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Recommendation

7. Prepare your Quality Assurance Plan for 2018-2022, implement it and submit a report on the accomplishment in 2022.



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Compliance Report to Recommendation 7

Recommendation	Action Taken	Extent of Compliance	Evidence of Compliance
7. Prepare your quality Assurance Plan for 2018-2022, implement it and submit a report on the accomplishment in 2022.	<p>Secured copy of the quality assurance plan from 2019- 2022.</p> <p>Secured the copy of the report and the result of quality assurance accreditation for programs and activities, and their accomplishments</p>	100%	<p>copy of the quality assurance plan from 2019-2022.</p> <p>copy of the report and the result of quality assurance accreditation of programs and activities and its accomplishments</p>



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Quality Assurance AACUP Accreditation Plan 2022-2026



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QUALITY ASSURANCE OFFICE

QUALITY ASSURANCE AACUP ACCREDITATION PLAN 2022-2026

NO.	PROGRAM/MAJORS	LEVEL (ACCREDITATION STATUS)	Date of Validity	TARGET SURVEY VISIT				REMARKS
				2022	2023	2024	2025	
1.	CoEd Bachelor of Elementary Education -General Education -Preschool Education	Level III Re-accredited	October, 2021 - September, 2025				Level IV	AACUP Survey visit Aug. 28 - Sept. 2, 2021 AACUP level of areas not later than 2022
2.	Bachelor of Secondary Education -English -Filipino -Mathematics -Social Studies -Biological Science -MAPEH	Level III Re-accredited	October, 2021 - September, 2025				Level IV	AACUP Survey Visit Aug. 28 - Sept. 2, 2021 AACUP level of areas not later than 2022
3.	Bachelor of Physical Education (BPSEd)	Not Accreditable	2019				Cancel	New curricular offering
4.	Bachelor of Technology and Livelihood Education major in Home Economics (BTLEd)	Not Accreditable	2019				Cancel	New curricular offering
5.	BS Master in Public Administration (MPA)	Level III Re-accredited	Nov. 16-2019-Nov. 15, 2023			Level IV Revised	Level IV	For Level 4 AACUP Survey Visit on November 2023
6.	Master in Business Administration (MBA)	Level II Re-accredited	Oct. 16, 2018-Oct. 15, 2022			Level II Phase 2		AACUP Survey Visit on December 7-8, 2022
7.	Master in Management - Educational Planning & Management - Human Resource Management	Level II Re-accredited	November 16, 2020 - November 15, 2024					FOR PHASE 2 OUT due to submission to per CHED R247 without complete offerings (MBA) ELM in 2022
8.	Master of Arts in Education Major in Leadership and Teaching Filipino Language	Not Accreditable	March 22, 2022				Cancel	New curricular offering
9.	Doctor of Public Administration	Not Accreditable	December 28, 2022				Cancel	New curricular offering
10.	Doctor in Business Administration	Not Accreditable	December 28, 2022				Cancel	New curricular offering
11.	Doctor of Education Major in Educational Leadership and Management	Not Accreditable	March 22, 2022				Cancel	New curricular offering
12.	CAE AB in English Language	Level II Re-accredited	Oct. 16, 2018-Oct. 15, 2022			Level II Phase 2		Rescheduled on December 2022
13.	BS in Mathematics	Level II Re-accredited	Oct. 16, 2018-Oct. 15, 2022			Level II Phase 2		Revised to BS in Applied Mathematics as per CHED CAP 4E in 2017 Working Title: 200600030000 AACUP For Level IV AACUP Survey Visit on February 2023
14.	AB in Sociology	Level III Re-accredited	Feb 16, 2021-Feb. 15, 2025				Level IV	Planned to BS in Hospitality Man as per CHED CAP 6E in 2017. C



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NO.	PROGRAM/MAJORS	LEVEL (ACCREDITATION STATUS)	Date of Validity	TARGET SURVEY VISIT				REMARKS
				2022	2023	2024	2025	
40.	Bachelor of Secondary Education -English -Mathematics	Level I	June 16, 2019-June 15, 2021	Revised Area VI			Level II	Accredited Level I Valid until August 1, 2022 July 31, 2025
41.	BS in Entrepreneurship -Agricultural Production Track	Level I Accredited	June 16, 2019-June 15, 2021				Level II	For Level II Accreditation on June 15, 2024

Prepared by:
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Director, Quality Assurance Office

Noted:
Dolores C. Volante, EdD
Vice-President for Academic Affairs

Approved by:
Dr. Marlo M. de la Cruz, Pece
SUC President III



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Quality Assurance Plan 2024- 2029

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QUALITY ASSURANCE PLAN 2024-2029

KEY RESULT AREA	OBJECTIVES	PERFORMANCE INDICATORS	STRATEGIES
A. Quality Assurance and Enhancement Program			
1. Strengthen the Institutional Quality Assurance (QA) Culture	Establish a robust QA framework and promote QA values at all levels of the institution	<ul style="list-style-type: none"> Increased participation in QA-related activities and initiatives Number of QA training sessions conducted per year Positive feedback from faculty, staff, and students on QA processes 	<ul style="list-style-type: none"> Conduct QA orientation and workshops for faculty, staff, and students Create a QA Manual and disseminate to all stakeholders Develop a QA Communication mechanism to regularly update all personnel
2. Align Institutional Policies and Processes with National and International Standards	Ensure all institutional policies and academic programs comply with government and international quality standards	<ul style="list-style-type: none"> Number of policies revised/created National and International Accreditation levels achieved (e.g., ISO*, PGA Criteria*, QS rating*, THE*, AACSB*, AUPH, CHED-RIQAT, COD/COE, NUCAF, NUCA,) 	<ul style="list-style-type: none"> Benchmark policies with top-performing institutions Conduct gap analysis and internal audits/local accreditation to identify compliance areas Pursue accreditation from recognized bodies
		* in coordination with Management System and	

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		Improvement Office (MGIQ)	
3. Improve Faculty and Staff Competencies*	<ul style="list-style-type: none"> Enhance professional development and continuous learning of faculty and staff 	<ul style="list-style-type: none"> Percentage of faculty and staff completing CPD activities Number of faculty with postgraduate degrees Number of trainings and seminars attended 	<ul style="list-style-type: none"> Develop a structured training and development plan Provide support for postgraduate studies and CPD programs Establish a faculty mentoring system
*in coordination with OAA, Division and Learning and Development Department			
B. Maintenance and Continual Improvement of Quality Management System			
4. Sustain the Implementation of Quality Management System (QMS)	<ul style="list-style-type: none"> Maintain compliance with QMS standards and continuously improve processes 	<ul style="list-style-type: none"> ISO recertification or renewal Number of successful internal and external audits Reduction in non-conformance findings 	<ul style="list-style-type: none"> Conduct annual internal and external audits Update QMS documentation regularly based on audit results Develop action plans to address non-conformances
5. Strengthen Data Management and Utilization for Decision Making	<ul style="list-style-type: none"> Enhance data collection, analysis, and reporting to support evidence-based decision making 	<ul style="list-style-type: none"> Establishment of a centralized data management system Number of reports generated and utilized for planning 	<ul style="list-style-type: none"> Develop an institutional research agenda Invest in data management systems and tools Train personnel on data analysis and utilization

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6. Enhance Stakeholder Engagement in Quality Assurance Processes	<ul style="list-style-type: none"> Increase involvement of students, parents, alumni, and industry partners in QA initiatives 	<ul style="list-style-type: none"> Number of stakeholders participating in QA activities Number of feedback surveys conducted Satisfaction rate of stakeholders 	<ul style="list-style-type: none"> Create QA committees with stakeholder representatives Develop a feedback mechanism for stakeholders Organize stakeholder meetings, consultations, and forums
7. Establish a Continuous Quality Improvement (CQI) Program	<ul style="list-style-type: none"> Create a structured approach for the continuous review and improvement of all academic and administrative processes 	<ul style="list-style-type: none"> Number of CQI activities conducted Number of improvements made based on CQI recommendations 	<ul style="list-style-type: none"> Establish a CQI committee to oversee the program Conduct regular process reviews and root cause analysis sessions Implement a reward and recognition system for QA excellence
8. Updating of Risks and Opportunities Assessment Worksheets	<ul style="list-style-type: none"> Identify, assess, and manage risks that could impact institutional quality 	<ul style="list-style-type: none"> Risk Management Framework established and implemented Number of risk assessments conducted Number of risk mitigation plans developed 	<ul style="list-style-type: none"> Conduct risk assessment workshops Integrate risk management into strategic planning processes

Quality Assurance Program Evaluation and Benchmarking

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Quality Assurance Plan 2024- 2029

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9. Conduct Regular QA Program Evaluation and Benchmarking	- Assess the effectiveness of QA programs and identify best practices.	- Number of QA programs evaluated and benchmarked - Benchmarking reports and action plans created	- Collaborate with other institutions for benchmarking activities - Participate in QA networks and associations - Conduct annual review and report findings to stakeholders
10. Foster a Culture of Innovation and Excellence in QA	- Promote innovation and excellence in all QA initiatives	- Number of innovations implemented - Recognition and awards for QA excellence	- Establish an innovation fund for QA projects - Organize an annual QA Excellence Awards program - Develop QA research projects focusing on innovation

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The Quality Assurance PRIMER

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Quality Assurance Milestone Of Accomplishment 2018-2024

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QUALITY ASSURANCE MILESTONE OF ACCOMPLISHMENT 2018 – 2024

Year	Milestones
2018	CNSC as a Multi-Campus ISO 9001:2015 Certified Institution (1st Recertification)
2019	ISO 9001:2015 1st Surveillance Audit (Maintained)
2019	ISO 9001:2015 2nd Surveillance Audit (Maintained)
2019	Pres. Rodrigo R. Duterte signed into law R.A. 11399 also known as "An Act Converting the Camarines Norte State College (CNSC) in the Municipality of Daet, Province of Camarines Norte into a State University to be Known as the University of Camarines Norte (UCN), and Appropriating Funds Therefor"
2020	CNSC as a Multi-Campus ISO 9001:2015 Certified Institution (2nd Recertification)
2021	ISO 9001:2015 1st Surveillance Audit (Maintained)
2022	ISO 9001:2015 2nd Surveillance Audit (Maintained)
2023	29/38 or 73.68% of the Programs Offered are AACCU- accredited
2024	CNSC as a Multi-Campus ISO 9001:2015 Certified Institution (3rd Recertification)
2024	38/39 or 97.44% of the Programs Offered have Certificate of Program Compliance (COPC) issued by the Commission on Higher Education (CHED)

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Institutional Planning and Quality Assurance Tandem at CNSC Strategic Planning



Vision

Transformative University for Sustainable Communities

crafted and voted by the Strategic Planning participants during the 3-Day Strategic Planning Workshop at Primus Hotel & Resort, Pacol, Naga city, Camarines Sur

4 Quality Education
8 Decent Work and Economic Growth
5 Gender Equality
1 Peace, Justice and Strong Institutions
9 Industry, Innovation and Infrastructure
17 Partnerships for the Goals

Vision
UCN: Transforming Lives, Sustaining communities

Pull of the Future Preferred scenario
Lone SUC - Level IV in Camarines Norte

Push of the Present
Ambisyon 2040 & Bagong Pilipinas Priorities
Weight of History
Traditional modality of learning

UCN TRANSFORMS LIVES

Preferred scenario
University of Camarines Norte (UCN) as a borderless University envisions a transformative educational institution where traditional barriers such as geographical, disciplinary, cultural, and social differences are removed, allowing knowledge to flow freely across boundaries. This concept aligns with the rapid pace of technological advancement, globalization, and the interconnected challenges humanity faces, such as climate change, inequality, and the digital divide.

EDUCATION

KRA 2: Quality & Relevance of Instruction
The college is a world-class institution, embracing industry, and innovation through sustainable development.



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KRA 3 & 4: Excellence in Research & Creative works & Extension services

VISION
Nobly competent, innovative, and socially responsible in its academic activities.

Preferred scenario
To lead in innovative and sustainable research and extension, fostering global competitiveness and equipping communities with advance knowledge and practices for meaningful and lasting impact

Pull of the Future
Boundless research and extension opportunities

Push of the Present
Available funding agencies for Research and Extension
Weight of History
Non indexed Publication(CNSC Research Journal) of the University

Preferred scenario
University of Camarines Norte has already transformed into a research and innovation hub by adopting the advanced AI policy of UPITDC to drive the advancement of knowledge and technology. The institution has become a full-fledged university, elevating its status and capabilities. UCN has ensured its research journal has become indexed, enhancing the visibility and impact of its scholarly work. A stringent policy has been implemented to ensure that research activities are closely aligned with the university's priority areas, fostering a focused and strategic research environment. These changes have positioned UCN as a leader in academic excellence, discovery, and innovation, significantly contributing to regional, national, and international development.

KRA 5: Governance & management of resources

Preferred scenario
"UCN as a transformative, resilient, era-responsive and future-ready university"

Pull of the Future
Emerging trends for university and world rankings

Push of the Present
Personalized learning experiences and immersive environments
Weight of History
Low engagement of other stakeholders

Preferred scenario
UCN as a future-ready university proactively embraces technological integration through utilization of advanced learning tools such as AI, AR and VR providing the students with personalized learning experiences and immersive environments and data-driven decision making for the management leveraging analytics for curriculum development and improvement of student support services. It also takes the lead in global engagement and collaboration by establishing international partnerships with global institutions that enhance educational quality and diversity while also serving as an innovation hub that promotes student-led initiatives, and research and development programs tackling global needs and challenges, and focusing an sustainable impact.



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4 **9** **8** **11** **17** **12**

Vision
"Leading University in Innovation and Technology Transfer in Bicol Region"

Pull of the Future Preferred scenario
Emphasis on student-centered learning, innovation in research, and community engagement

Push of the Present
Current state of technology adoption and innovation initiatives within CNSC

Weight of History
Legacy systems and methods that hinder innovation

Preferred scenario
Finally, the Preferred Scenario envisions a transformative future driven by visionary leadership. This leadership actively promotes community engagement in technology adoption, creating a sense of ownership and support for innovative practices. A systematic rollout of new programs, coupled with strategic partnerships for research and development, paves the way for successful integration. However, overcoming historical resistance rooted in the institution's past remains essential, as does ensuring that the infrastructure is prepared to support ongoing technological advancements.

LEADS IN INNOVATION

KRA 6: Innovation & technology transfer



Notes from the Philippine Futures Thinking Society on how UCN can improve its Strategic Plan

KRA 1	KRA 2	KRA 3 & 4	KRA 5	KRA 6
<ul style="list-style-type: none"> Consider sociological borders of students Redefine borderless w/ regards to higher education is a privilege Challenge your assumptions on the concept of Borderless 	<ul style="list-style-type: none"> The requirements for the External approving bodies may be too many, pick & choose which one improves student learning Consider setting your own standards Focus on making impact on the stakeholders i.e. the learners 	<ul style="list-style-type: none"> Make research & extension program outputs demonstrable & felt by the community Local benefits must be felt & visible Share impact with locality, demonstrate impact to research funders 	<ul style="list-style-type: none"> Requirements for SUC levelling might change, be ready to adapt Expand on governance, what systems must be in place Set pace moving forward 	<ul style="list-style-type: none"> Re evaluate PESTLE analysis so that final vision is viable Check the future budget needs Evaluate available resources i.e. budget & friends in high places



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KRA 1: Access & Equity


Vision
UCN as Borderless Higher Education Institution

Futures thinking triangle

Pull of the Future
Continuous increasing demand of opening diversified education programs/courses of the community


Push of the Present
Newly established Center for Equity, Inclusivity and Diversity

Weight of History
Insufficient training of Faculty to handle IPs and PWDs.



Preferred scenario

The first and lone university in the province of Camarines Norte. The University of Camarines Norte (UCN) is transformed into a Borderless University by fostering global connections and inclusivity. Through strategic international partnerships, UCN facilitates student exchanges and collaborative research, enriching its academic environment. The university leverages online learning platforms to offer accessible courses to a worldwide audience, while cultural exchange programs enhance students' global perspectives. By prioritizing digital literacy and community engagement, UCN ensures that all students are equipped for success in a connected world. This commitment positions UCN as a beacon of accessible education, breaking down barriers and promoting lifelong learning for everyone.





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Thank you...