Impact of Quality Assurance Program Accreditation Activities on Student Learning Outcomes at Cagayan State University in Northern Philippines

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Abstract

This study examined the impact of Quality Assurance (QA) accreditation program activities on student learning outcomes at Cagayan State University (CSU) in Northern Philippines. The primary focus was on the alignment of institutional practices with national and international accreditation standards. The research evaluated how Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACCUP) program accreditation activities on curriculum enhancement, faculty development, infrastructure upgrades, and student assessment reforms contribute to improvements in student learning outcomes and stakeholder satisfaction. Using a mixed methods approach, data were collected through surveys administered to students and structured interviews to validate results. Quantitative and qualitative analyses were employed to assess correlations between QA compliance and student outcomes. Preliminary findings indicate a substantial association between accreditation activities and enhanced student learning outcomes. However, deficiencies in teacher training, student involvement, and data driven alignment necessitate focused interventions. The findings underscore the value of accreditation in shaping student experiences while emphasizing the need to strengthen participatory mechanisms. Further, the results demonstrate that AACCUP program accreditation has positively influenced multiple facets of the Medical Laboratory Science program at Cagayan State University, with students recognizing its role in enhancing curriculum quality, faculty expertise, research engagement, and administrative governance. The study concludes that sustained commitment to QA accreditation frameworks strengthens educational quality and learning outcomes and recommends targeted capacity building and data driven policy adjustments to maximize accreditation benefits overall.

Keywords: Quality Assurance, Accreditation, Student Learning Outcomes, Higher Education, Program Accreditation Activities, Mixed methods, Philippines