



**PHILIPPINE ACCREDITING ASSOCIATION OF SCHOOLS,  
COLLEGES, AND UNIVERSITIES  
(PAASCU)**

**ARCHITECTURE  
ACCREDITATION INSTRUMENT**

**2021**

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# **GUIDE TO STANDARDS-BASED ACCREDITATION**

## **INTRODUCTION**

The purpose of the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) is to support member schools in their journey towards quality improvement, considering the institution's educational philosophy and their unique vision and mission. Quality Assurance initiatives are grounded on the fundamental principle that quality is primarily the school's responsibility and that the external quality assurance initiative complements this. PAASCU envisions accreditation as a continuous development process that engages the entire school community and its stakeholders in a careful and thorough evaluation of its objectives, plans, programs, systems, resources, and results through self-survey and an external review by peer educators.

The accreditation process involves assessing different areas: Leadership and Governance, Quality Assurance, Resource Management, Teaching-Learning, Student Services, External Relations, Research, and Results. The interrelationship among these areas is vital in ensuring the quality of the programs. PAASCU believes that the quality of the school's programs and services determines the overall quality of the institution that offers such programs and services.

In recent years local and international agencies have defined principle-based standards to be used in quality assurance processes. In line with this development, PAASCU shifted to principles-based standards to revise the survey instruments and guide its accreditation work.

This instrument is intended for the Architecture program.

## **ACKNOWLEDGEMENT**

The PAASCU Board of Trustees acknowledges the hard work done by the Institutional Accreditation Working Group who drafted the instrument, and the Board of Trustees' Standards Committee. Special thanks to Ar. Margret D. Rosario and Ar. Lord Byron F. Gonzales, who prepared this standards-based survey instrument for Engineering programs.

## **STANDARDS-BASED ACCREDITATION**

### **Quality Assurance**

PAASCU has adopted a four-fold definition of quality:

1. Achievement of minimum standards based on learning outcomes
2. Achievement of evidenced excellence based on learning outcomes
3. Implementation of the vision, mission, and goals of the school
4. Responsiveness to stakeholders

Quality assurance should meet the standards required by regulatory bodies or standards of excellence advocated by accrediting agencies like PAASCU. Quality encompasses a school's fitness for purpose and its responsiveness to the needs of stakeholders.

### **Accreditation**

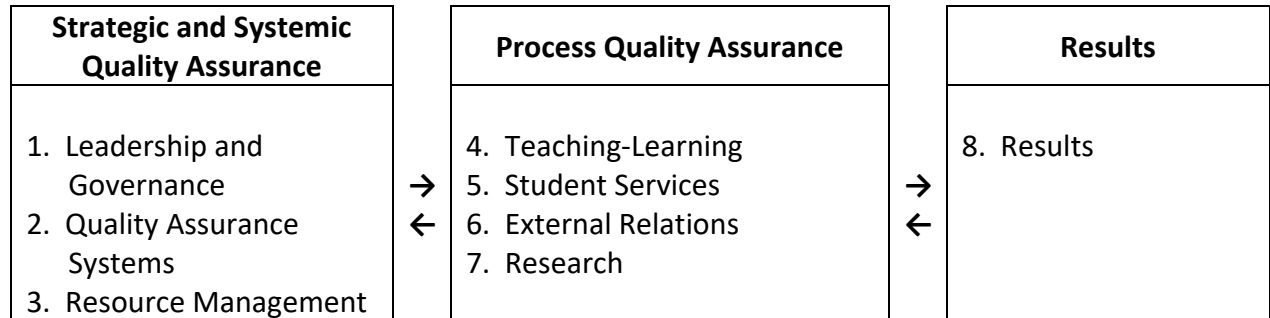
Educational accreditation is a quality assurance process where an external body evaluates the services and operations of educational institutions or programs to determine if applicable and recognized standards are met. If the standards are met, the accrediting agency grants the program an accredited status. Thus, "accreditation is a formal and public statement by an external body, resulting from a quality assurance procedure that agreed standards of quality are met by an institution or program" (Van Damme, UNESCO Higher Education in the Age of Globalization, 2001).

An accredited status from PAASCU indicates that an educational institution or program has met commonly accepted standards of quality or excellence. The accredited status implies that the educational institution or program has manifested the ability to continuously upgrade its academic quality through self-evaluation and the judgment of peers.

The PAASCU accreditation process does not prescribe any specific way of proceeding. It seeks to encourage institutions or programs to aspire for and work towards higher levels of excellence as defined in its quality standards. The focus is on the context and needs of the institution or program under survey. Hence, the process allows these institutions and programs to be innovative in exploring solutions to their current challenges and identifying strategies towards continuous improvement.

## Standards-based Accreditation Framework

The following framework underpins the standards-based accreditation process:



In the framework for the standards-based accreditation process, eight (8) areas are to be assessed. The eight (8) areas include three (3) areas under Strategic and Systemic Quality Assurance, four (4) areas under Process Quality Assurance, and the area covering the Results. The arrows denote the constant interplay among the different areas.

The framework adopted by PAASCU for standards-based accreditation is aligned with regional and international frameworks on quality assurance. The following were used as benchmarks in the preparation of the instrument:

1. ASEAN Quality Assurance Framework (AQAF) Internal Quality Assurance Principles
2. ASEAN University Network (AUN) Guide to Assessment at the Institutional Level
3. Commission on Higher Education (CHED) Institutional Sustainability Assessment Self-Evaluation Document (ISA-SED)
4. Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Standards and Guidelines for Internal Quality Assurance

## Architecture Program Accreditation

The eight areas and 23 sub-areas were all looked into when the school initially had its Liberal Arts and Sciences, Business, and Education programs accredited or any program accredited by the PAASCU considering all areas and subareas. The accreditation of any of these programs is necessary before undertaking the accreditation of the Architecture program. This accreditation is the reason why in conducting the accreditation for these programs, only the following areas are considered:

- Area 1. Leadership and Governance
  - Sub-area 1.1. Vision-Mission
  - Sub-area 1.2 Leadership and Management
  - Sub-area 1.3 Policy Formulation and Implementation

Area 2. Quality Assurance

Area 3. Resource Management

Sub-area 3.1 Human Resources

Sub-area 3.2 Physical Facilities and Learning Resources

Area 4. Teaching-Learning

Sub-area 4.1 Curricular Programs

Sub-area 4.2 Teaching and Learning Methods

Sub-area 4.3 Assessment Methods

Area 5. Student Services

Area 6. External Relations

Sub-area 6.1 Networks, Linkages, and Partnerships

Sub-area 6.2 Community Engagement and Service

Area 7. Research

Sub-area 7.1 Research Management and Collaboration

Sub-area 7.2 Intellectual Property Rights and Ethics in Research

Area 8. Results

Sub-area 8.1 Educational Results

Sub-area 8.2 Community Engagement and Service Results

Sub-area 8.3 Research Results

## **THE SELF SURVEY REPORT**

The first and critical component of the accreditation process is a meticulous, rigorous, and comprehensive self-evaluation of the institution's educational resources, processes, and results. Self-evaluation aims to understand, evaluate, and improve, and not merely to defend what already exists. A well-conducted self-evaluation should result in a renewed effort to reflect on quality assurance practices and outcomes towards ongoing school improvement. The self-evaluation is expected to be an inclusive process. It becomes optimally effective when it is completed by a diverse group of key stakeholders (i.e., administrators, faculty, students, staff, alumni, etc.) who are knowledgeable about the institution and its academic programs as they pertain to the standards under consideration. Stakeholder engagement allows for a fair and objective assessment of how well the institution has achieved its vision, mission, and objectives for self-improvement. The self-survey report and the supporting evidence provide the institution the opportunity to demonstrate to the survey team that it has complied with the standards.

The **self-survey report (SSR)** is an account of the institution's QA practices. The institution here refers to the college, school, or department managing the programs under accreditation. The criteria checklist under each area and subarea (standard) provides a guide on what to account for in the institution's quality system.

The SSR shall be written following the sequencing of the area and sub-area. The write-up mainly describes how the institution meets the criteria under each area and sub-area. Therefore, only the sub-area criteria will be rated.

The SSR should be submitted in both hardcopy and softcopy to the PAASCU Secretariat two months before the site visit.

### **Contents of the Self Survey Report**

The SSR has six parts: School Profile, Follow-up Action on the Recommendations of Previous Survey, Analysis of School/Program Practices Using the Standards and Criteria, Conclusion, Appendices, and Summary of Ratings.

#### **Part 1: School Profile**

This section provides the following information about the school:

1. A brief history of the school
2. Vision, mission, goals, objectives, and core values of the school
3. Organizational structure
4. Governing Board and list of top executives
5. Educational programs, including student population for each program and accreditation level



6. Enrollment data per year level of the program being visited (3-year data for a preliminary visit, 2-year data for a formal visit, and 5-year for resurvey visit)
7. Description of the regulatory environment in which the institution operates
8. Identified strategic challenges, including planned and implemented strategies to address the same.

**PART 2: Follow-up Action on the Recommendations of Previous Survey  
(only for formal and resurvey visits)**

**PART 3: Analysis of the School/Program Practices Using the Standards and Criteria**

A write-up is a narrative that describes the program quality practices using the criteria under each standard. The write-up should meet the following requirements:

1. It should provide information that focused on how the school meets the criteria under each standard. An explanation should be provided if the school failed to meet a criterion.
2. The information should be presented based on the sequencing of the criteria. They should be written in whole sentences but should be straightforward, concise, and factual. More importantly, the information should be supported by evidence that directly supports the information given. A checklist of evidence is provided under each standard. However, this does not preclude the institution from using other sources of evidence that will support its claim.
3. In the presentation of evidence, the following guidelines should be considered:
  - a. Where statistical data, graphs, tables, or matrices are used, label the same and present them either within the narrative or attach them to the SSR with appropriate reference. Where a policy statement is used, summarize the policy or attach the same to the SSR with proper reference.
  - b. The documents and any other evidence used to support the information provided should be listed per standard and attached to the SSR. If the same evidence supports multiple standards, attach the evidence once and list it under each relevant standard.
4. The write-up should not only be descriptive but analytical, citing both the strengths and weaknesses in the features described in the criteria. The guide questions and the explanations can assist in analyzing the quality practices of the institution. When analyzing the institution's quality practices, it is also important to benchmark with the practices of other reputable institutions or with those that are considered 'good' practices.

5. The school should provide a rating for each criterion under each standard based on the following scale:

RATING	MEANING	REMARKS
5	Excellent	The practice is exemplary and serves as a model to others. The implementation of the criterion has led to excellent results.
4	Very Good	The criterion has been effectively implemented, and this has led to very good results.
3	Good	The criterion has been implemented adequately and has led to good results.
2	Needs Minor Improvement	The criterion has been implemented but needs minor improvement. In addition, the implementation has led to inconsistent or limited results.
1	Needs Major Improvement	The criterion has been inadequately implemented and needs significant improvement. The implementation has led to insignificant or unsatisfactory results.
0	Not Implemented	The criterion has not been implemented. Furthermore, no evidence is presented to show that initiatives have been carried out to implement it.

**PART 4: Conclusion**

This section provides the following:

1. An overall assessment of the school's best practices per area
2. Summary of the strengths of the school or program practices per area
3. Summary of the weaknesses of the school or program practices per area

**PART 5: Appendices**

This section contains the documents and other evidence that are identified in the self-survey report. Provide a summary listing before the presentation of documents.

**PART 6: Summary of Ratings**

**THE SURVEY VISIT**

The survey visit shall be scheduled in advance and will occur not earlier than two (2) months after submitting the self-survey report to the PAASCU Secretariat. The visit will take two (2) days. If face-to-face classes are suspended and onsite survey visits are also on hold, the Guidelines in the Conduct of Virtual Accreditation apply.

The typical PAASCU Survey Team will be composed of six (6) accreditors who will be assigned to handle the following areas:

Accreditor 1a	Leadership and Governance Results: Financial and Competitiveness
Accreditor 1b	QA Systems Resource Management
Accreditor 2a	Teaching-Learning Results: Education
Accreditor 2b	Student Services
Accreditor 3a	External Relations Results: Community Engagement and Service
Accreditor 3b	Research Results: Research

The number of accreditors may be less than six (6) in small schools or more than six (6) in the case of big schools.

### **PAASCU SURVEY REPORT**

The findings during a site or survey visit will be documented in a survey report. This report is an assessment of the school vis-à-vis the criteria for the different standards. The report will serve as the basis for the decision on the school's accreditation status.

The survey team Chairperson is responsible for putting together the inputs from the different accreditors towards coming up with a consolidated, coherent, and concise report that reflects the judgment of the survey team. The survey report should present an analysis of how the school is complying with the standards.

The report includes the following:

1. Chairperson's Report
  - a. Introduction
  - b. Summary of area reports
  - c. Comments on the preparation of the self-survey
  - d. Recommendation of the program's accreditation status
  - e. Conclusion and Signature of the Chairperson
2. Summary of Ratings

3. Area Reports

This section contains the following:

- a. Actions taken on recommendations of the previous survey visit (for formal and resurvey visit)
- b. An analysis of how the school complies with the standards
- c. Commendations
- d. Recommendations

**NOTE:**

***PAASCU gives a premium on students' performance in the licensure examination in granting an accreditation or re-accreditation status. A program will only be given an accreditation status if the average yearly performance of the school since the last visit is at least at par or above the national passing percentage.***

The ratings of the criteria in a subarea are averaged to arrive at the **subarea average rating**.

The subarea average ratings in an area are averaged to arrive at the **area average rating**.

The 5 area average ratings are averaged to arrive at the **overall average rating**.

Statistical Summary of Ratings	Ratings (in two decimal places)
<b>Area 1. Leadership and Governance</b>	
Sub-area 1.1 Vision-Mission	
Sub-area 1.2 Leadership and Management	
Sub-area 1.3 Policy Formulation and Implementation	
<b>Area 1 Average Rating</b>	
<b>Area 2. Quality Assurance</b>	
<b>Area 2 Average Rating</b>	
<b>Area 3. Resource Management</b>	
Sub-area 3.1 Human Resources	
Sub-area 3.2 Physical Facilities and Learning Resources	
<b>Area 3 Average Rating</b>	
<b>Area 4. Teaching-Learning</b>	
Sub-area 4.1 Curricular Programs	
Sub-area 4.2 Teaching and Learning Methods	
Sub-area 4.3 Assessment Methods	
<b>Area 4 Average Rating</b>	
<b>Area 5. Student Services</b>	
<b>Area 5 Average Rating</b>	
<b>Area 6. External Relations</b>	
Sub-area 6.1 Networks, Linkages, and Partnerships	
Sub-area 6.2 Community Engagement and Service	
<b>Area 6 Average Rating</b>	

<b>Area 7. Research</b>	
Sub-area 7.1 Research Management and Collaboration	
Sub-area 7.2 Intellectual Property Rights and Ethics in Research	
<b>Area 7 Average Rating</b>	
<b>Area 8. Results</b>	
Sub-area 8.1 Educational Results	
Sub-area 8.2 Community Engagement and Service Results	
Sub-area 8.3 Research Results	
<b>Overall Average Rating</b>	

### COMMISSION REVIEW OF ACCREDITING TEAM'S DECISION

The survey report prepared by the survey team, which contains the recommended accreditation decision, will be reviewed by the Commission on Engineering and Architecture for endorsement to the Board of Trustees.

Requirements to pass a preliminary survey visit:

- a. Overall rating should be at least 3.0
- b. Minimum academic degrees for the faculty member, Chair, and Dean are met
- c. Minimum requirements for curriculum are met
- d. Results of the licensure exam are at par or higher than the national average for the past three years
- e. All teaching faculty have a license for board exam programs
- f. Faculty members' degrees are aligned with the department
- g. Adherence to CHED rules on loading and number of preparations

If any of the above are not met, then a consultancy visit will be recommended.

Requirements to pass a formal survey visit:

- a. Overall rating should be at least 3.0
- b. Minimum academic degrees for faculty members, Chair, and Dean are met
- c. Minimum requirements for curriculum are met
- d. Faculty Resource subarea rating should be at least 3.0
- e. Teaching-Learning area rating should be at least 3.0
- f. Results of the licensure exam are at par or higher than the national average for the past three years
- g. All teaching faculty have a license for board exam programs
- h. Faculty members' degrees are aligned with the department
- i. Adherence to CHED rules on loading and number of preparations

Requirements to pass a resurvey visit:

- a. Overall rating should be at least 3.0
- b. Minimum academic degrees for faculty members, Chair, and Dean are met
- c. Minimum requirements for curriculum are met
- d. Faculty Resource subarea rating should be at least 3.0
- e. Teaching-Learning area rating should be at least 3.0
- f. Results of the licensure exam are at par or higher than the national average for the past three years
- g. All teaching faculty have a license for board exam programs
- h. Faculty members' degrees are aligned with the department
- i. Adherence to CHED rules on loading and number of preparations

The team's report will be forwarded to the Commission and the Board for review and final approval.

### **BOARD OF TRUSTEES APPROVAL OF ACCREDITATION DECISION**

The Board of Trustees will give the final approval on the recommended accreditation decision by the survey team upon the Commission's endorsement.

### **FAAP CERTIFICATION OF THE ACCREDITATION LEVEL**

The Board of Trustees' decision will be forwarded to the Federation of Accrediting Agencies of the Philippines (FAAP), certifying the level of accreditation.

### **ISSUANCE OF REPORT TO THE SCHOOL**

The final accreditation report will be sent to the school after the Board's approval and the FAAP certification.

## AREAS AND STANDARDS

### AREA 1. LEADERSHIP AND GOVERNANCE

#### Sub-area 1.1. Vision-Mission

##### Standard 1.

The Architecture program has clearly articulated and disseminated the vision and mission statements that reflect its educational philosophy, core values, and goals to key stakeholders.

Criteria	Rating
1. The program's vision and mission statements are disseminated to stakeholders, aligned with the institution's Vision-Mission.	
2. The program Vision-Mission and PEO is aligned to the VM of the institution.	
3. The school/college can identify with and be aligned to the vision-mission statements of the institution.	
4. There is a periodic evaluation or assessment of the program's vision and mission vis-a-vis the institution's vision mission.	
<b>Average Rating</b>	

##### Explanation:

An academic institution should explicitly state its aspirations and goals. These should be evident in the program offerings and other programs of the institution. All community sectors have direct responsibility for operationalizing and actualizing the institution's unique identity and culture's cognitive, behavioral, and physical indicators. Thus, there is a conscious effort to have everyone own the institution's vision-mission, philosophy, and core values.

##### Guide Questions:

- How are the vision and mission statements reflecting the unique identity and culture of the institution?
- What is the process undertaken to articulate the vision and mission statements, and who participates in the process?
- How is the vision and mission of the institution disseminated to all sectors of the community and its public?
- How do the institution's leadership and the school community show personal commitment to and modeling the institution's philosophy and core values?
- How periodic are the vision-mission statements reviewed, and who participate in the review?

**Supporting Evidence:**

- Vision and mission statements
- Statements of philosophy and core values
- Process in crafting and revisiting the vision and mission statements
- Orientation programs for the various sectors and stakeholders of the institution
- Institutional manuals showing the vision and mission statements



## Sub-area 1.2. Leadership and Management

### Standard 2.

The Architecture program practices responsible management and models leadership that results in an effective and efficient running of the program.

Criteria	Rating
1. The administrators possess the required credentials and relevant experience to function effectively in their respective roles.	
1. Program management promotes good governance, promoting integrity and accountability.	
2. Policies and procedures are client-focused and enforced with transparency.	
3. Succession planning is established, and leadership training is provided.	
<b>Average Rating</b>	

### Explanation:

The strategic role of management and leadership in an organization cannot be overemphasized. The school environment, resulting from its officers' management and leadership style, significantly affects teaching and learning and is a critical factor in the smooth operations of any institution. Management should promote good governance, and leadership should be proactive to respond to changes in the environment. There is a succession plan in place.

### Guide Questions:

- Is the Board of Directors/Trustees and administrators composed of academically qualified and experienced academics and professionals?
- How does management promote good governance, integrity, and accountability?
- How does leadership anticipate and respond to changes in the environment?
- Are the policies, guidelines, and programs clearly articulated and applied with transparency, consistency, and fairness?
- What are the provisions for succession planning and leadership training?

### Supporting Evidence:

- Organizational Chart
- Qualifications of the Board of Directors/Trustees and the Administrative Staff
- Administrative Manual
- Succession Planning Program

### Sub-area 1.3. Policy Formulation and Implementation

#### Standard 4.

The Architecture program has a system for formulating and implementing policies that reflect values, promote its unique culture, make operations efficient, and conform to government regulations and standards.

Criteria	Rating
1. There is a system that is followed in policy formulation and implementation.	
2. Programs promote the institutional graduate attributes in the development of its unique culture.	
3. Policies and learner-focused and enforced with transparency, consistency, and fairness.	
4. The program practices synergy and efficiencies in operation with other sectors of the institution.	
5. Policies for teaching-learning, research, community engagement, and services are articulated and documented.	
6. Programs are compliant with government regulations and standards.	
<b>Average Rating</b>	

#### Explanation:

Policies serve as the backbone of an institution's operations. If properly articulated, communicated, and implemented, they will guarantee success in achieving the institution's goals and objectives and promote institutional, departmental, and program values and its unique culture. There should be a system of formulating, implementing, and evaluating policies participated in by key stakeholders. Conformance with government regulations and standards should also be ensured in its formulation and implementation.

#### Guide Questions:

- Is the Plan-Do-Check-Act cycle followed in policy formulation and implementation?
- What process is being followed in the formulation of policies, and are various stakeholders involved?
- Are the policies and procedures aligned with institutional/departmental/program values, and do they promote the institution's unique culture?
- What practices ensure that policies and procedures are understood and accepted by those affected by them?
- How does the institution ensure transparency, consistency, and fairness in the implementation of policies?
- Is feedback on policies and procedures welcomed, listened to, and utilized for policy improvement?

- Are the policies and procedures for managing academic programs, support services, research programs, and community service initiatives defined and documented?
- Are policies aligned with government regulations and standards promoting responsible citizenship?

**Supporting Evidence:**

- Institutional policies for academic programs, support services, research, and community service
- Minutes of meetings
- Manuals of operations
- Programs and activities on policy development and review

## AREA 2. QUALITY ASSURANCE

### Standard 6

There is an established internal quality assurance system, with clearly defined policies, procedures, and activities, that implement, evaluates, enhances, and assures the quality of the Architecture program and processes.

Criteria	Rating
1. A documented Continuous Quality Improvement (CQI) plan is in place with clearly defined policies, procedures, and activities to assess the quality and attainment of the program's learning outcomes.	
2. Stakeholders are involved in the formulation, implementation, and evaluation of the CQI plan.	
3. All learning outcomes assessments of the program are documented and implemented as planned.	
4. Results of the evaluation of the program learning outcomes are summarized, analyzed, and documented.	
5. The result of the program evaluation is used for continuous improvement.	
6. Mechanisms for communicating the results of the evaluation of learning outcomes to concerned stakeholders are in place.	
<b>Average Rating</b>	

### Explanation:

The responsibility for quality assurance primarily rests on the continuous quality improvement of the program's student outcomes by engaging in evidence-based and participatory self-reflection about how effectively it is being accomplished. Mechanisms are in place to implement, monitor progress, evaluate and improve the program's CQI system and processes. In this way, a quality culture is promoted in which all internal stakeholders assume responsibility for quality and engage in quality assurance activities.

### Guide Questions:

- Is there a documented CQI plan?
- How is the CQI system organized and structured?
- What strategies are employed to involve stakeholders in the implementation of the CQI plan?
- What are the established assessments to assure the quality of the program's student outcomes?
- How does the program monitor and evaluate the CQI system, the implemented plans, and the results of its CQI initiatives?

**Supporting Evidence:**

- CQI Plan
- Process description or guideline in learning outcomes documentation
- Assessment Plan
- Assessments per learning outcomes
- Evidence of assessments (such as exams, project outputs, research projects)
- Tracer Studies
- Description of how evaluation process is used for CQI
- Documentation of CQI initiatives
- Documentation of positive results of CQI initiatives

### AREA 3. RESOURCE MANAGEMENT

#### Sub-area 3.1. Human Resources

##### Standard 8.

The Architecture program has adequate and qualified human resources, both teaching and non-teaching, that enable it to perform its teaching, research, and community service functions. It has programs in place for the recruitment, selection, hiring, deployment, training, and retirement of personnel.

Criteria	Rating
1. The institution's human resource plans, policies, and programs to achieve quality teaching, quality research, and community service are in place.	
2. Needs and performance-based training & development programs are provided for permanent and non-permanent personnel.	
3. The school initiates a performance management system to cover job evaluation, reward, recognition, coaching, and mentoring.	
4. The school recommends the appropriate faculty level with fair salaries, incentives, and benefits to attract and retain qualified staff.	
5. The program has adequate and qualified non-teaching personnel.	
6. There is a sufficient staff to attend to the needs of the program.	
7. Human Resource policies, plans, and programs are periodically assessed to promote the well-being of employees.	
<b>Average Rating</b>	

##### Explanation:

Plans, policies, and programs on recruitment, selection, hiring, deployment, training, and retirement define an institution's workforce quality. Career paths, if correctly identified and monitored, will result in productive and fulfilled personnel. A highly motivated workforce greatly enhances the delivery of services in an institution. Management should take responsibility for ensuring the safety, growth, and well-being of its human resources.

##### Guide Questions:

1. Are the HR plans, policies, and programs on human resources defined, communicated clearly, and supportive of institutional goals?
2. How are the recruitment, selection, and hiring policies formulated and applied?
3. Are there specific contracts that define the job functions, terms of employment, and tenure for all personnel?
4. How does the institution ensure that the training and development plans for the academic and non-academic staff are participative, relevant, and needs-based?
5. Do personnel participate in the formulation of their career goals and plans?

6. Are deployment, promotion, and succession policies clear to all concerned?
7. How does the institution ensure the consistency of the teaching and work assignments with the staff's qualifications and capabilities?
8. Are there explicit provisions for resignation, retirement, and termination?
9. Is there a performance management system that covers reward, recognition, coaching, and mentoring?
10. What are the provisions for staff orientation and discussion of staff-related issues and concerns?
11. How are the plans, programs, and policies regularly evaluated for improvement?

**Sources of Evidence:**

- Employee profiles
- Organizational chart
- Human resource manual
- HR plans and programs
- Job descriptions
- Recruitment, selection, and hiring criteria
- Employment contracts
- Training needs analysis
- Training and development plan and budget
- Performance management system
- Job performance appraisal system
- Salary and benefits, ranking and promotion scheme
- Resignation, termination, and retirement policies
- Succession plans
- Personnel and faculty files
- Faculty retention and turnover reports

**Sub-area 3.2. Physical Facilities and Learning Resources**

**Standard 10.**

The Architecture program has adequate, conducive, up-to-date, well-maintained, and safe facilities to support the functions of teaching, research, and community service.

Criteria	Rating
1. A physical development plan with a sufficient budget, documented and regularly updated.	
2. There is an office responsible for the development, maintenance, and safety of the physical facilities	
3. There are adequate and relevant areas to support teaching, research, and community service.	
4. There are adequate physical facilities such as classrooms, computer rooms/laboratories, drafting rooms, and design studios which are kept clean, free from distractions, and conducive for learning.	
5. Qualified staff is assigned to the library and laboratories.	
6. Information Communication Technology facilities, both software and hardware, are adequate.	
7. There are provisions for facilities that cater to people with special needs.	
<b>Average Rating</b>	

**Explanation:**

The physical facilities and equipment's availability, adequacy, and accessibility contribute to an environment that directly affects teaching and student learning, motivation, engagement, and sense of personal safety. The physical facilities will also facilitate the conduct of research and community service. Effective management of these facilities with sufficient budget commitment is necessary so that the needs of the various stakeholders are met and are optimally utilized.

**Guide Questions:**

- Is there a campus development plan that is periodically updated?
- How sufficient is the budget allocated to physical plant development and maintenance?
- Which office is responsible for physical facilities?
- How are the policies and procedures related to physical facilities defined, documented, and subscribed to?
- How adequate are the physical facilities and equipment sufficient to cater to stakeholders' requirements?
- Are the classrooms, lecture halls, seminar rooms, and computer rooms adequate, kept clean, and free from distractions?
- Are the library and laboratories adequate, accessible, up-to-date, and with sufficient budget for developing collections?



- Are the library and laboratory staff sufficient, with the required qualification, up-to-date, and continually being trained?
- Are there business, simulation, or economics research laboratories for business students?
- How sufficient are the IT support, hardware, and software to meet teaching, learning, and research requirements?
- Are there regular safety, cleanliness, and maintenance inspections for all facilities?
- Are there provisions to cater to special needs?
- Is there sufficient insurance coverage for the physical plant

**Sources of Evidence:**

- Campus development plan
- Budget for physical facilities and equipment
- List of facilities, equipment, hardware, and software
- Library collections
- Laboratory collections
- Micro Teaching Laboratory for the Education program
- Business/simulation/economics research Laboratory
- Qualifications of library and laboratory staff
- Safety and maintenance policies and procedures
- Inspection reports
- Maintenance reports
- Safety, health, and environmental policies
- Stakeholder's feedback
- Certificates of compliance with regulatory agencies
- Insurance coverage for the physical plant

## AREA 4. TEACHING-LEARNING

### Sub-area 4.1. Curricular Programs

#### Standard 11.

A system to design, develop, and review the Architecture program is established, ensuring alignment with the program's vision-mission and goals, with program objectives and learning outcomes, and relevant to meeting stakeholders' needs.

Criteria	Rating
1. The program consistently implements institutional policies on curricular development, delivery, review, and improvement.	
2. Key stakeholders participate in the design, development, review, and periodic updating of program offerings.	
3. The program offerings are aligned with the vision, mission, and goals of the institution	
4. The Program Educational Objectives are aligned with the Student Learning Outcomes.	
5. Syllabi are developed for each course based on the attainment of student learning outcomes.	
6. Managing program offerings is regularly reviewed and assessed for learning outcomes updates and improvements.	
<b>Average Rating</b>	

#### Explanation:

A system to ensure that program offerings are designed, developed, reviewed, and updated is established and functioning effectively. In creating the program offerings, alignment with the institution's vision, mission, and goals is ensured, and that the design considers stakeholders' needs and expectations. Developing the program includes determining its structure and content and defining the expected learning outcomes. Reviewing the curriculum design, process, curricula, and learning outcomes are carried out regularly for improvement and updating.

#### Guide Questions:

- What process does the institution follow in curricular development, review, and revision?
- Who is responsible for designing and developing the curriculum?
- Who is involved in the process of curricular design, development, review, and revision?
- How are the institutional vision, mission, and goals reflected in the various curricula/course offerings?
- How are the learning outcomes established and communicated?
- Who is responsible for implementing the curriculum?
- How are the programs and courses evaluated?

- What benchmarking activities does the institution engage in to ensure its curricula are relevant and comparable with comparable institutions?
- What process is undertaken to review and assess the relevancy and attractiveness of program offerings?

**Supporting Evidence:**

- Curricular development and review process
- Curriculum committee composition, functions, and minutes of meeting
- Offerings
- Bulletin of Information
- Reports of external examiners or accrediting agencies
- Course syllabi and development plan
- Faculty and student feedback on program and course offerings
- Employer feedback on graduates' report
- Curricular evaluation reports
- Report on academe-industry dialogue

## Sub-area 4.2. Teaching and Learning Methods

### Standard 12.

A system to select, develop, and evaluate the appropriate teaching and learning methods and activities is established, aligned with the Architecture program's educational philosophy, and intended to achieve the desired learning outcomes.

Criteria	Rating
1. Teaching-learning activities are aligned with the educational philosophy of the institution.	
2. Syllabi are designed to achieve constructive alignment.	
3. Syllabi are made available to students at the beginning of the semester or period of study.	
4. Appropriate technology is applied in the course.	
5. A system of conducting regular monitoring and evaluation is established.	
<b>Average Rating</b>	

### Explanation:

The learning facilitation approaches need to reflect the institution's educational philosophy, facilitate the expected learning outcomes, and promote lifelong learning. A system should be established to ensure appropriate learning facilitation methods, new modalities in the delivery of flexible learning, and approaches are selected, deployed, and regularly evaluated by relevant stakeholders.

### Guide Questions:

- What is the educational philosophy of the institution and the program?
- What is the process undertaken to select, develop, deploy, and evaluate learning facilitation methods and activities?
- What are the different methods and activities adopted?
- What learning management system and new modalities in flexible learning are adopted?
- How are the methods and activities aligned with the expected learning outcomes?
- What methods and activities promote life-long learning?
- How does the usage of information and communication technologies facilitate teaching and learning?
- How are learning facilitation methods and activities evaluated and improved?

### Supporting Evidence:

- The educational philosophy of the institution and the program
- Course Syllabi and Course Guides
- Learning Management System (LMS) and Flexible Learning Modalities adopted
- Faculty and student feedback on teaching and learning strategies employed

- Evaluation reports on teaching and learning methods and activities
- Reports on practical training, projects, and other action-learning activities
- Community service reports
- In- Campus and Off-campus teaching exposure reports for education program
- Industry immersion program for full-time Accountancy and Business faculty
- Industry exposure for Art and Sciences

### Sub-area 4.3. Assessment Methods

#### Standard 13.

A system is in place to plan and select the most appropriate assessment types that are aligned to the achievement of the expected learning outcomes.

Criteria	Rating
1. There is a system of tracking the students' progress from admission up to graduation	
2. The college defines and implements learning outcomes assessment methods and instruments.	
3. Assessment results are used to validate learning outcomes.	
4. Exit interviews of graduating students are regularly conducted to serve as inputs for assessment methods and course improvements.	
5. Methods for assessment and results are regularly reviewed, evaluated, and assessed.	
<b>Average Rating</b>	

#### Explanation:

Student assessment provides a link between student performance and learning outcomes. It is the gauge of how the curricular programs and the delivery of instruction helped the students achieve the expected learning outcomes. Since assessment provides evidence to document and validate students' meaningful learning, it should start from admission and continue as the student progresses from one level to another until the student graduates. The types and methods of assessment must be constantly reviewed to ensure validity, reliability, and fairness.

#### Guide Questions:

- What are the assessment types and methods used?
- How are assessment methods differentiated considering the differences in programs, courses, and learning outcomes?
- What is the process for designing assessment methods?
- Are rubrics employed, and how are they designed and used?
- How is assessment during admissions done on new students?
- How is exit assessment done on graduating students?
- Who conducts the assessment, and what controls are instituted to ensure its validity, reliability, and fairness?
- How satisfied are the students and key stakeholders with the assessment methods used?
- Is there an appeal process as regard assessment results?
- How are the assessment results utilized for quality improvement?
- How often are the assessment methods reviewed, analyzed, and improved?

**Supporting Evidence:**

- List of assessments used from student entry, progression up to exit before graduation
- Program and course specifications, including learning outcomes
- Rubrics and other scoring guides
- Grading system
- Progression, attrition, and completion rates
- The official report on board examination results
- Tracer Studies
- Studies on employer's satisfaction on graduate performance

## AREA 5. STUDENT SERVICES

### Standard 15

The Architecture program has effective recruitment, admission, and placement of students with defined criteria that are valid and reliable. It ensures that student services and support are adequate and readily accessible to support students and their academic and non-academic pursuits and promote personal well-being.

Criteria	Rating
1. Essential services such as guidance, career and placement, student discipline, library, clinic, information technology, and student affairs are in place	
2. The policies, procedures, and guidelines of the student services are clearly defined	
3. Measures are regularly undertaken to review the effectiveness of the student services	
4. Student services are established and well-defined to meet the learners academic and non-academic needs	
5. Student services are improved to meet the learners academic and non-academic needs	
6. There are available physical resources and qualified personnel to provide effective and efficient student services	
<b>Average Rating</b>	

### Explanation

Quality student services complement the academic program and contribute to the learners' learning experience and academic success. A student monitoring system is in place to track and monitor the learners' academic performance and well-being to administer appropriate interventions on time.

### Guide Questions

- How does the school measure the effectiveness of the student services programs?
- How does the school measure student satisfaction with the student services?
- Are the student services programs managed by adequate and qualified staff?
- Are the physical resources adequate to support the management of student services programs?

### Suggested Evidence

- Manual of Operating Procedures and Guidelines on guidance, career and placement, student discipline, library, clinic, information technology, and student affairs
- Students' satisfaction survey results
- Student handbook
- Academic advising documents
- Student records



- Documentation of student services review conducted
- Monitoring report on student services implementation
- List of IT infra and capacities
- List of student services
- Evaluation of student services programs

## AREA 6. EXTERNAL RELATIONS

### Sub-area 6.1. Networks, Linkages, and Partnerships

#### Standard 16.

The Architecture program establishes networks, linkages, and partnerships with local, national, regional, and international agencies and groups to pursue its vision, mission, and goals.

Criteria	Rating
1. The school/college/program facilitates establishing to network, link, and partner with various agencies, institutions, and groups at the local, national, regional, and international levels for mutual benefits and pursuance of its goals and objectives.	
2. There is an appropriate structure and mechanisms in place to carry out engagements on the institutional level.	
3. Appropriate agreements and contracts support linkages and partnerships.	
4. Networks, linkages, and partnership activities are regularly evaluated to help achieve the vision and mission.	
<b>Average Rating</b>	

#### Explanation:

The institution recognizes that establishing linkages, networks, and partnerships are critical in achieving its vision, mission, and goals. Through a broad range of activities, the institution is helped improve its deliverables, making it sustainable and relevant. These activities include fellowships, staff and student exchanges, mobility programs for faculty, international internships, dual degree programs, joint research activities, twinning programs, sharing of resources, fund sourcing, etc. Moreover, these activities should be supported by an appropriate mechanism to ensure their effectiveness, and the same should be evaluated to ensure

#### Guide Questions:

- What steps are taken to select the institutions, associations, groups the institution would like to link /partner/collaborate with?
- What priority areas did the institution consider in forging linkages or fostering networks with their selected partners?
- What benefits so far have the institution derived from collaboration, partnerships, and linkages?
- How often are the MOUs/MOAs reviewed? Who is are involved in the review?
- How functional are these MOUs/MOAs?
- What kind of support (i.e., financial, staff, technological, etc.) is given by the institution to those participating in collaboration activities, networks, and linkages?
- Who has the decision-making role as far as the external relations activities of the institution are concerned?

- How have the effectiveness data been utilized to improve the institution's networking and linkages?
- What office/person is responsible for linkages?
- What can the external partners benefit from this?

**Supporting Evidence:**

- MOUs/MOA
- Surveys measuring the effectiveness and benefits of the partnerships/linkages/networks
- Evaluation and assessment data on linkages, networks, and similar activities
- Sources of financial grants and other financial gains generated by the partnerships?
- Minutes of meetings of concerned offices
- Awards, citations, recognition granted to the institution as a valued partner
- Support provided by the institution for external relations activities

**Sub-area 6.2. Community Engagement and Service**

**Standard 17.**

**The Architecture program commits community engagements and service activities as part of its social responsibility and corporate citizenship.**

Criteria	Rating
<b>1. The school/college has strategic plans for community engagement and service aligned with the vision, mission, and goals.</b>	
<b>2. Community engagement and service activities are implemented to provide benefits and promote the development of their targeted clients and beneficiaries.</b>	
<b>3. Community engagement and services utilize the competencies of its members and the expertise of the college/department/unit as a whole.</b>	
<b>4. Appropriate structures with adequate resources are in place to support community engagement and service activities.</b>	
<b>5. Community engagement and service activities are systematically monitored and evaluated against established criteria.</b>	
<b>Average Rating</b>	

**Explanation:**

An educational institution exists to perform teaching, learning, and research and commits itself to serve the community and society. This commitment necessitates engaging with a wide range of stakeholders (i.e., other educational institutions, alumni, industry partners, employers, professional bodies, etc.) and the community to establish and sustain constructive and productive collaboration with them. Such partnership aims to bring about a mutually beneficial exchange of knowledge and resources within the context of collaboration and reciprocity. Community service and engagement cover community outreach, consultancy, and other kinds of professional services.

**Guide Questions:**

- What mechanisms are existing for partnering with community partners/stakeholders?
- What criteria are used in the selection of the institution's partners?
- What services are provided, and what are the agreed-upon conditions between the institution and its partners?
- Who participates in the institution's engagement and service activities, and what is the extent of their involvement?
- What mechanisms and guidelines are in place to monitor and evaluate community engagement and service plans, activities, and performance results?
- Who is involved in monitoring and evaluation?

- How does the institution gather feedback regarding the effectiveness of its services/engagement activities?
- How are feedback results utilized in the areas of planning, QA, and quality enhancement?
- How are feedback results disseminated to the concerned sectors?
- What benefits are derived from community service and engagement activities?
- What support is available for the institution's community service and engagement plans, projects, and activities (i.e., human, financial, physical, etc.)?
- What office manages the community engagement of the institution?

**Supporting Evidence:**

- Community service and engagement plans, policies, guidelines, projects, etc.
- Job descriptions of individuals overseeing community service and engagement activities, if applicable
- Memorandum of Understanding (MOU)/Agreement (MOA)
- Community/client surveys (performance feedback documents)
- Community engagement and service assessment/evaluation tool/s

## Area 7. RESEARCH

### Sub-area 7.1. Research Management and Collaboration

#### Standard 18.

The Architecture program implements a research program aligned with its mission and vision, supports its teaching-learning and community engagement functions, and addresses local and national development needs.

Criteria	Rating
1. A well-defined school/college research agenda has defined goals, plans, policies, and activities.	
2. The program complies with the research policies and guidelines set by the institution.	
3. The school/college has a structure with qualified people.	
4. The college proposes adequate funding and resources in the promotion and conduct of research.	
5. The conduct of research is part of the criteria for faculty promotion and recognition.	
6. The college established linkages, collaboration, and partnerships in pursuit of research goals.	
7. There is a regular assessment, use of performance indicators, and needs satisfaction from which the progressive improvement of the program ensues.	
<b>Average Rating</b>	

#### Explanation:

The institution has a research program that produces various research outputs aligned with the vision and mission and addresses local and national development needs. The research program is supported by a robust structure with a qualified staff, adequate funds, and policies and guidelines. The faculty staff researching, in particular, are provided incentives, rewards, and benefits. There exist local and international linkages, collaborations, and partnerships among educational institutions and agencies to conduct research activities. The program and the various activities are regularly assessed for improvement.

#### Guide Questions:

- What process is being followed in determining the research agenda of the institution and its various academic programs?
- How does the research program comply with institutional and regulatory requirements?
- Is there an office created with qualified personnel who manages the research agenda of the institution?

- How adequate are the funds and other resources in the promotion and conduct of research activities?
- What are the incentives, rewards, and benefits of faculty and staff who conduct research activities/art and creative works?
- Are there established linkages, partnerships, and collaboration in researching with local and international academic institutions and associations, professional and research bodies, government and non-government organizations, and business and industrial entities?
- How are the research activities monitored and assessed for improvement?

**Supporting Evidence:**

- Research program.
- Research manual including the related policies and guidelines
- Research budget
- List of research activities and completed in recent five years
- List of relevant institutions and organizations with established research partnership and collaboration
- Evaluation results on research activities
- Policy and program on art and creative works and scholarly productions

## Sub-area 7.2. Intellectual Property Rights and Ethics in Research

### Standard 19.

The Architecture program has a policy on intellectual property rights and adherence to ethical norms in research.

Criteria	Rating
1. There is a system for the protection of intellectual property rights of the faculty and institutional research outputs.	
2. There is a regular assessment for improvements on the management of intellectual property rights of stakeholders.	
3. There are policies and guidelines on the ethical process of research and publication.	
4. An office or committee enforces policies and guidelines on intellectual property rights and ethics in research.	
<b>Average Rating</b>	

#### Explanation:

Intellectual property rights allow the creator or owner to benefit from their work. Intellectual property can include research data and results, copyrighted works, patents, trademarks, inventions, and designs. The institution should establish an effective system to manage intellectual property rights, including documentation, storage, and retrieval.

Adherence to ethical norms facilitates the achievement of research goals, promotes values in collaborative research works. It also holds the researcher accountable to the public and helps build public support for the research work.

#### Guide Questions:

- What are the policies and guidelines to protect the intellectual property rights of the researcher and the institution?
- How is the management of intellectual property regularly assessed for improvement?
- Is there an existing code of ethics for the conduct and dissemination of research outputs?
- Is there a functioning ethics committee?



**Supporting Evidence:**

- Policies and Guidelines on Intellectual Property Rights and Data Privacy
- Research records
- Research publications
- Copyrights, patents, and trademarks
- Code of Ethics on Research
- Activities of the Ethics Committee in recent years

## Area 8. RESULTS

### Sub-area 8.1. Educational Results

#### Standard 20.

The educational process results include the achievement of the expected learning outcomes, pass rates, and dropout rates, the average time to graduate, employability of graduates, pass rates of graduates in the Licensure Examination for Architects (LEA), and the and graduates' satisfaction levels of graduates, among others.

Criteria	Rating
1. The programs are defined, monitored, and assessed for improvement for program and course learning outcomes.	
2. There is an established retention policy, monitoring, and assessment to improve all programs' pass and dropout rates.	
3. The average time to graduate for all programs is identified, monitored, and assessed for improvement.	
4. The passing percentage of graduates in board examinations is identified, monitored, and assessed for improvement.	
5. The quality of graduates and satisfaction levels are established, monitored, and assessed for improvements.	
<b>Average Rating</b>	

#### Explanation:

Educational results are the measures of the quality of education the institution provides. Results are the outputs of the transformation process the student underwent. In assessing the quality system, it is crucial to establish, monitor, and evaluate indicators of the quality of graduates. These include the achievement of learning outcomes, passing and dropout rates, the average time to graduate, the employability of graduates, the passing and failure rates in board examinations, and the satisfaction levels of key stakeholders on graduates. The information is gathered, analyzed, and used to improve the programs, their delivery, and the institution's quality assurance system.

#### Guide Questions

- What are the indicators and the methods used in determining, monitoring, and assessing the quality of graduates?
- What measures are utilized to determine whether learning outcomes set on the institutional and programmatic levels are achieved when students graduate?
- If the results of the pass and dropout rates are unsatisfactory, what measures have been undertaken to improve the same?
- How satisfactory are the graduation rates per course offerings? What measures have been undertaken when graduation rates are low?

- What studies were made on dropouts, and how are results used to improve the sustainability of the programs?
- What measures have been undertaken to improve the performance of graduates in board examinations?
- How does the institution track students, alumni, and employers' satisfaction with the program of studies, teaching-learning process, resources provided, competencies acquired, strengths of graduates, etc.?

**Supporting Evidence:**

- Performance reports
- Board examination results
- Tracer studies of graduates
- Employment surveys and statistics
- Graduates, alumni, and employer surveys
- Stakeholders' feedback

**Sub-area 8.2. Community Engagement and Service Results**

**STANDARD 21.**

**The Architecture program’s community engagement and service programs produce results that impact the institution, its stakeholders, and society.**

<b>Criteria</b>	<b>Rating</b>
<b>1. Any engagement and service activities are identified, monitored, and assessed for improvement.</b>	
<b>2. The school/college identifies the social impact and achievements of the activities and assessed for improvements.</b>	
<b>3. The impact on the school/college/program, faculty, staff, and students is identified, monitored, and assessed for improvement.</b>	
<b>4. There is an assessment for improvement on the impact on the beneficiaries of these activities and other stakeholders.</b>	
<b>Average Rating</b>	

**Explanation:**

The outcomes of community engagement and service activities should produce positive results and significantly impact society, the institution, faculty, staff, students, the beneficiaries of these activities, and other stakeholders. The impact should be identified, monitored, and assessed for improvement.

**Guide Questions:**

- What is the nature of the community engagement and service activities carried out by the institution, faculty, staff, and students?
- What criteria were used in selecting these types of activities?
- Are the activities aligned with the vision and mission of the institution?
- How are community engagement and service activities assessed for improvement and matched with best practices?
- What impact have these activities have on society, the institution, faculty, staff, students, the target beneficiaries, and other stakeholders?

**Sources of Evidence:**

- Strategic plans and goals on community engagement and service
- Performance reports of community engagement and service activities
- Faculty and staff feedback
- Students reports and feedback
- Community reports and feedback
- Partners and stakeholder's feedback

**Sub-area 8.3. Research Results**

**Standard 22.**

The Architecture program has produced research outputs through new knowledge embodied in publications, citations, journals, research-informed teaching, technology transfers, innovations, inventions, creative work, etc.

Criteria	Rating
1. The research outputs of faculty and staff are documented, monitored, and assessed for improvement	
2. The research outputs done by research teams, faculty, and students are documented and assessed.	
3. The research publications in the program are documented, monitored, and assessed.	
4. The intellectual property of the faculty & students in the program are documented, monitored, and assessed	
5. The Program research outputs and their publications are identified, monitored, and assessed for improvement.	
6. There is a satisfactory level among stakeholders on research activities and publications in the institutions.	
<b>Average Rating</b>	

**Explanation:**

Research activities of the institution and the department should produce research outputs that are varied and significant in number. The results are identified, monitored, and assessed for improvement and impact.

**Guide Questions:**

- What is the nature of the research activities carried out in the institution's research activities and students?
- What criteria were used in selecting these types of research activities?
- Are the activities aligned with the research agenda of the institution?
- How are research outputs monitored and assessed for improvement?
- What impact have these activities have on society, the target beneficiary of the research, the institution, and the research proponents?

**Sources of Evidence:**

- Performance reports on research activities of the institution
- Research agenda
- Research funds and related resources
- Publications and citations
- Registration of copyrights, trademarks, and patents

**STATISTICAL SUMMARY OF RATINGS**

Statistical Summary of Ratings	Ratings (in two decimal places)
<b>Area 1. Leadership and Governance</b>	
Sub-area 1.1 Vision-Mission	
Sub-area 1.2 Leadership and Management	
Sub-area 1.3 Policy Formulation and Implementation	
<b>Area 1 Average Rating</b>	
<b>Area 2. Quality Assurance</b>	
<b>Area 2 Average Rating</b>	
<b>Area 3. Resource Management</b>	
Sub-area 3.1 Human Resources	
Sub-area 3.2 Physical Facilities and Learning Resources	
<b>Area 3 Average Rating</b>	
<b>Area 4. Teaching-Learning</b>	
Sub-area 4.1 Curricular Programs	
Sub-area 4.2 Teaching and Learning Methods	
Sub-area 4.3 Assessment Methods	
<b>Area 4 Average Rating</b>	
<b>Area 5. Student Services</b>	
<b>Area 5 Average Rating</b>	
<b>Area 6. External Relations</b>	
Sub-area 6.1 Networks, Linkages, and Partnerships	
Sub-area 6.2 Community Engagement and Service	
<b>Area 6 Average Rating</b>	
<b>Area 7. Research</b>	
Sub-area 7.1 Research Management and Collaboration	
Sub-area 7.2 Intellectual Property Rights and Ethics in Research	
<b>Area 7 Average Rating</b>	
<b>Area 8. Results</b>	
Sub-area 8.1 Educational Results	
Sub-area 8.2 Community Engagement and Service Results	
Sub-area 8.3 Research Results	
<b>Overall Average Rating</b>	