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Teaching–Learning Practices in Information Technology Programs: A Longitudinal Thematic Analysis of Accreditation Findings

Understanding Persistent Gaps and Emerging Strengths Across Four Accreditation Cycles

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Executive Summary

This study examined how Teaching–Learning practices in selected Information Technology programs evolved across four accreditation cycles using Best Features and Recommendations drawn from accreditation reports of four anonymized institutions. Through thematic analysis, the findings were organized into five areas: Curriculum Design and Structure, Teaching–Learning Process, Assessment and Evaluation, Student Performance and Support, and Learning Resources and Industry Linkages.

The analysis shows that accreditation findings do not move in a single direction across cycles; rather, different aspects of Teaching–Learning develop in different ways. Curriculum Design and Structure, together with Assessment and Evaluation, remained the most recurrent areas of concern, indicating the need for stronger institutional systems for curriculum review, alignment, and outcomes-based assessment. The teaching–learning process showed signs of improvement through emerging positive practices, but these were accompanied by recurring concerns related to instructional delivery and student engagement. Student Performance and Support showed a reduction in the number of reported concerns in later cycles, although the issues identified were not fully resolved. Learning Resources and Industry Linkages emerged as the area with the clearest evidence of development, as commendations in facilities, learning technologies, and external linkages appeared alongside continuing recommendations for fuller utilization and wider industry engagement.

Taken together, the findings suggest that accreditation can help institutions identify priority concerns and encourage improvement, but long-term gains depend on how well these actions are coordinated, documented, and sustained within the institution. The study therefore points to the importance of strengthening internal quality assurance processes so that curriculum, instruction, assessment, student support, and resource provision work as connected parts of one Teaching–Learning system.

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1. Introduction

Quality assurance in higher education has increasingly emphasized the role of continuous improvement and evidence-based evaluation in ensuring the effectiveness of academic programs. This perspective is consistent with established views of quality in higher education as a multi-dimensional concept encompassing standards, fitness for purpose, and continuous improvement (Harvey & Green, 1993).

Within this context, accreditation serves not only as a mechanism for external validation but also as a structured process through which institutions can identify strengths and areas for enhancement in their educational practices. In particular, the Teaching–Learning dimension remains central to accreditation, as it directly influences the attainment of program outcomes and the overall quality of graduates. This emphasis aligns with the principle of constructive alignment, where curriculum design, teaching practices, and assessment methods are systematically aligned to support the achievement of intended learning outcomes (Biggs, 1996).

In the Philippine higher education landscape, accrediting bodies such as the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) have long advocated for a developmental approach to accreditation, where institutions engage in self-evaluation, peer review, and continuous quality improvement. Through successive accreditation visits, institutions are expected to demonstrate not only compliance with standards but also responsiveness to recommendations and the progressive enhancement of their practices.

Despite the structured nature of accreditation processes, evidence on the extent to which institutions translate recommendations into sustained improvements remains limited. While individual survey reports provide valuable snapshots of program quality at specific points in time, they often do not capture the longitudinal evolution of practices across multiple accreditation cycles. As a result, there is a need to move beyond single-cycle analysis and examine patterns of change, persistence, and development over time.

The use of thematic analysis offers a systematic approach to examining qualitative data derived from accreditation findings. As proposed by Braun and Clarke (2006), thematic analysis enables the identification, organization, and interpretation of patterns within qualitative datasets, making it particularly suitable for analyzing recurring observations such as Best Features and Recommendations. When applied longitudinally, this approach allows for the identification of emerging strengths, persistent gaps, and evolving practices within academic programs.

This study examines Teaching–Learning practices in Information Technology (IT) programs across four accreditation cycles of four institutions, using Best Features (BFs) and Recommendations (RECs) as primary data sources. The participating schools were anonymized to ensure objectivity and protect institutional confidentiality. The analysis focuses on cross-cycle patterns and system-level insights rather than the performance of individual institutions. This approach aligns with PAASCU's developmental orientation, emphasizing quality improvement and policy relevance rather than comparison or ranking. By consolidating and analyzing findings from Preliminary Survey, Formal Survey, First Resurvey, and Second Resurvey reports across

these institutions, the study seeks to provide a more comprehensive understanding of how Teaching–Learning practices evolve over time.

Specifically, the study addresses the following objectives:

- to identify recurring themes reflected in BFs and RECs across accreditation cycles;
- to examine the distribution and cross-cycle behavior of these themes; and
- to analyze patterns of persistence, improvement, and development in Teaching–Learning practices.

Through this analysis, the study contributes to a deeper understanding of the role of accreditation in driving quality enhancement and highlights areas where sustained and integrated efforts are needed. The findings are intended to inform institutions, accreditors, and policymakers in strengthening Teaching–Learning systems and in ensuring that improvements are not only initiated but systematically sustained and institutionalized.

2. Methodology

2.1 Data Source and Scope

This study utilized a qualitative dataset consisting of Best Features (BFs) and Recommendations (RECs) extracted from accreditation survey reports of Information Technology (IT) programs from four higher education institutions. The dataset covered four accreditation cycles, namely: Preliminary Survey (Cycle 1), Formal Survey (Cycle 2), First Resurvey (Cycle 3), and Second Resurvey (Cycle 4).

For each cycle, consolidated reports were prepared containing the anonymized school identifier, followed by verbatim listings of BFs and RECs as documented in the survey reports. The use of verbatim findings ensured fidelity to the original accreditation observations and minimized interpretive bias during analysis.

The scope of the study was limited to Teaching–Learning-related findings within the IT programs, focusing on patterns of strengths and areas for improvement as reflected across successive accreditation cycles.

2.2 Analytical Approach

The study employed a thematic analysis approach guided by the framework of Braun and Clarke (2006), particularly in the processes of coding, theme development, and cross-cycle pattern identification. The analysis focused on identifying recurring patterns in BFs and RECs, and examining how these patterns evolved across accreditation cycles.

Rather than treating each cycle independently, the study adopted a longitudinal perspective, enabling the identification of persistence, emergence, and development of themes over time. This approach allowed for a more comprehensive understanding of how Teaching–Learning practices respond to repeated external quality assurance interventions.

2.3 Coding and Theme Development

All BFs and RECs were coded using a predefined codebook developed iteratively from the initial review of Cycle 1 and Cycle 2 data. The codebook was subsequently refined and finalized prior to the analysis of Cycles 3 and 4 to ensure consistency in coding across all datasets.

Five major themes were established:

- Curriculum Design and Structure (CURR)
- Teaching–Learning Process (TEACH)
- Assessment and Evaluation (ASSESS)
- Student Performance and Support (STUD)
- Learning Resources and Industry Linkages (RES-IND)

Each finding was assigned a primary code based on its dominant focus, following a one-code-per-entry rule to maintain clarity and avoid overclassification. Coding decisions were guided by explicit inclusion and exclusion criteria defined in the codebook to ensure consistency.

All findings were retained in their verbatim form throughout the coding process, and no modification or paraphrasing was applied.

2.4 Cross-Cycle Analysis Procedure

Following the coding of all four cycles, a cross-cycle analysis was conducted to examine the distribution and behavior of themes over time. The analysis involved the aggregation of BFs and RECs per theme for each cycle, enabling the identification of dominant patterns and shifts in thematic emphasis.

Three levels of analysis were undertaken:

1. **Descriptive Distribution Analysis**. The frequency of BFs and RECs per theme across cycles was computed (see detailed matrices in Appendix A).
2. **Pattern Identification**. Themes were examined based on recurring patterns of strengths and areas for improvement within each cycle, providing an initial understanding of thematic behavior.
3. **Longitudinal Behavior Classification**. Themes were further categorized into patterns such as persistent, persistent with isolated strengthening, persistent but narrowing, and

mixed/developing. This classification was based on the consistency of recommendations, the presence or absence of best features, and observed changes across cycles.

The integration of these analytical steps enabled the identification of cross-cycle trends and the formulation of evidence-based interpretations regarding the evolution of Teaching–Learning practices in IT programs.

2.5. Limitations of the Study

This study is limited to four anonymized institutions and is based solely on *Best Features* and *Recommendations* extracted from PAASCU accreditation reports across four survey cycles—namely, preliminary surveys (1998, 2005, 2010, 2012), formal surveys (2000, 2010, 2014, 2015), first resurveys (2004, 2013, 2018), and second resurveys (2010, 2019, 2023, 2025) (Philippine Accrediting Association of Schools, Colleges and Universities [PAASCU], unpublished internal documents). Because the analysis relies exclusively on document-based data and a small set of cases, the findings are intended to provide analytical insights into the institutions studied. They should not be generalized to all IT programs or higher education institutions.

4. Thematic Findings

4.1 Thematic Summary Per Cycle

Table 1. Distribution of BFs and RECs by Theme Across Cycles

Theme	C1 (BF/REC)	C2 (BF/REC)	C3 (BF/REC)	C4 (BF/REC)
Curriculum Design and Structure	1 / 14	1 / 19	2 / 15	1 / 12
Teaching–Learning Process	1 / 4	2 / 10	1 / 14	1 / 11
Assessment and Evaluation	0 / 3	1 / 4	1 / 10	0 / 11
Student Performance and Support	1 / 8	1 / 8	0 / 6	0 / 2
Learning Resources and Industry Linkages	4 / 7	3 / 8	0 / 14	3 / 11

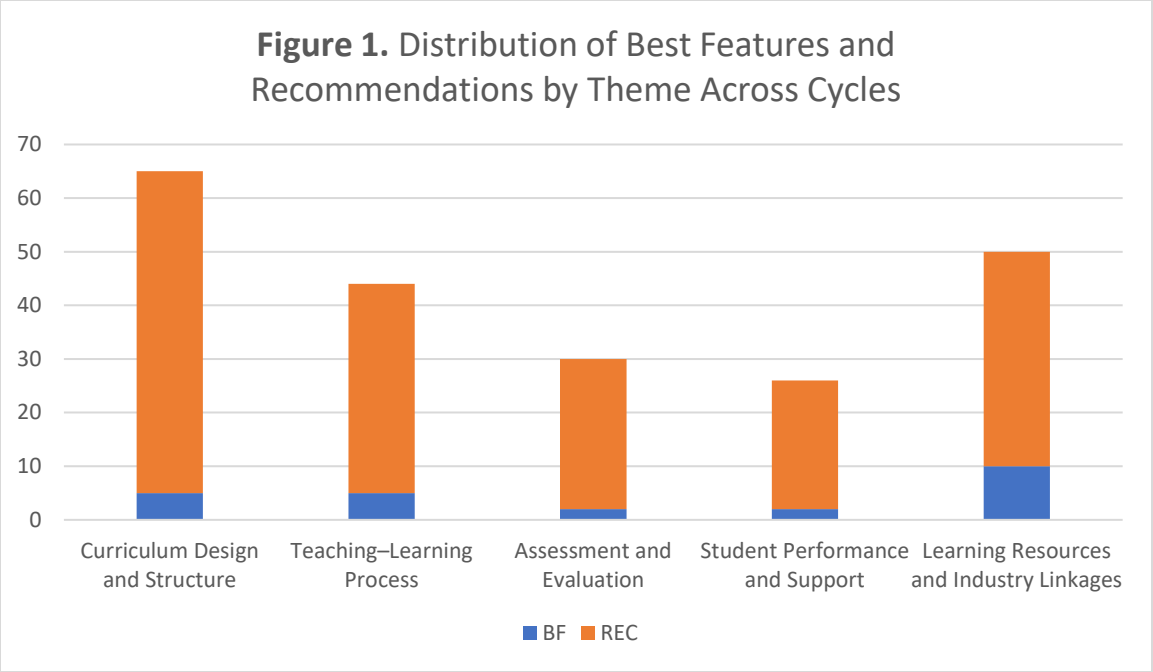
The distribution of Best Features (BFs) and Recommendations (RECs) across cycles, as shown in Table 1, indicates that most themes remain largely characterized by recurring recommendations across cycles, suggesting that identified concerns continue to persist rather than being fully resolved. Curriculum Design and Structure consistently records the highest number of recommendations, reflecting continuing challenges in program alignment, sequencing, and structural coherence.

Teaching–Learning Process and Learning Resources and Industry Linkages exhibit a more balanced distribution, with the presence of best features alongside recommendations. This pattern suggests that while improvements are evident in these areas, they are not yet consistently sustained across accreditation cycles.

Assessment and Evaluation remains largely recommendation-driven, with only limited instances of best features, indicating that assessment systems continue to require strengthening. Student Performance and Support shows a similar pattern, although the decrease in recommendations in later cycles suggests some degree of improvement, albeit not sufficient to generate corresponding best features.

Overall, the distribution highlights that while progress is evident in selected areas, system-wide consolidation of Teaching–Learning practices has not yet been fully achieved across the participating institutions.

To further illustrate the distribution of Best Features and Recommendations across themes and cycles, Figure 1 presents a visual summary of the data.



4.2 Thematic Behavior Classification

Table 2. Cross-Cycle Thematic Behavior Classification

Theme	Behavior Classification	Evidence
Curriculum Design and Structure	Persistent	Recurring curriculum-related concerns across all cycles
Teaching–Learning Process	Persistent with isolated strengthening	Emerging improvements alongside continuing instructional gaps
Assessment and Evaluation	Persistent	Recurrent concerns with limited sustained improvement
Student Performance and Support	Persistent but narrowing	Declining concerns over cycles but not fully resolved
Learning Resources and Industry Linkages	Mixed / Developing	Coexistence of strengths and areas for improvement

As illustrated in Table 2, the thematic behavior classification provides a synthesized view of how each area evolves across cycles. Curriculum Design and Structure is clearly identified as a persistent theme, with repeated recommendations indicating the need for more comprehensive and sustained interventions.

The Teaching–Learning Process is classified as persistent with isolated strengthening, reflecting the emergence of positive practices alongside continuing gaps. This indicates that improvements are emerging but are not yet consistently institutionalized.

Assessment and Evaluation is likewise categorized as persistent, given the continued predominance of recommendations and the absence of sustained best features. This highlights the need for stronger integration of assessment practices within the overall teaching–learning system.

Student Performance and Support is described as persistent but narrowing, indicating that while the number of recommendations decreases, issues remain evident and have not yet translated into recognized strengths.

Moreover, Learning Resources and Industry Linkages is characterized as mixed or developing, as it consistently exhibits both best features and recommendations. This suggests that while progress is visible, further efforts are needed to ensure consistency and impact across programs.

The persistence and evolving nature of these themes across accreditation cycles are further supported by recurring recommendations reflected in the survey reports, as illustrated in the following excerpts:

- "The BSIT curriculum should be revised to address the proper sequencing of IT courses." (C1)
- "The BSIT program should be improved by having periodic review of the curriculum considering inputs from the industry, alumni and upperclassmen." (C2)
- "In relation to curriculum design, documentation of curriculum revisions and changes in course delivery be observed for proper traceability." (C3)
- "Conduct regular curriculum review to ensure that the courses integrate industry-related practices and remain relevant to industry needs and emerging trends." (C4)
- "The previous team's recommendation that course pre-requisites, sequencing, and timing be revised to improve flow of courses, be fully implemented." (C2)
- "The previous team's recommendation that machine problems and projects with well-defined specifications be made an integral part of IT courses, be fully implemented." (C3)
- "The previous team's recommendation to include more recently published book titles in the syllabi and follow a standard bibliographic format should be fully implemented." (C4)

4.3 Cross-Cycle Thematic Trends (C1–C4)

To synthesize the preceding analyses, the following matrix presents the cross-cycle thematic pattern of each major area using the aggregated BF and REC counts per cycle.

Table 3. Cross-Cycle Thematic Trend Matrix

Code	Theme	C1	C2	C3	C4	Cross-cycle interpretation
CURR	Curriculum Design and Structure	1 BF / 14 REC	1 BF / 19 REC	2 BF / 15 REC	1 BF / 12 REC	Persistent curriculum-related gap; isolated strengths do not offset the recommendation-heavy pattern.
TEACH	Teaching–Learning Process	1 BF / 4 REC	2 BF / 10 REC	1 BF / 14 REC	1 BF / 11 REC	Continuing instructional gap with pockets of improvement, but still recommendation-dominant in every cycle.
ASSESS	Assessment and Evaluation	0 BF / 3 REC	1 BF / 4 REC	1 BF / 10 REC	0 BF / 11 REC	Persistent assessment gap; brief strengthening in C2–C3 does not hold as a sustained cross-cycle strength.
STUD	Student Performance and Support	1 BF / 8 REC	1 BF / 8 REC	0 BF / 6 REC	0 BF / 2 REC	Persistent student-performance and support concern; volume declines by C4, but issues remain unresolved.
RES-IND	Learning Resources and Industry Linkages	4 BF / 7 REC	3 BF / 8 REC	0 BF / 14 REC	3 BF / 11 REC	Most developed mixed theme; strengths are evident, but recommendations remain substantial across all cycles.

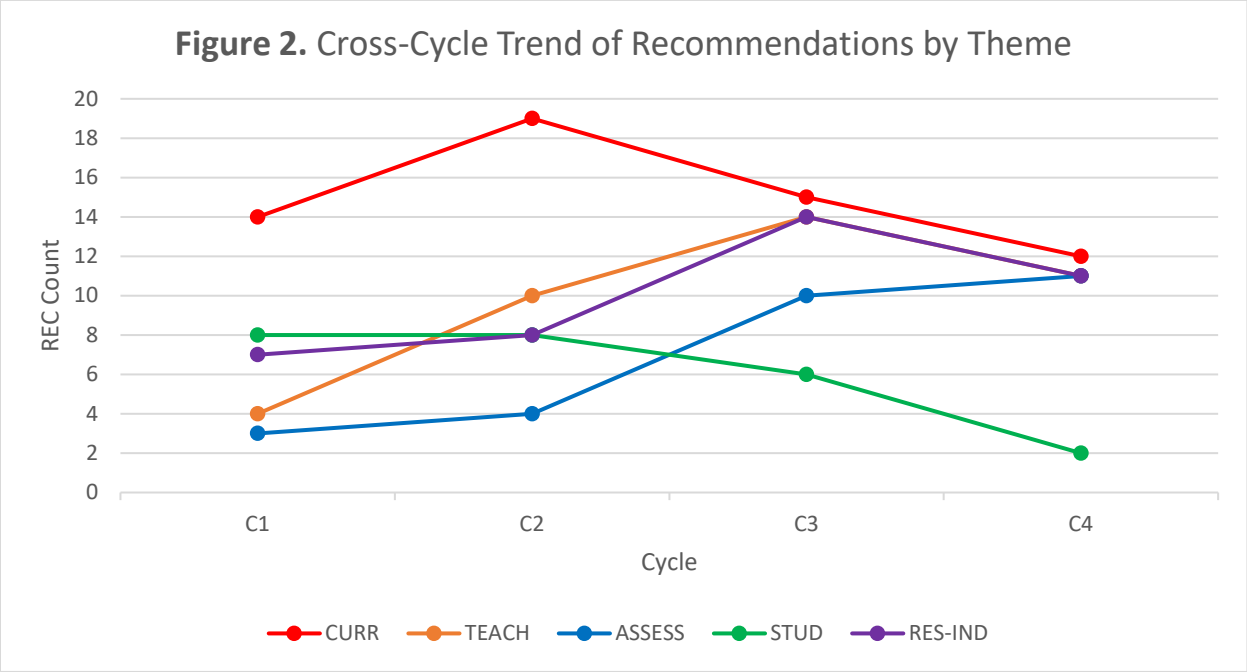
The longitudinal analysis of accreditation findings across four cycles, as presented in Table 3, indicates that improvements in Teaching–Learning practices among IT programs are incremental and uneven, rather than linear or fully transformative.

Table 3 shows that most themes remain recommendation-dominant, even as selected best features emerge in later cycles. Complementing this, Figure 2 isolates recommendations to show trend behavior, highlighting the persistence of identified gaps across all cycles, with variations in magnitude rather than consistent reduction. This suggests that while institutions respond to accreditation feedback, the extent of implementation is not uniformly sustained.

Curriculum Design and Structure consistently exhibits a high concentration of recommendations across all cycles, reflecting persistent structural concerns with minimal change over time. Teaching–Learning Process and Learning Resources and Industry Linkages display fluctuating patterns, indicating partial improvements alongside continuing gaps. Assessment and Evaluation shows an increasing trend in recommendations in later cycles, suggesting that earlier gains are not consistently sustained. In contrast, Student Performance and Support demonstrates a gradual decline in recommendations, indicating a narrowing but unresolved concern.

Overall, the observed trends suggest that Teaching–Learning enhancement in IT programs is characterized by selective strengthening, with persistent structural and implementation challenges across key areas.

To further illustrate these cross-cycle patterns, Figure 2 presents the trend of recommendations by theme across the four accreditation cycles.



4.4 Thematic Behavior Analysis by Theme

This section examines the cross-cycle behavior of each theme, highlighting patterns of persistence, strengthening, and variation in how different dimensions of Teaching–Learning evolve over time.

4.4.1 Curriculum Design and Structure (CURR)

Curriculum-related concerns remain persistent across all four cycles, with repeated recommendations on sequencing, alignment, electives, and program structure. Although isolated best features appear, the continued recurrence of recommendations indicates that these improvements are not yet consistently sustained.

This pattern highlights that curriculum reform is ongoing but not fully stabilized, suggesting challenges in institutionalizing systematic curriculum review and alignment processes.

Illustrative excerpts from accreditation findings include:

- "The BSIT curriculum should be revised to address the rationalized specification of IT course load per semester." (C1)
- "In The BSIT program should be improved by making the IT course syllabi topics not based on software tools used, but on concepts, principles, techniques, and algorithms, among others." (C2)

- "In relation to curriculum design, documentation of curriculum revisions and changes in course delivery be observed for proper traceability." (C3)
- "Conduct regular curriculum review to ensure that the courses integrate industry-related practices and remain relevant to industry needs and emerging trends." (C4)

4.4.2 Teaching–Learning Process (TEACH)

The Teaching–Learning Process demonstrates gradual but uneven improvement. Best features emerge in each cycle, reflecting initiatives such as innovative delivery modes and structured instructional practices. However, recommendations continue to recur across cycles, particularly in relation to classroom management, student engagement, and instructional alignment.

This suggests that while instructional practices are evolving, consistent implementation across programs remains a challenge.

Illustrative excerpts include:

- "Classroom delivery, class monitoring, and instructional supervision be improved by providing deeper discussions of the topics and more pertinent examples." (C1)
- "Interactive styles of teaching should be employed to ensure that students actively engage themselves in the discussions." (C2)
- "The team reiterates that more participative, engaging, and interactive styles of teaching methods be used to motivate students." (C3)
- "Assign interactive lectures to classrooms; guided instruction on programming to computer programming laboratories; and guided instruction on hardware to computer network and hardware laboratories." (C4)

4.4.3 Assessment and Evaluation (ASSESS)

Assessment practices remain predominantly recommendation-driven, with only limited strengthening observed in earlier cycles. By the final cycle, recommendations again dominate, particularly in relation to alignment, evaluation methods, and use of assessment results.

This indicates that assessment systems are not yet fully institutionalized and that improvements in this area are not consistently sustained over time.

Illustrative excerpts include:

- "The quality of examinations be improved to develop the competencies expected of BSIT graduates." (C1)
- "The BSIT program should be improved by defining appropriate requirements such as machine problems, design projects, case studies, research projects, with appropriate grade percentage in the IT subjects." (C2)
- "Rubrics for assessing student projects and other teaching-learning activities should be designed in accordance with the intended learning outcomes." (C3)

- "Review the alignment of assessment methods used with respect to the program and course-level learning outcomes." (C4)

4.4.4 Student Performance and Support (STUD)

Student-related concerns persist throughout the cycles, particularly in relation to academic performance, retention, and engagement. While the volume of recommendations decreases in later cycles, these issues remain evident and have not yet translated into sustained strengths.

This pattern reflects the complexity of student-related challenges, which often require multi-dimensional and sustained interventions.

Illustrative excerpts include:

- "More attention be given to the academic performance of students to address the large number of students with failing grades." (C1)
- "Steps be taken to address concerns of students with non-academic problems (e.g., behavioral problems, family problems)." (C2)
- "The team reiterates the large number of tardiness and absences of students in IT classes be addressed." (C3)
- "The provision of structured intervention be made to assist students who are Senior High School completers of strands not aligned to IT." (C4)

4.4.5 Learning Resources and Industry Linkages (RES-IND)

This theme exhibits the most developed pattern, with recurring best features related to learning technologies, facilities, and industry engagement. However, recommendations continue to appear across cycles, particularly in relation to resource adequacy, utilization, and linkage expansion.

This indicates that while investments and initiatives are evident, their implementation and impact vary across institutions, resulting in a mixed pattern of development.

Illustrative excerpts include:

- "The Learning Management System used by students as supplement to classroom instruction." (BF, C1)
- "A content management system is used by faculty and students to upload and download instructional-related materials." (BF, C2)
- "The full utilization of the LMS (Moodle Rooms) and LAN School Application to enhance teaching and learning experiences." (BF, C4)
- "The Yapster e-learning tool should be fully utilized in the IT classes." (REC, C2)
- "Supplement teaching and learning with adequate and up-to-date e-resources to support faculty and student research." (REC, C3)
- "Establish industry linkages that can increase opportunities for students' exposure to latest technology trend and certification exams." (REC, C4)

4.5 Synthesis of Teaching–Learning Evolution

The cross-cycle analysis indicates that Teaching–Learning practices in IT programs evolve unevenly across themes.

Instead, the data suggest three distinct trajectories:

- **Persistent Structural Areas**. Curriculum Design and Structure, and Assessment and Evaluation exhibit persistent patterns across cycles, indicating that these areas require long-term, systemic intervention.
- **Gradually Improving Practices**. Teaching–Learning Process and Learning Resources and Industry Linkages show incremental improvement, with emerging strengths alongside continuing gaps.
- **Complex and Multi-Factor Issues**. Student Performance and Support exhibits a narrowing but unresolved pattern, reflecting the complexity of factors influencing student outcomes.

Collectively, these patterns indicate that while accreditation supports incremental improvement, it does not ensure the full resolution of identified issues. Progress remains selective, theme-dependent, and influenced by institutional capacity and consistency of implementation.

5. Key Insights and Implications

5.1 Persistent Gaps

The persistence of recommendations in curriculum and assessment indicates that these areas require more structured, sustained, and institution-wide approaches rather than isolated interventions.

5.2 Uneven Implementation of Improvements

The presence of both strengths and continuing recommendations within the same themes indicates that improvements are not uniformly implemented across programs, highlighting the need for stronger internal quality assurance mechanisms.

5.3 Emerging Strengths in Support Systems

Developments in learning resources and industry linkages indicate that institutions are strengthening support structures, although their integration into teaching and learning processes remains uneven.

5.4 Need for Integrated Teaching–Learning Systems

Findings across themes highlight the need for greater alignment among curriculum, teaching, assessment, and support systems, rather than treating these areas as separate components.

6. Conclusion

The longitudinal thematic analysis of Teaching–Learning practices in IT programs across four accreditation cycles of four institutions provides a consolidated view of how institutions respond to external quality assurance over time. The findings indicate that while improvements are evident, these are generally incremental, uneven, and theme-dependent rather than comprehensive or consistently sustained.

Across the themes, persistent patterns remain evident in curriculum and assessment, where recurring concerns suggest that structural and outcomes-based reforms are not easily stabilized within accreditation cycles. In contrast, teaching–learning processes and resource-related areas demonstrate gradual but uneven development, reflecting emerging improvements that are not yet consistently embedded across programs. Student-related concerns, while showing signs of narrowing, continue to reflect complex and multi-factor challenges that require sustained and integrated interventions.

Overall, the analysis indicates that accreditation supports progressive enhancement but does not, by itself, ensure the full resolution of identified issues. Improvements tend to occur selectively and at varying rates, influenced by institutional capacity, consistency of implementation, and the extent to which reforms are systematically embedded.

The findings underscore the need for a more integrated and sustained approach to quality assurance, where curriculum, instruction, assessment, and student support systems are aligned and continuously monitored. Strengthening these interconnections is essential to ensure that observed improvements translate into coherent, institution-wide, and enduring enhancements in Teaching–Learning practices.

7. Recommendations

In light of the longitudinal findings, the following recommendations are proposed to support the continued enhancement of Teaching–Learning practices in IT programs. These are aligned with the observed patterns of persistence, uneven development, and partial strengthening across themes.

7.1 Strengthening Curriculum Design and Structural Coherence

- Establish a regular curriculum review cycle that brings together inputs from industry partners, alumni, faculty, and students. Review alignment among program outcomes, course

outcomes, content, and course sequencing, and document the results of these reviews for follow-through.

- Rationalize electives, specializations, and course offerings to create clearer and more coherent learning pathways.

- Maintain clear records of curriculum revisions and implementation decisions to support continuity across accreditation cycles.

7.2 Enhancing the Consistency of Teaching–Learning Practices

- Develop common institutional guidelines for teaching strategies that promote active, collaborative, and outcomes-based learning.

- Align classroom practices more deliberately with intended learning outcomes so that teaching supports the development of expected competencies.

- Define when and how blended or flexible learning modalities should be used in different types of courses. Strengthen the regular review of teaching practices through student feedback, peer observation, and supervisory monitoring.

7.3 Institutionalizing Assessment and Evaluation Systems

- Adopt an assessment framework that clearly links course-level and program-level outcomes with appropriate assessment methods.

- Use common rubrics and performance criteria, particularly in courses that require applied and project-based outputs.

- Review assessment tools periodically to check their validity, reliability, and fairness.

- Use assessment results more systematically in curriculum review, instructional planning, and program improvement.

7.4 Strengthening Student Performance Monitoring and Support Systems

- Set up an early monitoring system to identify students at risk and provide timely academic intervention.

- Improve coordination between academic advisers, faculty, and student support offices in responding to student needs.

- Implement targeted support for concerns related to attendance, engagement, readiness, and academic difficulty.

- Draw on student performance data and feedback when planning support strategies and instructional adjustments.

7.5 Optimizing Learning Resources and Industry Linkages

- Review the adequacy, accessibility, and currency of laboratories, library resources, digital tools, and other learning supports.

- Increase the purposeful use of learning management systems and e-resources in classroom instruction, independent learning, and feedback processes.

- Broaden industry partnerships to include curriculum input, certification opportunities, technology exposure, and other forms of academic collaboration.

- Assess how resources and industry linkages contribute to student learning and overall program effectiveness.

7.6 Advancing an Integrated Quality Assurance Approach

- Align curriculum, instruction, assessment, student support, and learning resources within a shared quality assurance framework.

- Use accreditation findings, internal reviews, and stakeholder feedback as connected inputs for planning and decision-making.

- Institutionalize documentation, monitoring, and follow-up processes so that improvements are carried forward beyond a single accreditation visit.

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Appendices

Appendix A. Detailed Cross-Cycle Thematic Matrices

This appendix presents the detailed cross-cycle thematic matrices supporting the analysis in the main report. The tables provide a consolidated view of the distribution of Best Features (BFs) and Recommendations (RECs), as well as the resulting thematic behavior classifications.

Table A1. Distribution of Best Features (BFs) and Recommendations (RECs) by Theme Across Cycles

Theme Code	**C1**	**C2**	**C3**	**C4**
CURR	1 / 14	1 / 19	2 / 15	1 / 12
TEACH	1 / 4	2 / 10	1 / 14	1 / 11
ASSESS	0 / 3	1 / 4	1 / 10	0 / 11
STUD	1 / 8	1 / 8	0 / 6	0 / 2
RES-IND	4 / 7	3 / 8	0 / 14	3 / 11

Note: Values are presented as BF / REC counts per cycle.

Table A2. Cross-Cycle Thematic Behavior Classification

Theme Code	**Classification**
CURR	Persistent
TEACH	Persistent with isolated strengthening
ASSESS	Persistent
STUD	Persistent but narrowing
RES-IND	Mixed / Developing

Appendix B. Profile of Participating Institutions (Anonymized)

This appendix presents the survey visit years per institution across accreditation cycles to provide context on the temporal span of the dataset used in the study.

Table B1. Survey Visit Years by Institution and Accreditation Cycle – IT Programs

School Code	Program	Cycle			
		1 (Preliminary Survey)	2 (Formal Survey)	3 (1st Resurvey)	4 (2nd Resurvey)
SCH-1	Information Technology	2010	2015	2018	2023
SCH-2	Information Technology	2012	2014	2018	2025
SCH-3	Information Technology	2005	2010	2013	2019
SCH-4	Information Technology	1998	2000	2004	2010

Note. *Survey visit years vary across institutions and are not uniformly distributed across cycles. Accordingly, the analysis is structured based on accreditation cycles (C1–C4) rather than fixed chronological intervals. Cross-cycle comparisons, therefore, reflect progression across accreditation stages rather than time-equivalent periods.*