



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

**ARTS & SCIENCES, BUSINESS, AND EDUCATION
SURVEY 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 founded on the institution's educational philosophy and its unique vision and mission. This is 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 to be a continuous development process that provides the opportunity to engage 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 as well as from an external review done by peer educators.

The accreditation process involves an assessment of 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 school's programs' quality towards achieving the school's vision and mission. 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 standards to be used in quality assurance processes. In line with this development, PAASCU now shifts to a standards-based accreditation process that focuses on standards rather than listing good practices in the various areas to be assessed in the accreditation process.

This instrument is intended for tertiary programs.

ACKNOWLEDGEMENT

The PAASCU Board acknowledges the hard work done by the Technical Working Group and the Standards Committee. They drafted the 23 Quality Standards, including the Institutional Instrument, which were used to develop the other program instruments. Special thanks go to the Commission on Tertiary Education that prepared this Standards-based survey instrument for Tertiary programs.

STANDARDS-BASED ACCREDITATION FOR TERTIARY EDUCATION

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 not only be about meeting the standards required by regulatory bodies or standards of excellence advocated by accrediting agencies like PAASCU. Instead, quality encompasses a school's fitness for purpose and its responsiveness to the needs of stakeholders.

Accreditation

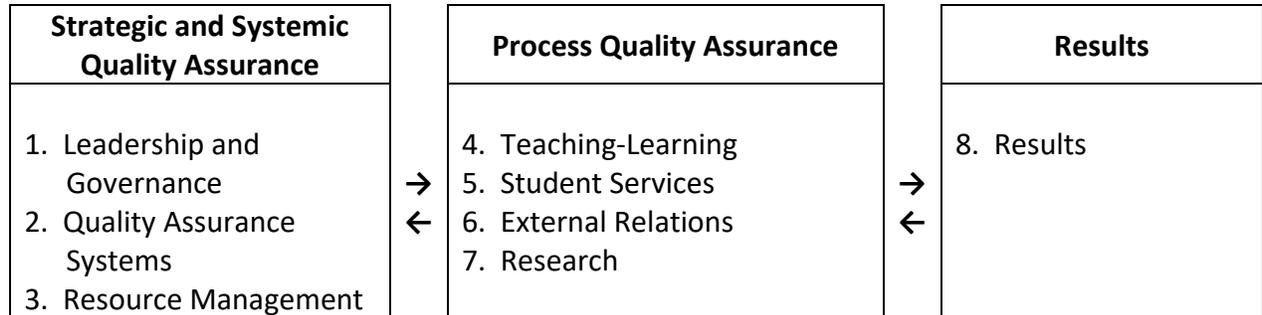
Educational accreditation is a quality assurance process where the services and operations of educational institutions or programs are evaluated by an external body to determine if applicable and recognized standards are met. If the standards are met, accredited status is granted by the accrediting agency to the educational institution or program. Accreditation is the 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 educational quality through self-evaluation and the judgment of peers. There is a sufficient basis for assuming that the educational institution or program will continue doing so in the future.

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 provides room for these institutions and programs to be innovative in their exploration of solutions to the challenges they face and consideration of initiatives towards advancement.

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 and the results in continuously upgrading educational quality and services.

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

PROGRAM ACCREDITATION

Program accreditation or specialized accreditation is focused on specific programs rather than the institution as a whole. Program accreditation, i.e., Agriculture, Criminal Justice Education, Design and Arts, Engineering and Architecture, Hospitality and Tourism Management, Information and Technology Education, etc., will continue to be available where such modalities are suitable.

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 standard guides what to account for in the institution's quality system.

The SSR shall be written following the sequencing of the area and standards. The write-up mainly describes how the institution meets the criteria under each standard. Therefore, only the set of criteria under each standard 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 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 focuses 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 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 standards.
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
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 take place not earlier than two (2) months after submitting the self-survey report to the PAASCU Secretariat. The visit will take two (2) days. While 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) to seven (7) 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.

The survey visit will include the following activities:

1. Orientation meeting of the PAASCU Survey Team
2. Individual and group interviews
3. Courseware and class observations
4. A perusal of reports and evidence prepared by the school
5. Wrap-up session
6. Closing meeting with the school management
7. The final meeting of the PAASCU Survey Team

THE SURVEY REPORT

The findings during a survey visit will be documented in a survey report that assesses 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. All information in the report is considered confidential.

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 meets each of the standards and indicates the evidence substantiating the conclusions made by the survey team.

The report includes the following:

1. Chairperson's Report
 - a. Introduction
 - b. Summary of area reports
 - c. Preparation of the self-survey
 - d. Recommendation of the PAASCU Survey Team
 - e. Conclusion
2. Summary of Ratings
3. Area Reports

This section contains the following:

- a. A write-up summarizing the available EVIDENCE for the area
- b. An ANALYSIS of how the school complies with the standards by how it meets the criteria

Any assertion of alignment between the implementation of the criteria and the standards must be supported by available evidence. On the other hand, any statement indicating a lack of alignment between these should be accompanied by an explanation.

- c. COMMENDATIONS, if any
- d. RECOMMENDATIONS, if any

BOARD APPROVAL OF ACCREDITING TEAM'S DECISION

The survey report prepared by the survey team will be reviewed by the Commission on Tertiary Education and forwarded to the PAASCU Board of Trustees for further review and approval.

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.

AREA 1. LEADERSHIP AND GOVERNANCE

Sub-area 1.1. Vision-Mission

Standard 1.

The institution 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 process of articulating the vision and mission statements was carried out involving the participation of the institution's stakeholders.	
2. The vision and mission statements are communicated periodically to its stakeholders.	
3. All sectors of the institution can identify and relate with the vision-mission statements of the institution.	
4. The institution defines clear indicators of how the vision and mission are achieved.	
5. There is a periodic revisiting of the institution's vision and mission.	
Average Rating	

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 the operationalization and actualization of the cognitive, behavioral, and physical indicators of the institution's unique identity and culture. Thus, there is a conscious effort to have everyone own the institution's vision-mission, its philosophy, and its core values.

Guide Questions:

- How do the vision and mission statements reflect 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 made known to and understood by all sectors of the community and the public at large?
- 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 participates 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 institution practices responsible management and models leadership that results in an effective and efficient running of the institution.

Criteria	Rating
1. The Board of Directors/Trustees, College Dean, Program head, and other college and program administrators are well qualified and have the experience that enables them to function in their respective roles.	
2. Management promotes good governance, integrity, and accountability.	
3. Leadership is open to suggestions and proactive in anticipating and responding to changes that may affect the institution's operations.	
4. Leadership training and succession planning are provided.	
Average Rating	

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:

- Are the Board of Directors/Trustees and the set of 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 are they 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 1.2.1. Strategic Management

Standard 3.

A strategic planning activity participated in by key stakeholders is periodically conducted to formulate, implement and evaluate plans, programs, and activities toward achieving the institution's vision, mission, and goals.

Criteria	Rating
1. A strategic planning process is periodically undertaken by the institution and responsible office with the involvement of key stakeholders.	
2. The plans, programs, and activities are aligned and with the institution's vision, mission, and objectives.	
3. Relevant external and internal factor conditions are identified and used in the formulation of the plan.	
4. Plans, programs, and activities have clear and measurable targets and are time-bound.	
5. A system for periodic follow-through and evaluation is in place for plans, programs, and activities.	
6. Ethics, social responsibility, technology, innovation, and internationalization are considered in formulating the strategic plan.	
7. Adequate resources are committed to the planning exercise and the implementation and evaluation of the strategic plan.	
Average Rating	

Explanation:

Highly respected academic institutions undertake a periodic strategic planning exercise to formulate long-term plans, programs, and activities to help achieve its vision, mission, and goals and keep pace with the constantly changing environment. The plans have defined targets and performance indicators and have defined periods for their implementation. The plans are translated into programs and activities that are regularly evaluated to determine desired outcomes. Considerations on ethics, social responsibility, technology, innovation, and internationalization are inputted in crafting the strategic plan. Finally, a budget is defined to support the plan's implementation.

Guide Questions:

- How often is the strategic planning conducted, and who participates in the exercise?
- Is there an office responsible for institutional planning and development?
- How are plans, programs, and activities aligned with the institution's vision, mission, and goals?
- How are the plans made relevant to development in the external environment, recognizing possible opportunities and threats?

- How are the institutional and program competencies, strengths, and weaknesses considered in the planning process?
- Are there defined and measurable targets, including a time frame, to accomplish the plans, programs, and activities?
- How are the plans regularly monitored, reviewed, and revised?
- Are there adequate resources available to support the institution's planning exercise and implement and evaluate the strategic plan?

Supporting Evidence:

- SWOT analysis/environmental scanning
- Institutional and departmental plans
- Budget allocation for plans and programs
- Office and committees responsible for planning
- Forms for monitoring plans and programs
- Annual performance plans

Sub-area 1.2.2. Policy Formulation and Implementation

Standard 4.

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

Criteria	Rating
1. A system following the Plan-Do-Check-Act (PDCA) cycle is followed in policy formulation and implementation.	
2. Policies and procedures promote institutional, departmental, and program values and its unique culture.	
3. They are customer-focused and enforced with transparency, consistency, and fairness.	
4. They consider interrelationships and interdependencies among the various sectors and departments of the institution and promote synergy and efficiency in operations.	
5. Policies for teaching-learning, research, community engagement, and services are articulated and documented.	
6. They comply with government regulations and standards.	
Average Rating	

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 are the practices to ensure that the policies and procedures are understood and accepted by those that will be 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

Sub-area 1.2.3. Risk Management

Standard 5.

A risk management system is in place to ensure that the institution is aware of and manages present and future risks.

Criteria	Rating
1. A risk management program is in place to assess, communicate, and implement initiatives that will identify and mitigate current and potential disruptions and sources of risk.	
2. Clear risk management policies and established protocols are defined to forestall any identified risks.	
3. Management assumes the primary responsibility for managing risks and involves the participation of key stakeholders in initiatives involving risk determination and control.	
4. Institutional and departmental resources are utilized effectively, safeguarded, and sufficiently ensured.	
5. Clear monitoring processes are established that all risk-mitigating efforts are working and are effective.	
Average Rating	

Explanation:

Institutions need to be aware of the present and future disruptions. If not foreseen, identified, evaluated, and addressed, disruptions can result in risks to any undertaking. It is the responsibility of top management and the Board to manage risks, and they should involve the participation of key stakeholders in risk management. Risk management involves risk assessment, communication of such risks, and implementation of initiatives that will monitor, mitigate, and control the impact of risks. It also involves the effective use and safeguards of institutional assets. A risk management program should be in place, supporting policies, appropriate structures, resources, and monitoring systems.

Guide Questions:

- What are the risk management programs that identify, communicate, and mitigate current and potential risks?
- Are there clear policies and established protocols to forestall any identified risks?
- Who takes primary responsibility in managing risks?
- How are the various sectors of the community, including key stakeholders, made aware of identified risks?
- Is there an established system of good internal control to effectively use and safeguard assets?
- How is the implementation of the risk management program monitored?

Supporting Evidence:

- Risk management program
- Risk management policies
- Institution/Business continuity plan/Learning continuity plan
- Incident response plan
- Internal control system
- Policies on safety, maintenance, and insurance

AREA 2. QUALITY ASSURANCE

Sub-area 2.1. Internal Quality Assurance System

Standard 6.

The institution has an established internal quality assurance system, with clearly defined policies, procedures, and activities, that implements, evaluates, enhances, and assures the quality of its educational programs and processes.

Criteria	Rating
1. A documented Internal Quality Assurance (IQA) plan is in place with clearly defined policies, procedures, and activities that enable the institution to develop the quality of its academic and non-academic programs and processes.	
2. Stakeholders are involved in the formulation, implementation, and evaluation of the IQA plan.	
3. An IQA structure is established with roles, responsibilities, and accountabilities defined across all levels.	
4. Adequate resources are committed to supporting the IQA programs.	
5. Measurable targets and performance indicators are used to measure the performance of the institution's IQA.	
6. Mechanisms for communicating the performance results to concerned stakeholders are in place.	
7. The implementation of the IQA plan is reviewed periodically for continuous improvement.	
Average Rating	

Explanation:

The responsibility for quality assurance primarily rests on the institution itself. A higher education institution keeps itself engaged in evidence-based and participatory self-reflection about how effectively it accomplishes its vision-mission and its educational objectives and outcomes. Mechanisms are in place to implement, monitor progress, evaluate, and improve the school's IQA 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 IQA plan?
- How is the IQA system organized and structured?
- Is there an office responsible for managing the IQA system of the institution?
- What strategies are employed to involve stakeholders in the implementation of the IQA plan?
- Are the resources adequate to implement the IQA plan effectively?

- What are the established quality performance indicators or targets to assure the quality of its educational programs and processes?
- How does the institution monitor and evaluate the IQA system, the implemented plans, and the results of its IQA initiatives?

Supporting Evidence:

- IQA plan
- IQA structure
- IQA manual QA performance indicators and targets
- QA manual
- IQA performance report
- QA self-survey report

Sub-area 2.2. External Quality Assurance

Standard 7.

The institution subjects itself to periodic external assessment designed to fit for purpose and validate the effectiveness of its IQA system in terms of regulatory requirements and quality standards.

Criteria	Rating
1. The institution has an established plan for external quality assurance assessment to ensure that it complies with institutional and regulatory requirements.	
2. The assessment is evidence-based and done by credible and independent external agencies.	
3. The results of the assessment are communicated to both internal and external stakeholders.	
4. The assessment results and findings are analyzed and used for improvement.	
5. The plans and activities for external quality assurance assessments are regularly improved.	
Average Rating	

Explanation:

At the core of all the quality activities are the twin purposes of continuous improvement, driven by the institutional IQA system and public accountability, strengthened by the institution's EQA initiatives. The institution recognizes the need to be responsible and accountable for its quality assurance initiatives by subjecting itself to an evidenced-based assessment by an independent external body. The assessment results are used as a basis for improvement to ensure that the institution meets its goals and complies with regulatory requirements.

Guide Questions:

- What is the institutional policy on EQA?
- What are EQA activities undertaken?
- Is the body or agency responsible for doing the assessment credible, independent, and evidence-based?
- How are EQA assessment results used in improving the IQA system of the institution?
- What monitoring review and evaluation policies are in place to keep EQA assessment activities on track?

Supporting Evidence:

- Institutional policy on EQA
- EQA plans and budgets
- Quality assurance agency reports
- Certification issued by QA agencies
- Action plans showing the utilization of the QA agency report

AREA 3. RESOURCE MANAGEMENT

Sub-area 3.1. Human Resources

Standard 8.

The institution 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 for the recruitment, selection, hiring, deployment, training, and retirement of personnel.

Criteria	Rating
1. Human resource plans, policies, and programs are defined and implemented to enable the institution to achieve its teaching, research, and community service functions.	
2. Recruitment, selection, and hiring policies are formulated and communicated and are consistently applied.	
3. Training and development programs are needs-based and are provided to both full-time and part-time employees.	
4. Deployment, promotion, succession, and career pathing programs are in place.	
5. Consistency of the teaching and work assignments with the staff's qualifications and capabilities are ensured.	
6. A performance management system covering job evaluation, reward, recognition, coaching, and mentoring is in place.	
7. Salaries, incentives, and benefits are set at levels that ensure the institution's ability to attract and retain qualified staff.	
8. Provisions for resignation, termination, and retirement are in place.	
9. There is a sufficient workforce to attend to the needs of the institution.	
10. The working environment is risk-free and safe for the employees.	
11. Human resource plans, policies, and programs are periodically assessed for improvement.	
Average Rating	

Explanation:

Plans, policies, and programs on recruitment, selection, hiring, deployment, training, and retirement define the quality of an institution's workforce. Career paths, if properly 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 clear 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. Financial Resources

Standard 9.

A system is in place to manage the institution's financial resources, including the efficient sourcing, allocation, use, safeguarding, and accounting of such resources.

Criteria	Rating
1. The financial management system is designed to make available resources toward supporting the institution's vision, mission, and goals, particularly in teaching, research, and community service.	
2. There are adequate funds to guarantee the viability of school operations and programs, with provisions for good sourcing of finances when needed.	
3. A participative budgeting process is in place, which includes regular budget performance reports and analysis.	
4. Accounting internal controls are functioning effectively to safeguard the assets, promote integrity in the accounting records, and ensure compliance with regulatory requirements.	
5. Internal and external audits are regularly carried out to ensure the reliability of accounting systems and reports.	
6. Responsibilities for asset custody, use, control, and accountability are clearly defined.	
7. Unused funds are wisely invested, ensuring a reasonable return.	
Average Rating	

Explanation:

Financial resources are the lifeblood of any organization. The viability and sustainability of operations and the attainment of planned programs and activities rest on the availability of funds. Therefore, sound financial management requires developing a system that includes a financial budget, the identification of financing sources, the proper use and control of assets, and the reliable recording and reporting of financial results.

Guide Questions:

- How does the institution promote the efficient and effective use of financial resources to support institutional goals?
- Are financial resources adequate to sustain operations?
- Is there a functioning budgeting process, and do managers participate in the preparation, implementation, and evaluation of their respective budgets?
- Are sources of funds identified, and are they used only for purposes for which they were collected?

- Are lines of responsibility for the management of the financial resources defined?
- Are recording and reporting standards followed with regular audits, both internal and external?
- How are the performance results shared with key managers and used in formulating or revisiting plans?
- How are idle funds invested?

Sources of Evidence:

- Audited financial reports
- Internal and external audit reports
- Budgets and budget performance analysis reports
- Financial documents and records
- Finance manuals
- Policies on fiscal authority and responsibility

Sub-area 3.3. Physical Facilities and Learning Resources

Standard 10.

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

Criteria	Rating
1. There is a campus development plan with an appropriated budget that is documented and regularly updated.	
2. There is an office responsible for the development, maintenance, and safety of the physical facilities.	
3. Infrastructures are adequate and relevant to support teaching, research, and community service.	
4. Classrooms, lecture halls, seminar rooms, and computer rooms are adequate, kept clean, free from distractions, and conducive for learning.	
5. Library and laboratories are adequate, accessible, up-to-date, and with a budget for developing collections.	
6. Qualified and adequate staff are deployed in managing the library and laboratories.	
7. The IT facilities and infrastructure, both hardware and software, are adequate, up-to-date, and secure.	
8. There are sufficient provisions to protect the safety of students and staff.	
9. The institution is compliant with contractual and government requirements as to physical and IT facilities.	
10. Some facilities and provisions cater to people with special needs.	
11. There is insurance for critical assets.	
Average Rating	

Explanation:

The availability, adequacy, and accessibility of the physical facilities and equipment contribute to an environment that directly affects teaching and student learning, motivation, engagement, and sense of personal safety. In addition, the physical facilities will also facilitate the conduct of research and community service. Therefore, 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 adequate 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 the development of collections?
- Are the library and laboratory staff sufficient to be up-to-date and continually being trained with the required qualification?
- Are there laboratories/facilities for the development of the student teacher's teaching style? (For the education program)
- 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
- Stakeholders 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 program offerings is established, ensuring alignment with the institutional vision-mission and goals, with program objectives and learning outcomes, and are relevant to meet stakeholders' needs.

Criteria	Rating
1. A system with defined policies, guidelines, and processes in designing, developing, reviewing, and updating program offerings is established.	
2. Students and 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 and program learning outcomes, including the expected course learning outcomes, are established.	
5. Delivery plans and syllabi are developed for each course and communicated based on expected learning outcomes.	
6. The system of managing program offerings is regularly reviewed and assessed for improvement and updating.	
Average Rating	

Explanation:

A system to ensure that program offerings are designed, developed, reviewed, and updated is established and functioning effectively. In designing 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, and curricula and the achievement of 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 that its curricula are relevant and at par 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 institution's educational philosophy, and intended to achieve the desired learning outcomes.

Criteria	Rating
1. There is a system to select, develop, use, and evaluate appropriate learning facilitation methods and activities.	
2. The methods and activities employed are aligned with the educational philosophy of the institution.	
3. Stakeholders' feedback is considered in selecting, developing, and using teaching and learning methods and activities.	
4. The methods and activities adopted to promote the achievement of the learning outcomes and promote life-long learning.	
5. The methods and activities employ the use of a learning management system and new modalities in the delivery of flexible learning.	
6. There are regular monitoring and evaluation of the methods and activities deployed for improvement.	
Average Rating	

Explanation:

The learning facilitation approaches need to reflect the institution's educational philosophy and should facilitate the achievement of the *expected* learning outcomes and promote life-long learning. A system should be established to ensure that 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 an established system to track students' progress from admission and their progression from one level to the other up to the time of graduation.	
2. Various assessment methods are used to determine the achievement of the expected learning outcomes.	
3. Results of the assessment are utilized to validate learning outcomes that are valid, reliable, and fair.	
4. Methods for assessment and results are regularly reviewed and evaluated for improvement.	
5. Exit interviews of graduating students are regularly conducted to serve as inputs for assessment methods and course improvements.	
Average Rating	

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 the evidence to document and validate students' meaningful learning, it should start from admission and continue as the student progress from one level to another up to the time 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 are the controls 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

Sub-area 5.1. Student Recruitment, Admission, and Placement

Standard 14.

The institution has effective recruitment, admission, and placement of students with defined criteria that are valid and reliable.

Criteria	Rating
1. A system with defined policies and procedures is established for the recruitment and admission of students.	
2. Criteria for student selection and placement are defined, promoting proper matching of student aptitudes and capabilities to their programs.	
3. Defined procedures are implemented to ensure effective implementation of recruitment, admission, and placement of students.	
4. Measures are undertaken to monitor the effectiveness of the system for recruitment, admission, and placement.	
5. Student recruitment, admission, and placement are improved to ensure that they remain relevant and effective.	
Average Rating	

Explanation:

The quality of graduates is significantly affected by the quality of students that an institution recruits and admits. Therefore, the recruitment and admission program of the institution should provide for the proper selection and placement of students. The related plan, structure, and policies should reflect the objectives of the institution and the various programs and meet regulatory requirements. Through well-defined, reliable, and valid admissions criteria, the institution should select and classify students who show a reasonable chance for success in the programs they have chosen.

Guide Questions:

- How does the institution develop its admission policies?
- Who defines the selection criteria for both regular students and those in special groups?
- How are the admission policies and selection criteria communicated to the stakeholders?
- How are students selected, and who selects them?
- What office/person is in charge of recruitment, admission, and placement?
- How are student intakes monitored and analyzed?
- What measures are taken to influence the quality and the number of admitted students?
- What is the process in the conduct of student recruitment, admission, and placement?
- Is there a regular review of the effectiveness of the recruitment, admission, and placement system?

Supporting Evidence:

- Recruitment programs
- Admission and placement policies
- Student selection process and criteria
- The trend of applicants and admitted students
- Student handbook
- Publications such as the prospectus, brochures, etc.
- Marketing collaterals
- Social media
- Press media
- Job placement programs
- Industry linkages
- Report on placement
- MOA with Partner Schools for Off-campus exposure and training (for Education, and Arts and Sciences Programs)
- MOA with industry partners for immersion and practicum of Accountancy and Business faculty and students (for the Arts and Sciences Programs)

Sub-area 5.2. Student Services Programs and Support

Standard 15.

The institution ensures that student services and support are adequate and readily accessible to support students in their academic and non-academic pursuits and promote personal well-being.

Criteria	Rating
1. There is a plan to provide student services and support and a student monitoring system.	
2. The institution has programs for student services to support the academic and non-academic needs of students.	
3. There are adequate financial and physical resources and qualified support staff appointed to provide student services and support.	
4. Measures are undertaken to review the effectiveness of the programs for student services and support and student monitoring system.	
5. Student services and support and student monitoring systems are improved to meet the needs of students and to their satisfaction.	
Average Rating	

Explanation:

Provisions for student services programs and support should be in place to complement the academic program and should be designed to assist the students learning goals. These programs are adequate and are accessible to all types of students, and are supported by sufficient resources. A student monitoring system is in place to track and monitor students' academic performance and well-being so that appropriate interventions can be instituted on time to respond to students' needs.

Guide Questions:

- How adequate are the financial and physical resources to support the management of student services programs?
- Are the programs under student services managed by adequate and qualified staff?
- Does the institution provide orientation to new students, and does this enable the student to assimilate the institution's mission and its core values?
- Does the institution provide a sound and functional guidance program that promotes the students' holistic development?
- Are there programs for campus ministry, financial aid, health services, food, alumni services, and, if needed, housing and transportation facilities?
- Does the institution provide a variety of co-curricular programs and activities that provides functional leadership training to students?

- What indicators are used to monitor student progress and performance?
- How are data in the monitoring system used?
- Are there provisions for academic-related support like academic advising, providing study skills for students, completing students' internships, and thesis writing?
- How is information provided on career prospects?
- Does the institution measure the effectiveness of the students' services programs, including measuring student satisfaction with these services?

Supporting Evidence:

- List of student services and support programs
- Student handbook
- Student publications
- Student records
- Scholarship report
- Scholarship guidelines and procedures
- Master list of scholarship beneficiaries
- Student academic results
- Tracer studies
- Student feedback
- Student monitoring system
- Student attendance
- Survey results
- Service performance indicators

AREA 6. EXTERNAL RELATIONS

6.1. Networks, Linkages, and Partnerships

Standard 16.

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

Criteria	Rating
1. A strategic plan is in place to network, link, and partner with various agencies and groups at the local, national, and international levels for mutual benefits and pursuance of its goals and objectives.	
2. Appropriate structure and mechanisms are in place to carry out such engagements on the institutional level.	
3. Linkages and partnerships are supported by appropriate agreements and contracts.	
4. Networks, linkages, and partnership activities are regularly evaluated to assess how they help achieve the vision and mission.	
Average Rating	

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 such as fellowships, staff and student exchanges, mobility programs for students, international internships, dual degree programs, joint research activities, twinning programs, sharing of resources, fund sourcing, etc., the institution is helped improve its deliverables, making it sustainable and relevant. 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

6.2. Community Engagement and Service

Standard 17.

The institution commits to conduct community engagements and service activities as part of its social responsibility and corporate citizenship.

Criteria	Rating
1. The institution has an institution-wide and strategic plan for community engagement and service aligned to its vision, mission, and goals.	
2. Community engagement and service activities are implemented to provide benefits and promote the development of their targeted clients and beneficiaries.	
3. Community engagement and services utilize the competencies of the different academic programs and the non-academic departments of the institution.	
4. Appropriate structures with adequate resources are in place to support community engagement and service activities.	
5. Community engagement and service activities are systematically monitored and evaluated against established criteria.	
Average Rating	

Explanation:

An educational institution exists to perform the functions of teaching, learning, and research and commits itself to service to the community/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 collaboration aims to bring about a mutually beneficial exchange of knowledge and resources within the context of partnership 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 kind of services are provided by the institution, 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 institution 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. There is a defined research agenda, both institutional and programmatic, with defined goals, plans, policies, and activities.	
2. The research program complies with institutional and regulatory requirements.	
3. An appropriate structure with qualified staff is established.	
4. Funds and other resources are adequate in the promotion and conduct of research.	
5. The conduct of research is part of the criteria for faculty promotion awards and for which they are adequately compensated.	
6. Research linkages, collaboration, and partnerships are established in pursuit of research goals.	
7. The research program and activities are regularly assessed, using performance indicators and stakeholder needs satisfaction, from which the continuous improvement of the research program ensues.	
Average Rating	

Explanation:

The institution has a research program that produces various types of 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 the conduct of research 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 institution has a policy on intellectual property rights and adherence to ethical norms in research.

Criteria	Rating
1. A system for protecting the intellectual property rights of the faculty and the institutional and program research outputs is in place.	
2. A set of policies and guidelines is provided, disseminated, enforced, and monitored.	
3. The management of the intellectual property is regularly assessed for improvement.	
4. Policies and guidelines on the ethical conduct of research and publication are established.	
5. An ethics committee is constituted to ensure that policies and guidelines on intellectual property rights and ethics in research are enforced.	
Average Rating	

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 its 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 achieving of the expected learning outcomes, pass rates, and drop-out rates, the average time to graduate, employability of graduates, pass rates of graduates in board examinations of board-related program offerings, and the satisfaction levels of graduates, among others.

Criteria	Rating
1. The expected institutional and expected program and course learning outcomes are defined, monitored, and assessed for improvement.	
2. The pass and drop-out rates for all programs and courses are identified, monitored, and assessed for improvement.	
3. The average time to graduate for all programs is identified, monitored, and assessed for improvement.	
4. The employability of graduates of all programs is established, monitored, and assessed for improvement.	
5. The pass and failure rates of graduates in board examinations of board-related programs are identified, monitored, and assessed for improvement.	
6. The satisfaction levels of key stakeholders on the quality of graduates are established, monitored, and assessed for improvements.	
Average Rating	

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 essential not only to assess the process but also to establish, monitor, and assess indicators of the quality of graduates. These include the achievement of learning outcomes, pass and drop-out rates, the average time to graduate, the employability of graduates, the pass and failure rates in board examinations, and the satisfaction levels of key stakeholders on graduates. The information is gathered, analyzed, and used to make improvements in the programs, its 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 drop-out 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 have been made regarding drop-outs, and how have the results been used to improve the sustainability of the programs?
- What measures have been undertaken to improve the performance of graduates in board examinations?
- What is the average time for graduates to find employment, and what are the reasons why graduates are not immediately employed?
- How does the institution track the level of satisfaction of faculty, students, alumni, and employers about the program of studies, teaching-learning process, resources provided, competencies acquired, strengths of graduates, etc.?

Supporting Evidence:

- Performance reports
- Board examination results
- Stakeholders' satisfaction 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 institution's community engagement and service programs produce results that impact the institution, its stakeholders, and society.

Criteria	Rating
1. The nature and volume of community engagement and service activities are identified, monitored, and assessed for improvement.	
2. The societal impact and achievements of these activities are identified, monitored, and assessed for improvement.	
3. The impact on the institution, faculty, staff, and students is identified, monitored, and assessed for improvement.	
4. The impact on the beneficiaries of these activities and other stakeholders is identified, monitored, and assessed for improvement.	
Average Rating	

Explanation:

The outcomes of community engagement and service activities should produce results that positively 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 other stakeholders feedback

Sub-area 8.3. Research Results

Standard 22.

The institution has produced research outputs as seen through new knowledge embodied in publications, citations, journals, research-informed teaching, technology transfers, innovations, inventions, creative works, etc.

Criteria	Rating
1. The nature and number of research outputs done by faculty members and staff are documented, monitored, and assessed for improvement.	
2. The nature and number of research done by research teams and students are documented and assessed for improvement.	
3. The nature and number of research publications are documented, monitored, and assessed for improvement.	
4. The nature and number of intellectual property are documented, monitored, and assessed for improvement.	
5. The impact of research outputs and their publications are identified, monitored, and assessed for improvement.	
6. The stakeholders' satisfaction in research activities is determined and used to guide further development of research and publications in the institution.	
Average Rating	

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 by the institution, faculty, staff research teams, 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

Sub-area 8.4. Financial and Competitiveness Results

Standard 23.

The institution's financial performance and competitiveness are measured, monitored, and assessed for improvement and sustainability.

Criteria	Rating
1. Investment activities in terms of asset acquisition and placement, retention, and disposal are monitored and assessed for improvement.	
2. Financing items in terms of debt, equity, grants, or endowments are monitored and assessed for improvement.	
3. Education, research, and service activities measured in terms of income and expenditure streams are monitored and assessed for improvement.	
4. Cash flows are established, monitored, and assessed for improvement.	
5. Reserves and savings are established, monitored, and assessed for improvement.	
6. Indicators of a reputation for quality programs, research, and extension are identified, monitored, and assessed for improvement.	
7. Best practices of the institution are identified, monitored, and assessed for improvement.	
Average Rating	

Explanation:

The institution's financial performance is measured by the size, nature, and activities of its assets, debt, equity, grants or endowments, revenue and expense items, cash flows, reserves, and savings. These should be measured, monitored, and assessed for improvement and sustainability.

Guide Questions:

- Are there positive financial outcomes over a reasonable number of years regarding the financial position, operating results, and cash flows?
- What are the usual sources of financing of these assets?
- Are the revenue streams greater than the cost streams?
- Are there positive cash flows to sustain operating needs?
- Are there reserves and savings for future projects or expansion activities?
- What are the indicators that the institution has an established reputation?
- What are its best practices?
- How satisfied are the various stakeholders with these financial and competitiveness results?

Sources of Evidence:

- Financial statements
- Budgets and annual performance reports
- National and international rankings
- Citations and awards
- Student enrollment
- Stakeholders satisfaction ratings
- Strategic plan

Statistical Summary of Ratings

Statistical Summary of Ratings	Ratings (In two decimal places)
Area 1. Leadership and Governance	
Sub-area 1. Vision-Mission	
Sub-area 1.2 Leadership and Management	
Sub-area 1.2.1. Strategic Management	
Sub-area 1.2.2. Policy Formulation and Implementation	
Sub-area 1.2.3. Risk Management	
Area 1 Average Rating	
Area 2. Quality Assurance	
Sub-area 2.1 Internal Quality Assurance System	
Sub-area 2.2 External Quality Assurance	
Area 2 Average Rating	
Area 3. Resource Management	
Sub-area 3.1 Human Resource	
Sub-area 3.2 Financial Resources	
Sub-area 3.3 Physical Facilities and Learning Resources	
Area 3 Average Rating	
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 4 Average Rating	
Area 5. Student Services	
Sub-area 5.1 Student Recruitment, Admission, and Placement	
Sub-area 5.2 Student Services Programs and Support	
Area 5 Average Rating	
Area 6. External Relations	
Sub-area 6.1 Network, Linkages, and Partnership	
Sub-area 6.2 Community Engagement and Service	
Area 6 Average Rating	
Area 7. Research	
Sub-area 7.1 Research Management and Collaboration	
Sub-area 7.2 Intellectual Property Rights and Ethics in Research	
Area 7 Average Rating	
Area 8. Results	
Sub-area 8.1 Educational Results	
Sub-area 8.2 Community Engagement and Service Results	
Sub-area 8.3 Research Results	
Sub-area 8.4 Financial and Competitiveness Results	
Area 8 Average Rating	
Overall Average Rating	