



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

**SUC:** UNIVERSITY OF SOUTHERN MINDANAO

**ADDRESS:** Kabacan, North Cotabato

**CAMPUS:** Kabacan Campus


**PROGRAM:** Bachelor in Physical Education

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

**DATE OF SURVEY:** July 4-8, 2022

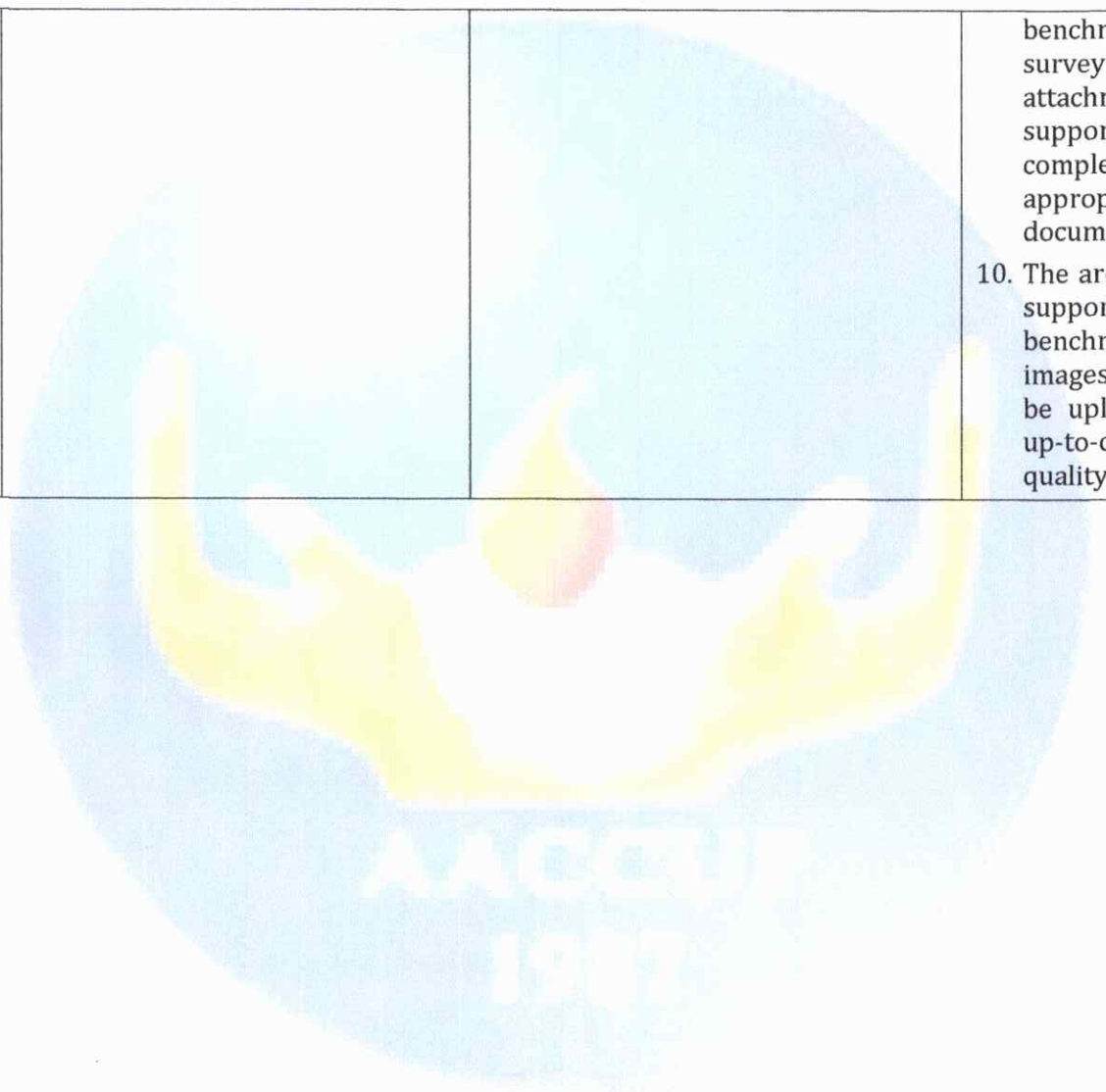


| AREA OF ACCREDITATION   | STRENGTHS   | AREAS NEEDING IMPROVEMENT   | RECOMMENDATIONS   |
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| <p><b>AREA I:<br/>VISION, MISSION,<br/>GOALS AND OBJECTIVES</b></p> | <ol style="list-style-type: none"> <li>1. The VMGO are disseminated through print media like programs and invitations, school publication, course syllabi, flyers, and even electronic media like the Institution's official website.</li> <li>2. The Vision and Mission of the Institution are clearly stated and reflect the future directions of the Institution.</li> <li>3. The activities of the programs are geared toward the VMGO of the Institution.</li> </ol> | <ol style="list-style-type: none"> <li>1. The Goals of the SPEAR and the Objective of the Physical Education program are broadly stated.</li> <li>2. There are short pieces of evidence of consultations with the stakeholders and the approval of concerned authorities on translating VMGO into vernacular languages.</li> <li>3. Proper documentation supporting congruency between VMGO and educational practices in students' school activities is limited.</li> <li>4. The Vision, Mission, Goals, and Objectives are not visible in conspicuous areas for students and stakeholders.</li> <li>5. Studies on the awareness and acceptability of VMGO are minimal.</li> <li>6. There is minimal evidence to show that the results of the study on awareness and acceptability of the VMGO have been disseminated to the stakeholders.</li> <li>7. The system of formulation, review, and dissemination of the VMGO of the Institution and the</li> </ol> | <ol style="list-style-type: none"> <li>1. The SPEAR may consider revising the Goals of the Institute based on the Physical Education program currently offered. The Program Objectives may also be revised based on the Policies, Standards, and Guidelines for Physical Education. The revision may be forwarded to the Academic Council for review and endorsement and eventually be approved by the Board of Regents.</li> <li>2. Invitations to many stakeholders like alumni, industry sector, parents, cooperating agencies, and the like may be submitted to concerned authorities for approval before dissemination.</li> <li>3. Presentation of appropriate documents in support of congruency between VMGO and educational practices and students' activities may be fully documented.</li> <li>4. For better dissemination and understanding of the VMGO, it may be posted in conspicuous places like in the: a) marketplace; b) churchyard; c) city/town hall; d) Barangay Hall;</li> </ol> |

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|  |  | <p>objectives of the Program are not comprehensively documented.</p> <p>8. The study on the awareness and acceptability of the VMGO is presented in a survey-type form, not conducted periodically, and not written in a research format.</p> <p>9. There is a voluminous presentation of irrelevant and repetitive documents in some of the benchmark statements in the evaluation instrument, while others do not have a single supporting document.</p> <p>10. Most of the documents presented are blurred; hence challenging to read and check the content and authenticity.</p> | <p>e) bus, jeepney, and tricycle stations, with proposed letter of permission from the authorities concerned.</p> <p>5. The conduct of more in-depth studies on the awareness and acceptability of VMGO are suggested, and the results are used as bases for review and revision.</p> <p>6. The result of the study may be disseminated to various stakeholders to intensify awareness and acceptability of the VMGO.</p> <p>7. The faculty concerned may present complete, comprehensive documentation in the formulation, review, revision, and dissemination of the VMGO of the institutions and objectives of the Program under Survey with the signature of proper authorities to guide future understanding.</p> <p>8. The Program may consider periodic conduct of a study on the awareness and acceptability of the VMGO. Write the output following an IMRaD format and publish it in a refereed journal.</p> <p>9. Carefully review each</p> |
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|  |  |  | <p>benchmark statement in the survey instrument before the attachment of exhibits and supporting documents to attain completeness, accuracy, and appropriateness of the documents presented.</p> <p>10. The area In-charge may prepare supporting documents per benchmark statement. The images and documents that will be uploaded must be relevant, up-to-date, and in high image quality and resolution.</p> |
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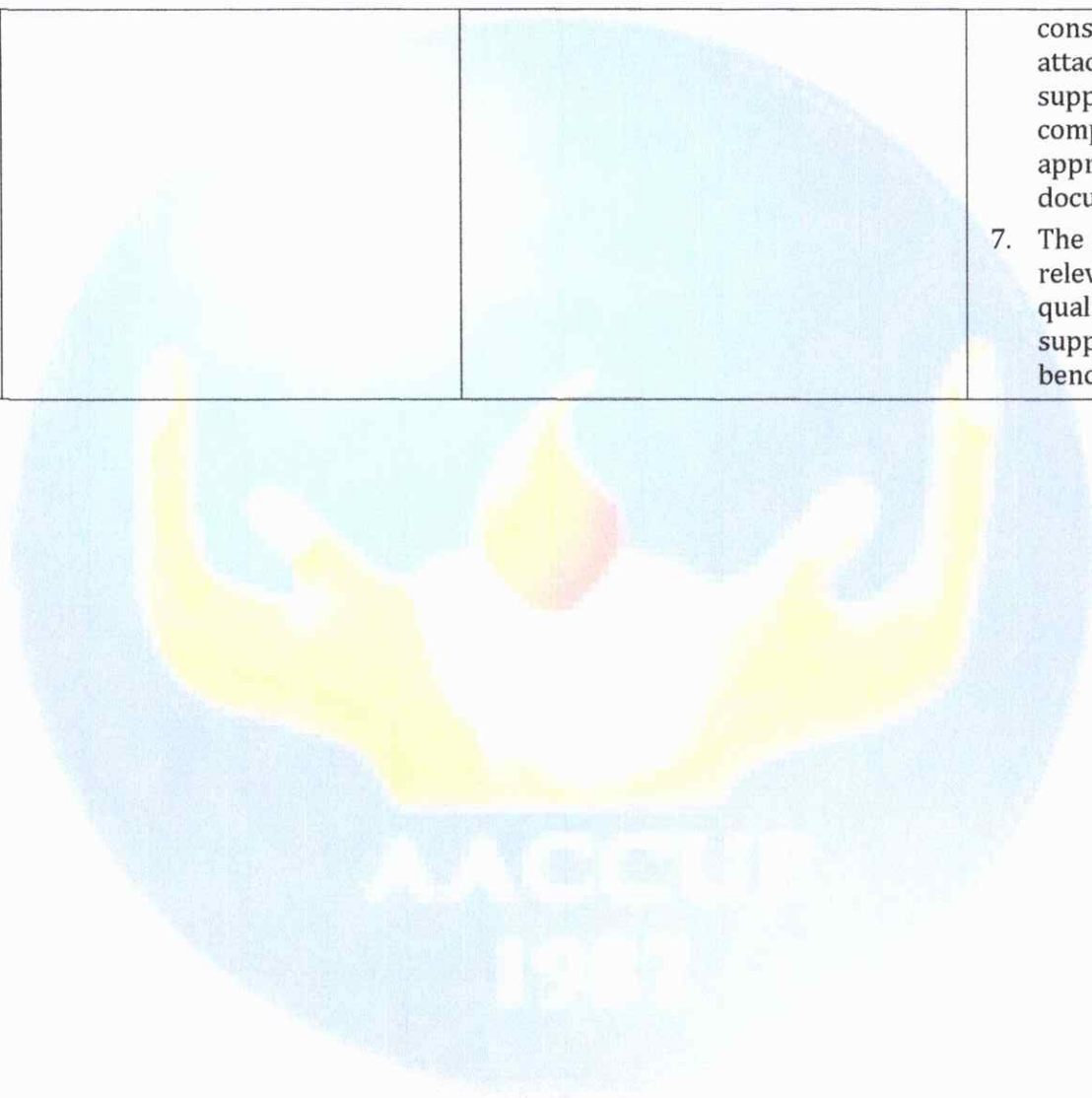
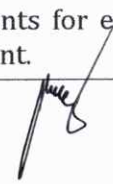
| AREA OF ACCREDITATION              | STRENGTHS   | AREAS NEEDING IMPROVEMENT   | RECOMMENDATIONS  |
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| <p><b>AREA II:<br/>FACULTY</b></p> | <ol style="list-style-type: none"> <li>1. The required number of faculty possess graduate degrees appropriate and relevant to the Program; thus, the BPE program has qualified and competent faculty members.</li> <li>2. The BPE faculty's scholarly works are commendable; research outputs were published in peer-reviewed international journals, and some instructional materials were copyrighted.</li> </ol> | <ol style="list-style-type: none"> <li>1. Virtual Learning Education is notable; however, in-service training of the faculty for the new normal educational setting is limited in number.</li> <li>2. Most of the documents presented are blurred and out of date; hence challenging to read, check and validate the content and authenticity.</li> <li>3. Class monitoring and observation were conducted. However, there is no evidence of the summary of class observation and monitoring per semester.</li> <li>4. Photographs of activities as support to documents presented are not labeled; thus, challenging to determine to prove their reliability.</li> <li>5. Irrelevant and repetitive documents were voluminously presented thus. Some of the benchmark statements in the evaluation instrument are documents, while others do not have a single supporting document.</li> </ol> | <ol style="list-style-type: none"> <li>1. The college may conduct in-service training and seminar for the new normal setting to keep the faculty abreast with the changes and trends in the educational landscape. Further, faculty may be sent to other webinars/seminars/training outside the Institution to capacitate them with experience and other pedagogy.</li> <li>2. The supporting documents per benchmark statement may be up-to-date, appropriate, and in high image quality and resolution.</li> <li>3. A summary of class observation for the class monitoring and observation conducted is recommended to determine the faculty's teaching effectiveness.</li> <li>4. The photographs of activities may be labeled by their support to the documents and high image quality.</li> <li>5. A careful review of each benchmark statement in the survey instrument may be considered before the attachment of exhibits and supporting documents to attain completeness, accuracy, and appropriateness of the documents presented.</li> </ol> |

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| AREA OF ACCREDITATION                                      | STRENGTHS   | AREAS NEEDING IMPROVEMENT  | RECOMMENDATIONS   |
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| <p><b>AREA III:<br/>CURRICULUM<br/>AND INSTRUCTION</b></p> | <p>1. The Bachelor of Physical Education Program administrative support for effective instruction is evident, which manifests that more than 60% of the students can graduate within the regular time frame and high students' board examination results.</p> | <p>1. Instruction and other instruction activities were conducted; however, regular supervision, monitoring, and observation are not apparent.</p> <p>2. Periodic review, assessment, and updating of the curriculum are not regularly conducted.</p> <p>3. Students Teacher Intern Portfolio is presented. However, BPE students' portfolio or e-portfolio in adopting alternative delivery modes is not evident.</p> <p>4. There is no evidence of the conduct of the study on the employability of BPE graduates.</p> <p>5. Evidence of employer's feedback regarding graduates' performance is not evident.</p> <p>6. There is a voluminous presentation of irrelevant and repetitive documents in some of the benchmark statements in the evaluation instrument, while others do not have a single supporting document.</p> <p>7. The majority of the documents presented are blurred. Hence, it is difficult to read and check the content and authenticity.</p> | <p>1. Regular classroom observation and monitoring are recommended to ensure that the activities of the instructors are by what is reflected in the syllabus.</p> <p>2. Bachelor of Physical Education Curriculum may be submitted for revision to ensure the quality of instruction.</p> <p>3. Students may submit a portfolio or e-portfolio as educational evidence to evaluate their learning progress and academic achievement in the new normal educational setting.</p> <p>4. The Program may conduct a study on the employability of BPE graduates to assess the quality of the university/college provision.</p> <p>5. The Program may conduct a study on the employer's feedback regarding graduates' performance to determine the responsiveness and relevance of the program curriculum.</p> <p>6. A careful review of each benchmark statement in the survey instrument may be</p> |




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|  |  |  | <p>considered before the attachment of exhibits and supporting documents to attain completeness, accuracy, and appropriateness of the documents presented.</p> <p>7. The area In-charge may prepare relevant, up-to-date, and high-quality and resolution supporting documents for each benchmark statement.</p> |
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| AREA OF ACCREDITATION                          | STRENGTHS  | AREAS NEEDING IMPROVEMENT   | RECOMMENDATIONS   |
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| <p><b>AREA IV:<br/>SUPPORT TO STUDENTS</b></p> | <ol style="list-style-type: none"> <li>1. General student orientation programs are conducted every semester to provide information and awareness about the different policies of the schools and the different services offered and provided by the school.</li> <li>2. The University has a radio station where programs, activities, projects, and other advisories are aired.</li> <li>3. There is the active involvement of BPE students in the culture and the arts activities conducted inside the campus or virtually.</li> </ol> | <ol style="list-style-type: none"> <li>1. Recommendations during the first survey visit were not complied with.</li> <li>2. There are limited pieces of evidence that students are engaged in economic ventures like student laboratory cooperatives, entrepreneurial activities/projects, and savings, among others.</li> <li>3. A comprehensive tracer study of the Program is not evident.</li> <li>4. There is no student publication specific to the Program under Survey.</li> <li>5. There is no procedural flow and guidelines in organizing and conducting students' activities.</li> <li>6. Evaluation of seminars, training, and different activities and programs conducted in the school is inadequate.</li> <li>7. There is no research program for student services.</li> <li>8. Not all units under the student affairs services have accomplishment reports.</li> <li>9. There is no official document to prove the result of the licensure</li> </ol> | <ol style="list-style-type: none"> <li>1.             <ol style="list-style-type: none"> <li>1.1. Re-iterating the recommendation during the first survey visit on the need to review the university code and student handbook incorporating the new policies and guidelines of the University. The University code and student handbook were last revised in 2005.</li> <li>1.2. Though there is an increase of one guidance counselor from one during the first survey visit, it is highly recommended that additional guidance counselors be hired considering the student population of the University. CHED requirement of counselor-student-ratio is 1:1000.</li> </ol> </li> <li>2. Present adequate, relevant, and updated evidence that will show students' engagement in economic ventures like student laboratory cooperatives,</li> </ol> |

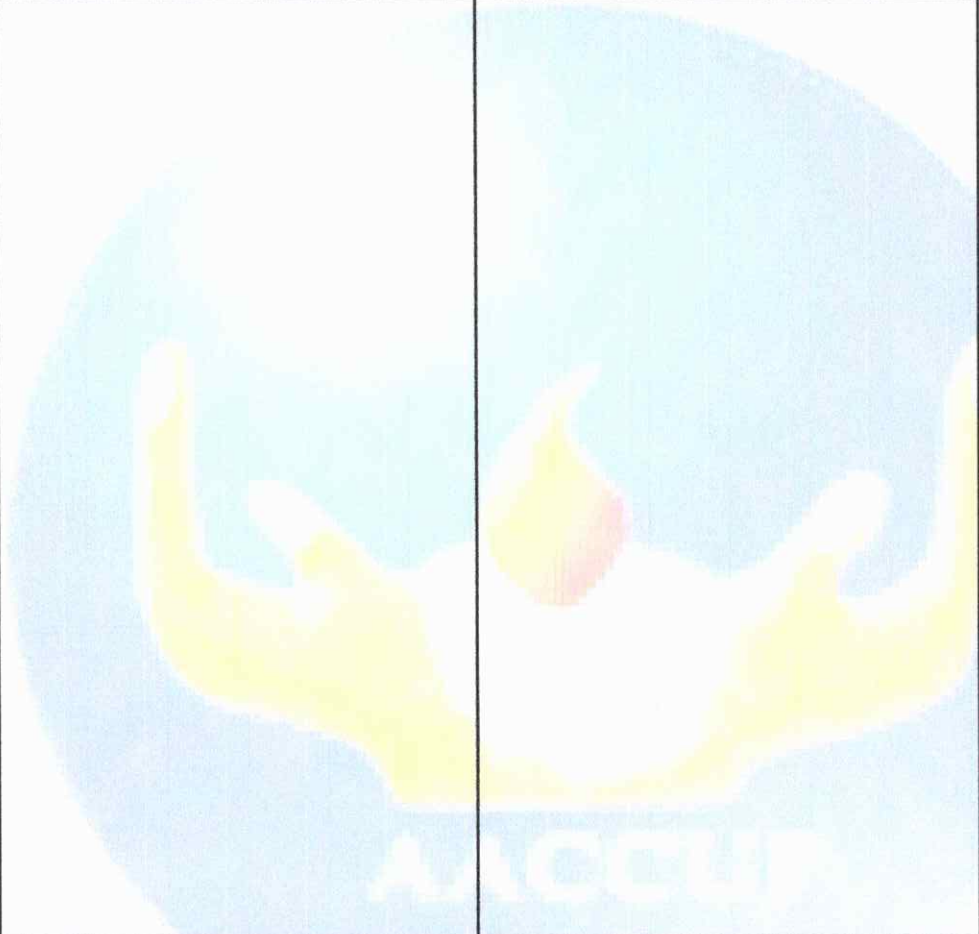
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|  |  | <p>examination for teachers.</p> <p>10. The alumni and placement unit of the SSDO has no direct or indirect link with prospective employers.</p> <p>11. Some of the benchmark statements were not properly supported with documents, and some documents presented were not properly labeled as to what activity it was, the date, venue, participants, etc.</p> | <p>entrepreneurial activities/projects, and savings, among others.</p> <p>3. A student conducted a tracer study. However, not all the necessary data to be gathered were included in the study. The conduct of a comprehensive tracer study of the Program to include awards, promotion, and other necessary data is highly suggested.</p> <p>4. The Program under Survey may consider having its student publication highlighting the students' programs, activities, and projects. Further, yearbooks specific for BPE graduates are encouraged.</p> <p>5. The student affairs and development office may create procedural flow or design procedures in organizing or conducting student activities and programs. This will serve as the basis of the University Student Government and different recognized organizations conducting student activities.</p> <p>6. Requiring students to submit activity designs, terminal</p> |
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|  |  |  | <p>reports, and evaluations of all activities and programs is suggested. These would be one of the criteria in determining the organization's performance.</p> <ol style="list-style-type: none"><li>7. Crafting of the Student Affairs Services research program, which is aligned with the research agenda of the University, is needed. Research on student performances (academic, licensure examinations), assessment on the delivery of student services, etc. may be considered.</li><li>8. An accomplishment report (monthly, quarterly, and annually) per student affairs services unit is needed. This is one way of monitoring if the different units' planned programs, activities, and projects are implemented.</li><li>9. The Institution requests from the PRC a copy of the certification on the results of the licensure examination for teachers, specifically the graduates of BPE, to serve as an official supporting document.</li><li>10. The SAS may partner with the Department of Labor and</li></ol> |
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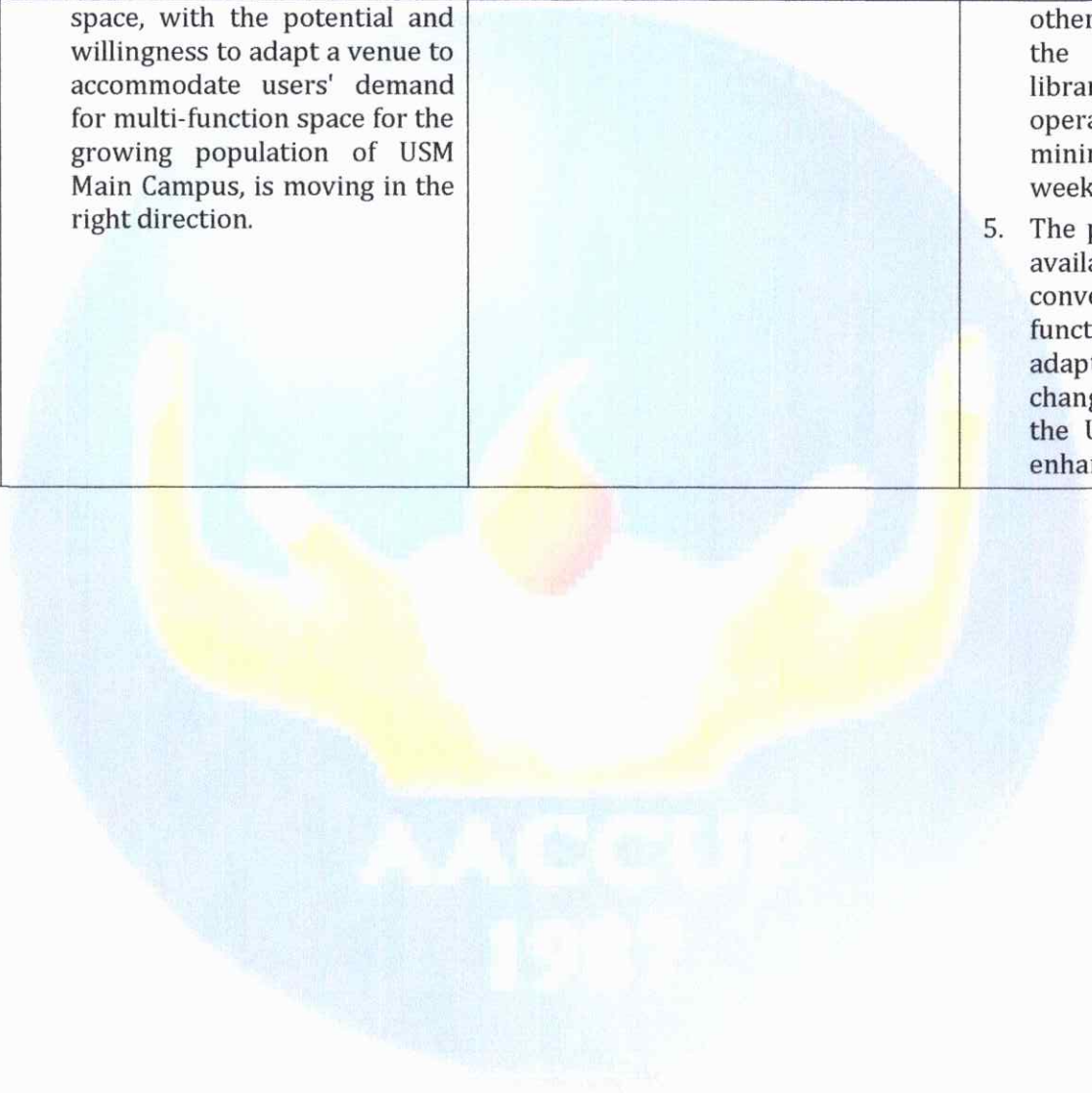
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|  |  |  | <p>Employment (DOLE) or the provincial Public Employment Services Office (PESO) in producing a school-based PESO that would be responsible for organizing school-based recruitment events designed to help graduates find employment. The school-based PESO may also be the liaison that establishes linkages with prospective employers through its partnership with DOLE or the provincial PESO.</p> <p>11. It is strongly suggested that the benchmark statements be provided with appropriate documents to ensure the completion of needed files. Further, documents to be presented must be within the rating period covering the year since the current status was awarded. Unnecessary documents should not be attached.</p> |
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| AREA OF ACCREDITATION              | STRENGTHS   | AREAS NEEDING IMPROVEMENT   | RECOMMENDATIONS  |
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| <p><b>AREA V:<br/>RESEARCH</b></p> | <ol style="list-style-type: none"> <li>1. There is a strong linkage between the University of Southern Mindanao and other government agencies.</li> <li>2. There are provisions of incentives for research outputs presented in the regional, National and international fora.</li> <li>3. Research outputs are published in a peer-reviewed, internationally indexed journal.</li> </ol> | <ol style="list-style-type: none"> <li>1. Very few of the faculty conducted research.</li> <li>2. IPR manual is available. However, no research/inventions were IP protected.</li> <li>3. The researcher's collaboration among peers in the University is not evident.</li> <li>4. University Research Journal has presented; however, BPE Program Research Journal is not evident.</li> <li>5. There is a voluminous presentation of irrelevant and repetitive documents in some of the benchmark statements in the evaluation instrument, while others do not have a single supporting document.</li> </ol> | <ol style="list-style-type: none"> <li>1. Faculty members may conduct relevant research specifically on the areas of physical activity towards health.</li> <li>2. Training on research and IP protection may be conducted to further improve the capability of the faculty, specifically on dance, fitness, and sports research publication and IP protection.</li> <li>3. Collaborative research among peers in the University may be undertaken to increase the number of research conducted.</li> <li>4. The Program may consider producing its research journal to provide publication opportunities to students and faculty research output.</li> <li>5. A careful review of each benchmark statement in the survey instrument before the attachment of exhibits and supporting documents to attain completeness, accuracy, and appropriateness of the documents presented.</li> </ol> |

| AREA OF ACCREDITATION  | STRENGTHS  | AREAS NEEDING IMPROVEMENT  | RECOMMENDATIONS   |
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| <p><b>AREA VI:<br/>EXTENSION AND<br/>COMMUNITY<br/>INVOLVEMENT</b></p> | <p>1. The University of Southern Mindanao has collaborated with other government agencies (The Local Government Unit of Makilala Cotabato and the Philippine National Police) and the community.</p> | <p>1. No training needs assessment was conducted prior to the conduct of extension services.</p> <p>2. Extension services conducted are not based on benchmark studies specifically on the areas of Physical Education training needs assessment results.</p> <p>3. There is no evidence of monitoring and evaluation of the extension services.</p> <p>4. The Institute extends its services to local government agencies. However, there is no evidence of intensifying its services in a mainly adopted barangay or cooperating school.</p> <p>5. The University has Extension Banner, UNI-KOM; however, the institute extension banner is not evident.</p> | <p>1. The Extension Office of the campus may coordinate with the Research Office in intensifying the conduct of its services through a research-based focus on the area of physical activity towards health.</p> <p>2. The Program may conduct extension services based on the results of the training assessment and benchmark data collected.</p> <p>3. It is highly suggested that proper monitoring and evaluation of extension services be considered.</p> <p>4. The Institute may consider increasing the number of activities/services in their adopted barangay or cooperating school.</p> <p>5. The Institute may have its extension banner program whose projects and activities complement that of the curriculum of the BPE Program and highlight the Institute's campaigns under the umbrella of the University UNI-KOM.</p> |

| AREA OF ACCREDITATION               | STRENGTHS  | AREAS NEEDING IMPROVEMENT  | RECOMMENDATIONS   |
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| <p><b>AREA VII:<br/>LIBRARY</b></p> | <ol style="list-style-type: none"> <li>1. The KEPLRC has highly educated, motivated, and impassioned library professionals with strong emerging leaders and advocates, values of equality in information and access to journals and other online research materials, and is capable of harnessing modern technology and trends.</li> <li>2. The resilience and adaptability that libraries and librarians have demonstrated over the last ten years is a real strength and something that USM should reflect on, appreciate, and continue to draw on.</li> <li>3. Despite the scarcity of professional librarians, USM is lucky to have licensed permanent librarians with academic ranks and a highly educated workforce with master's degrees who are adaptable to various changes in environments, management, and brilliant support and professional network.</li> <li>4. The present Kundo E Pham Learning Resource Center</li> </ol> | <ol style="list-style-type: none"> <li>1. There are documents attached in the PPP of the Program under Survey that is not labeled correctly (e.g., the Footer of the documents is labeled Level III Phase 2, and the Header is BLIS program, NOT BPE.)</li> <li>2. Repetitive documents within the same benchmark statement attached are considerably not necessary.</li> <li>3. Professional books, journals, and electronic resources for the Program are insufficient.</li> <li>4. The minimum library service hour requirements set by AACUP, which is 60 hours per week for the institutional library, are not met.</li> <li>5. Some spaces and unused areas in the Learning Resource Center are very evident.</li> </ol> | <ol style="list-style-type: none"> <li>1. Reviewing the proper labeling/coding exclusively intended for the Program under Survey on some of the documents attached in the PPP of the Program visited is highly suggested.</li> <li>2. A review and/or training for the workforce/counterpart on what necessary documents must be attached to every parameter/benchmark statement in the instrument provided by AACUP for the Program under Survey is advised.</li> <li>3. The proposal on upgrading library services through procurement of e-services, e-learning, and e-publication must be pushed through to augment the library's deficiency in e-holding for the programs the USM offers is highly recommended.</li> <li>4. With the upcoming limited face-to-face class/service during the opening of class SY 2022-2023 and to serve the KEPLRC stakeholders on Saturdays, the library management may</li> </ol> |

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|  | <p>space, with the potential and willingness to adapt a venue to accommodate users' demand for multi-function space for the growing population of USM Main Campus, is moving in the right direction.</p> |  | <p>otherwise revisit and improve the time schedules of the librarians/staff to continuously operate and serve the 60 hours minimum requirement per week is suggested.</p> <p>5. The proposals/plans to use the available spaces in the LRC to be converted into sustainable and functional spaces to continually adapt and accommodate the changeable learning styles of the USM stakeholders may be enhanced.</p> |
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| AREA OF ACCREDITATION  | STRENGTHS   | AREAS NEEDING IMPROVEMENT  | RECOMMENDATIONS  |
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| <p><b>AREA VIII:<br/>PHYSICAL PLANT<br/>AND FACILITIES</b></p> | <ol style="list-style-type: none"> <li>1. The University of Southern Mindanao, Kabacan campus is in an environment conducive to wholesome educational activities. It is accessible to any transportation services and offers easy access to faculty, staff, and students.</li> <li>2. The campus has spacious space for indoor and outdoor activities,</li> <li>3. There are offices and workplaces for all officials, faculty, and administrative staff.</li> <li>4. Transport vehicles inside the campus would transport students from one building to another. Further, the Student Affairs Services provide bicycles for free for students to use inside the campus.</li> <li>5. Private security services and USM security personnel are visible inside the campus.</li> </ol> | <ol style="list-style-type: none"> <li>1. Location maps/building occupancy permits are not posted/displayed strategically.</li> <li>2. The student center is not equipped with facilities for students' appreciation.</li> <li>3. Policies and guidelines on the use of facilities are not available.</li> <li>4. Stockrooms and storage areas are not properly labeled.</li> <li>5. The student center lacks facilities and equipment for table games, music appreciation, and a TV for video viewing.</li> <li>6. Fire extinguishers and medicine cabinets are not installed correctly in strategic places.</li> <li>7. No substantial documents to comply with the benchmark statements on certain benchmark statements.</li> </ol> | <ol style="list-style-type: none"> <li>1. Building occupancy permits are to be posted/displayed strategically in all the buildings on the campus.</li> <li>2. Provision of facilities for table games and TV for watching educational TV programs at the student center.</li> <li>3. Policies on using facilities such as function halls, multi-media centers, and indoor and outdoor sports facilities must be crafted and approved by concerned authorities. Policies and guidelines on using facilities should be posted strategically in all indoor and outdoor facilities.</li> <li>4. Equipment, materials, and supplies in the storage areas and stock rooms must be properly labeled for easier access.</li> <li>5. Provision of facilities and equipment for table games (chess set, scrabble, word factory), TV set, and learning materials are needed at the student center for students to use during their time.</li> <li>6. Fire extinguishers and medicine</li> </ol> |



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|  |  |  | <p>cabinets must be properly installed inside the facilities/rooms for easier access. Guidelines on the equipment and supplies are posted near the equipment.</p> <p>7. Important documents to comply/support benchmark statements be made.</p> |
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| AREA OF ACCREDITATION                   | STRENGTHS  | AREAS NEEDING IMPROVEMENT   | RECOMMENDATIONS   |
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| <p><b>AREA IX:<br/>LABORATORIES</b></p> | <ol style="list-style-type: none"> <li>1. There is a facility for the research undertakings of the students enrolled in the Bachelor in Physical Education. Personnel is assigned to assist the students and maintain the office.</li> <li>2. The University has spacious space for the laboratory classes in the Program under Survey.</li> <li>3. There is an existing Memorandum of Agreement between the University and the Department of Education for the student's internship.</li> </ol> | <ol style="list-style-type: none"> <li>1. There are limited supplies and materials in the laboratory rooms.</li> <li>2. Implementing rules and regulations on using laboratory facilities such as gymnasium, auditorium, fitness center, and outdoor sports facilities is not visible in some laboratory rooms.</li> <li>3. Laboratory operation manuals are not available in the laboratory rooms.</li> <li>4. Some documents presented are not certified by concerned authorities.</li> <li>5. No important documents to comply with the benchmark statements.</li> </ol> | <ol style="list-style-type: none"> <li>1. Although there are limited face-to-face classes at this time, there is a need to purchase additional equipment, materials, and supplies to be made available anytime if full face-to-face classes are implemented. Equipment for varsity players and PE classes to be segregated and properly labeled.</li> <li>2. Posting of the crafted guidelines and policies on the use of the laboratory within the vicinity for wider information dissemination and a reminder to the laboratory users.</li> <li>3. Crafting laboratory and operation manuals is needed. Manuals are to be subjected to approval by the University IM committee to be used by the students in the different laboratory classes.</li> <li>4. To have the attached documents considered official, have the concerned authority affix his/her signature.</li> <li>5. Substantial documents to comply/support benchmark statements be made.</li> </ol> |



| AREA OF ACCREDITATION                                   | STRENGTHS  | AREAS NEEDING IMPROVEMENT  | RECOMMENDATIONS  |
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| <p align="center"><b>AREA X:<br/>ADMINISTRATION</b></p> | <ol style="list-style-type: none"> <li>1. The Institution has an organizational structure approved by the Board of Regents.</li> <li>2. The dean possesses the required educational qualifications and experiences needed to administer the Institute.</li> <li>3. The Institution provides opportunities for the educational growth of the faculty and staff by attending/sending them to seminars, training, workshops, conferences, and enrolling in graduate school that could enhance their potential.</li> <li>4. The University has an approved Strategic Development Plan, which serves as an avenue for attaining its goals.</li> <li>5. The university management provides one laptop each to all permanent faculty members for them to use in preparing their modules and during their online classes.</li> </ol> | <ol style="list-style-type: none"> <li>1. Some pertinent documents are not duly certified by concerned authorities in the college.</li> <li>2. Some documents to support benchmark statements are not highlighted.</li> <li>3. Some documents are irrelevant and have no clear pictures attached as supporting documents.</li> <li>4. Pictures and documents related to joint activities and programs of students and faculty are inadequate.</li> <li>5. No evidence to show the students' participation in the planning and implementation of activities.</li> <li>6. The income generation project is minimal.</li> </ol> | <ol style="list-style-type: none"> <li>1. It is noteworthy to consider that all attached documents should be duly certified by the concerned authorities of the University.</li> <li>2. For a more efficient evaluation of documents, there is a need to highlight the specific concerns of the Program under Survey.</li> <li>3. Only relevant, clear documents and pictures must be attached as supporting documents.</li> <li>4. Provision for additional pictures and documents related to joint activities and programs of students and faculty is highly suggested.</li> <li>5. Providing documents/evidence that students participated in planning and implementing activities concerning their welfare can be accomplished.</li> <li>6. It would be nice if the Department considered other tangible income-generating projects. Projects could be an output of research of faculty and students.</li> </ol> |



## AACCUP TECHNICAL REVIEW AND BOARD ACTION

S U C: University of Southern Mindanao

Address: Kabacan, North Cotabato Region: XII

College/Dept.: Institute of Sports Physical

Program: Bachelor in Physical Education Type of Visit: 2<sup>nd</sup> Survey

Components/Majors:

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Date of Survey: July 4-8, 2022



### SUMMARY OF RATINGS:

| AREA                                     | WEIGHT | MEAN              | WEIGHTED MEAN |
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| I. Vision, Mission, Goals and Objectives | ---    | 3.52              | ---           |
| II. Faculty                              | 8      | 3.87              | 30.96         |
| III. Curriculum and Instruction          | 8      | 3.74              | 29.92         |
| IV. Support to Students                  | 8      | 3.53              | 28.24         |
| V. Research                              | 5      | 3.83              | 19.15         |
| VI. Extension and Community Involvement  | 4      | 3.73              | 14.92         |
| VII. Library                             | 5      | 3.70              | 18.50         |
| VIII. Physical Plant and Facilities      | 3      | 3.77              | 11.31         |
| IX. Laboratories                         | 4      | 3.66              | 14.64         |
| X. Administration                        | 5      | 3.68              | 18.40         |
| Overall Total                            | 50     |                   | 186.04        |
| Grand Mean                               |        | 3.72              |               |
| Descriptive Rating                       |        | Very Satisfactory |               |

### CRITERIA TO PASS THIS LEVEL:

1. Minimum Grand Mean required to qualify for this Level (status) 3.50
2. Minimum Area Mean required to qualify for this Level (status) 3.00

### RECOMMENDED BOARD ACTION:

1. Award: Level II Re-accredited Effective: July 16, 2022 – July 15, 2026  
May apply for the next survey starting: \_\_\_\_\_
2. Defer the award: \_\_\_\_\_ And, revisit: \_\_\_\_\_
3. Starting: \_\_\_\_\_ But not later than: \_\_\_\_\_  
Meantime, the program may retain/enjoy: \_\_\_\_\_  
Status, until: \_\_\_\_\_

**ASSESSED BY (ACCREDITORS):**

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

|                          |                        |
|--------------------------|------------------------|
| Team Leader:             | Dr. Mary Gene I. Panes |
| Academic Rank:           | Assistant Professor I  |
| Field of Specialization: | Physical Education     |
| Institution and Address: | Capiz State University |

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

|                          |   |
|--------------------------|---|
| Accreditor:              | Dr. Christie Lynne Codod                    |
| Academic Rank:           | Professor II                                |
| Field of Specialization: | Physical Education                          |
| Institution and Address: | Mountain Province State Polytechnic College |

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

|                          |   |
|--------------------------|---|
| Accreditor:              | Prof. Beverly P. Cimagala                                       |
| Academic Rank:           | Assistant Professor II  |
| Field of Specialization: | Librarian   |
| Institution and Address: | University of Science and Technology of Southern<br>Philippines |

**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 2<sup>nd</sup> Quarter 2026 to determine its readiness for the next survey visit.
- Prepare an updated Program Performance Profile (PPP) using the AACCUP format.
- Apply for the conduct of the next survey visit in the 2<sup>nd</sup> Quarter 2026 (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 \_\_\_\_\_ to determine its/their readiness for the revisit.
- Prepare an updated Program Performance Profile (PPP) of only the area/s affected using the AACCUP format.
- Apply for the conduct of the revisit in the \_\_\_\_\_ (at least two (2) months before the desired date of revisit.)
- Others \_\_\_\_\_

Consolidated *and* Reviewed By:

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