.</li> <li>3. The management may consider to have continuous acquisition of books copyrighted within the last five years.</li> <li>4. Explore the possibility of procuring additional e-resources (e-books/e-journals) to support the programs under survey.</li> <li>5. It is recommended to procure and install security gate in the library to safeguard the resources and library patrons.</li> <li>6. The Librarians may explore the possibility of organizing a corner for the underserved patrons for better services.</li> <li>7. The Administration may look into the possibility of refurbishing of</li> </ol>

	<p>7. The library adopts an integrated library system which provides library users greater access to its collection and services.</p> <p>8. The library has developed its own website and social media account to facilitate information and updates of activities.</p>		IMEAS library.
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AREA OF ACCREDITATION	STRENGTHS	AREAS NEEDING IMPROVEMENT	RECOMMENDATIONS
<p><b>AREA VIII:            PHYSICAL PLANT            AND FACILITIES</b></p>	<ol style="list-style-type: none"> <li>1. The University has a hospital to cater to the medical, dental and other health-related needs of the students.</li> <li>2. The University has a land area of 1,024 hectares which can accommodate future expansions in terms of infrastructure development.</li> <li>3. There are well-equipped function rooms and other service facilities for use of the stakeholders of the University.</li> <li>4. The major offices of the University are housed in the Administration Building, thereby making them highly accessible to the stakeholders.</li> <li>5. The University has Men's and Women's Dormitories and a Hostel.</li> <li>6. The University has a fire truck ready to be used anytime a fire incident happens in the campus or nearby places.</li> </ol>	<ol style="list-style-type: none"> <li>1. Out of eight recommendations during the First Survey Visit, seven are not fully complied and supporting documents for the percentage of compliance are not presented.</li> <li>2. The conduct of water potability testing is done in 2018 and 2019 only as to the presented documents.</li> <li>3. Some documents are not clear and some photos are not properly labelled.</li> </ol>	<ol style="list-style-type: none"> <li>1. The concerned office/s may continue to work out for the full compliance of the previous recommendations and may provide objective evidences of compliance.</li> <li>2. The Office concerned may religiously conduct the periodic water potability testing for the safety of the stakeholders of the University.</li> <li>3. The Area Task Force may present clear documents and label properly the photos. Also, they may highlight parts of the documents supporting the claim on a particular benchmark statement to make the documents accreditor-friendly.</li> </ol>

AREA OF ACCREDITATION	STRENGTHS	AREAS NEEDING IMPROVEMENT	RECOMMENDATIONS
<p><b>AREA IX: LABORATORIES</b></p>	<ol style="list-style-type: none"> <li>1. The University has well-equipped and properly maintained general and program-based laboratories.</li> <li>2. The laboratory technicians or assigned personnel are highly qualified.</li> <li>3. A well-equipped Multimedia Center is available for the use of faculty and students.</li> <li>4. Maintenance records are in place.</li> </ol>	<ol style="list-style-type: none"> <li>1. Minimal documents on the training of the use of fire extinguishers, first-aid kits and other emergency measures such as earthquake drills are presented.</li> <li>2. The recommendations during the First Survey Visit are complied as presented, but no objective evidences are presented.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Area Task Force may present substantial documents such as programs, attendance sheets and evaluation sheets and well-labelled photos on the conducted activities for the period covered by the accreditation survey, that is for the last three academic years prior to the visit.</li> <li>2. The Area Task Force may provide objective evidences of compliance of the recommendations during the previous visit.</li> </ol>

AREA OF ACCREDITATION	STRENGTHS	AREAS NEEDING IMPROVEMENT	RECOMMENDATIONS
<p><b>AREA X: ADMINISTRATION</b></p>	<ol style="list-style-type: none"> <li>1. The University has a Client Satisfaction Survey of all major and support offices and the results are presented accordingly which are used as baseline data on the future plans on human and non-human development programs.</li> <li>2. Income Generating Projects generate income in millions and thousands which may be used to fund the operations of the University.</li> <li>3. The University has Quality Forms and Procedures used in the Offices since it is ISO Certified.</li> <li>4. The University has a very comprehensive Strategic Plan 2019-2022.</li> <li>5. The Administration Building houses all the major offices of the University, thereby making them highly accessible to the stakeholders.</li> <li>6. There is a comprehensive University Code which is approved by the BOR.</li> </ol>	<ol style="list-style-type: none"> <li>1. An Alumni Directory was presented; however, only the 2019, 2020 and 2021 graduates are included.</li> <li>2. Minimal samples of documents on PHILGEPS posting are presented.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Administration, in coordination with the concerned offices, may craft an Alumni Directory Handbook or create a Database containing the names and other relevant data of all graduates of the programs, specifically the Bachelor of Arts in Islamic Studies since the time of their first graduates up to the present. This may be used as a reference in tracking their graduates.</li> <li>2. The Area Task Force may present substantial documents on PHILGEPS posting specifically covering the last three academic years prior to the accreditation visit.</li> </ol>

## AACUP TECHNICAL REVIEW AND BOARD ACTION

S U C: University of Southern Mindanao

Address: Kabacan, North Cotabato Region: XII

College/Dept.: \_\_\_\_\_

Program: Bachelor of Arts in Islamic Studies Type of Visit: 2<sup>nd</sup> Survey

Components/Majors:

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Date of Survey: March 21-25, 2022



### SUMMARY OF RATINGS:

AREA	WEIGHT	MEAN	WEIGHTED MEAN
I. Vision, Mission, Goals and Objectives	---	4.14	---
II. Faculty	8	3.37	26.96
III. Curriculum and Instruction	8	2.91	23.28
IV. Support to Students	8	3.59	28.72
V. Research	5	2.91	14.55
VI. Extension and Community Involvement	4	2.85	11.40
VII. Library	5	3.78	18.90
VIII. Physical Plant and Facilities	3	3.81	11.43
IX. Laboratories	4	3.80	15.20
X. Administration	5	3.89	19.45
Overall Total	50		169.89
Grand Mean		3.40	
Descriptive Rating		Satisfactory	

### CRITERIA TO PASS THIS LEVEL:

- |  |      |
|--|------|
| 1. <u>Minimum Grand Mean</u> required to qualify for this Level (status) | 3.50 |
| 2. <u>Minimum Area Mean</u> required to qualify for this Level (status)  | 3.00 |

### RECOMMENDED BOARD ACTION:

1. Award: \_\_\_\_\_ Effective: \_\_\_\_\_  
 May apply for the next survey starting: \_\_\_\_\_
2. Defer the award: Level II Re-accredited And, revisit: All Areas
3. Starting: April 2022 But not later than: March 2026  
 Meantime, the program may retain/enjoy:  
Level I Accredited Status, until: March 2026

**ASSESSED BY (ACCREDITORS):**

1. The Team Leader's/Area III – Curriculum *and* Instruction is evaluated by a Lead Accreditor whose field of specialization is the same as, or closely allied to, the program under assessment. Yes \_\_\_\_\_

Team Leader:	Dr. Sharina Carla S. Mercurio
Specialization/s:	Asian Studies, Foreign Language
Rank/Designation/SUC:	Central Luzon State University

2. The Team Member field of specialization is the same as, or closely allied to, the program under assessment. Yes \_\_\_\_\_

Accreditor:	Dr. Herminia N. Falsario
Specialization/s:	Asian Studies, Foreign Language
Rank/Designation/SUC:	Iloilo Science and Technology University

3. Area VII – Library is evaluated by a licensed librarian-accreditor. Yes \_\_\_\_\_

Accreditor:	Prof. Virginia B. Medrano
Specialization/s:	Library Science
Rank/Designation/SUC:	College Librarian / Mariano Marcos State University

**SUGGESTIONS: (Checked items only)**

Regular Accreditation Survey Visits

- Carry out measures to
  - ✓ improve the rating of all areas
  - ✓ carry out the recommendations of the Survey Team that conducted the latest survey visit.
- Conduct a Self-Survey of the Program in the \_\_\_\_\_ to determine its readiness for the next survey visit.
- Prepare an updated Program Performance Profile (PPP) using the AACUP format.
- Apply for the conduct of the next survey visit in the \_\_\_\_\_ (at least two (2) months before the desired date of survey visit, attaching a copy of the PPP.)
- Others \_\_\_\_\_

Revisits

- Adopt measures to
  - ✓ improve the rating of the area/s to be revisited
  - ✓ carry out the recommendations of the Survey Team that conducted the latest survey visit.
- Conduct a Self-Survey of the area/s affected in the 4<sup>th</sup> Quarter 2025 to determine its/their readiness for the revisit.
- Prepare an updated Program Performance Profile (PPP) of only the area/s affected using the AACUP format.
- Apply for the conduct of the revisit in the 4<sup>th</sup> Quarter 2025 (at least two (2) months before the desired date of revisit.)
- Others \_\_\_\_\_

Consolidated *and* Reviewed By:

\_\_\_\_\_  \_\_\_\_\_ 