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

ENGINEERING
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, 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, 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 used to revise the survey instruments and guide its accreditation work.

This survey instrument is for Engineering programs.

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 Dr. Rosemary Seva (Chair), Engr. Carlito Gutierrez (Vice-Chair), Dr. Manuel Belino, Dr. Cynthia Posadas, Engr. Jose Rizaldy De Armas, and Engr. Einstein Yong, who prepared this standards-based survey instrument for Engineering programs.

STANDARDS-BASED ACCREDITATION FOR ENGINEERING PROGRAMS

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. 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, 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 provides room for these institutions and programs to be innovative in exploring solutions to their current challenges and identifying strategies towards continuous improvement.

Standards-based Accreditation Framework

Institutional Accreditation Framework

The following framework underpins the standards-based accreditation process:

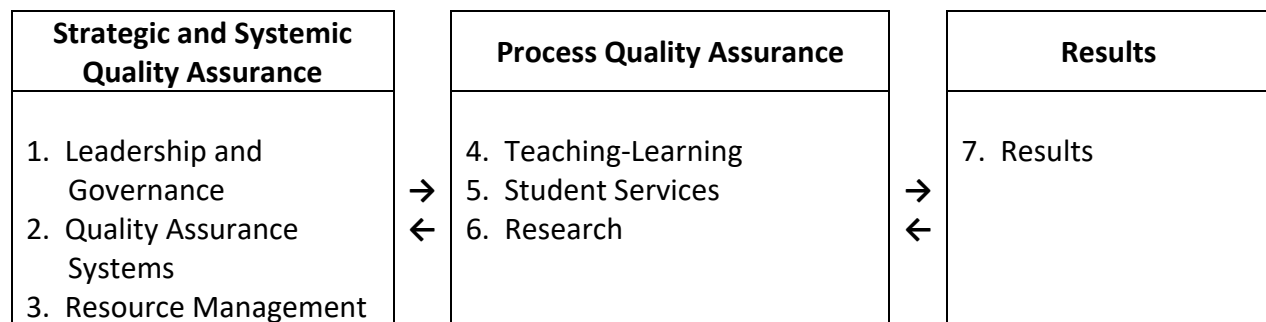| Strategic and Systemic Quality Assurance		Process Quality Assurance		Results
1. Leadership and Governance 2. Quality Assurance Systems 3. Resource Management	→ ←	4. Teaching-Learning 5. Student Services 6. External Relations 7. Research	→ ←	8. Results
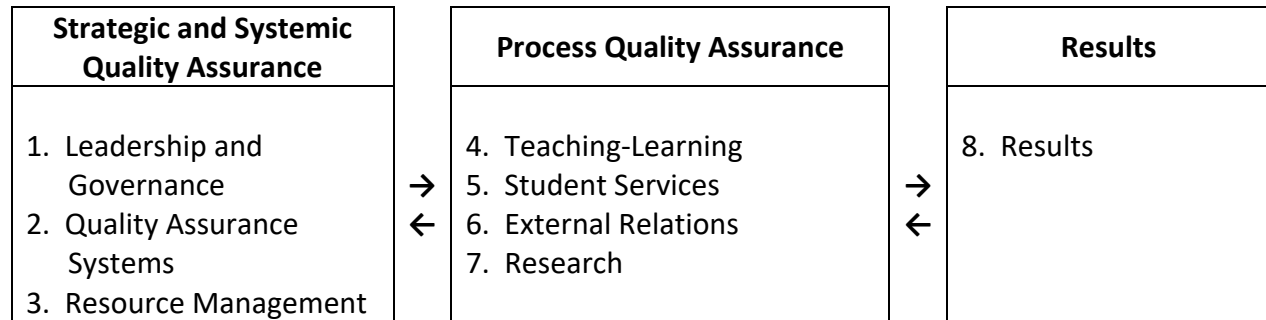
In the framework for the standards-based accreditation process, eight (8) areas are to be assessed. The eight (8) areas include three (3) areas under Strategic and Systemic Quality Assurance, four (4) areas under Process Quality Assurance, and the area covering the Results. The arrows denote the constant 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

Engineering Program Accreditation Framework

In conducting Engineering program accreditation, the following framework is adopted:

Strategic and Systemic Quality Assurance		Process Quality Assurance		Results
1. Leadership and Governance 2. Quality Assurance Systems 3. Resource Management	→ ←	4. Teaching-Learning 5. Student Services 6. Research	→ ←	7. Results

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 Program Design and Evaluation
            Sub-area 4.2 Teaching and Learning Methods
            Sub-area 4.3 Assessment Methods

AREA 5.   STUDENT SERVICES

AREA 6.   RESEARCH

AREA 7.   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 1	Leadership and Governance
Accreditor 2	Quality Assurance Resource Management
Accreditor 3	Teaching-Learning Results
Accreditor 4	Student Services
Accreditor 5	Research

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)
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 1 Average Rating	
Area 2. Quality Assurance	
Area 2 Average Rating	
Area 3. Resource Management	
Sub-area 3.1 Human Resources	
Sub-area 3.2 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	
Area 5 Average Rating	
Area 6. Research	
Area 6 Average Rating	
Area 7. Results	
Area 7 Average Rating	
Overall Average Rating	

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 preparation

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 preparation

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 preparation

The team's report will be forwarded to the Commission and then 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 INSTITUTION

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 Engineering 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 vision and mission statements of the program are disseminated to the stakeholders and published in the institutional manual and website.	
2. The program vision-mission and the program educational objectives is aligned to the vision-mission of the institution	
Average Rating	

Explanation:
An academic institution should explicitly state its aspirations and goals. These should be embodied in the program offerings. All sectors of the institution are responsible for the actualization of the vision and mission statements. Thus, there should be a conscious effort to have everyone become aware and commit to the institution's vision-mission, its philosophy, and 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 is involved in the process?
- How are the vision and mission statements made known to and understood by the different sectors of the institution?
- How are the vision and mission statements, philosophy, and core values of the institution reflected in the leadership and different sectors of the school community?
- How periodic are the vision and mission statements reviewed and revised, and who is involved in the process?

Supporting Evidence
- Vision and Mission Statements
- Statements of Philosophy and Core Values
- Continuous-quality-improvement process in drafting, reviewing, and revising the vision and mission statements
- Indicators of how the vision and mission statements are achieved
- Orientation programs for the stakeholders and various sectors of the institution
- Institutional manual and other media 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 Engineering program.

Criteria	Rating
1. The program administration level comprises personnel that is well-qualified and have relevant experience in their respective roles.	
2. The leadership is open and proactive in anticipating and responding to changes in the environment.	
3. There is a periodic performance evaluation process of administrators at different levels to promote responsibility, accountability, and transparency.	
4. Leadership training and succession planning are provided.	
Average Rating	

Explanation:
The role of management and leadership in an institution cannot be overemphasized. The school environment, resulting from administrators' management and leadership style at different levels, significantly affects teaching and learning and the smooth operations of any institution. Management should promote good governance, responsibility, accountability, and transparency. Leadership training and succession planning are provided.

Guide Question:
- Are administrators at different levels in the institution academically qualified and experienced academics and professionals?
- How does the management promote good governance responsibility, accountability, and transparency?
- Is leadership open and proactive in anticipating and responding to changes in the environment?
- Are policies, guidelines, and programs applied with transparency, consistency, and fairness?
- Are there provisions for leadership training and succession planning?

Supporting Evidence:
- Organizational chart
- Administration Manual
- Curriculum Vitae of administrators
- Performance evaluation process
- Leadership and Succession Planning Program.

Sub-area 1.3   Policy Formulation and Implementation

STANDARD 3.
The Engineering program has a system for formulating and implementing policies that reflect its 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. Policies and procedures promote institutional values and their unique culture.	
3. Policies and procedures are customer-focused and enforced with transparency, consistency, and fairness.	
4. Policies and procedures consider interrelationships among the institution's various sectors and promote synergy and efficiency in operations.	
5. Policies for teaching-learning, research, community engagement, and services are articulated and documented.	
6. Policies and procedures 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 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:
- What process is being followed in the formulation of policies, and are various stakeholders involved?
- Are the policies and procedures aligned with institutional values, and do they promote the institution's unique culture?
- Are policies and procedures understood and accepted by those that will be affected by them?
- Are there transparency, consistency, and fairness in the implementation of policies?
- Is feedback on policies and procedures welcomed, listened to, and utilized for policy improvement?
- Are 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 4.
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 Engineering 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 student outcomes (SO).	
2. Stakeholders are involved in the formulation, implementation, and evaluation of the CQI plan.	
3. All SO assessments of the program are documented and implemented as planned.	
4. Results of the evaluation of the program SO 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 SO to concerned stakeholders are in place.	
Average Rating	

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 SO documentation

- Assessment Plan
- Assessments per SO
- Evidence of assessments (such as exams, project outputs, capstone project)
- 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 5.
The Engineering 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 program has adequate and qualified teaching personnel.	
2. The program has adequate and qualified non-teaching personnel.	
3. Recruitment, selection, hiring, and deployment policies and practices are in place. These are formulated, communicated to all concerned, and consistently implemented.	
4. Development and training programs for teaching and non-teaching personnel are needs-based and available to full-time and part-time personnel.	
5. Career pathing programs and provisions for advancement are in place.	
6. The program implements a performance management system that includes coaching and mentoring, regular performance evaluation, and recognition for meritorious performance.	
Average Rating	

Explanation
Policies and programs related to the recruitment, selection, hiring, deployment, development, and retirement of personnel enable the school to maintain the quality of its workforce. A highly motivated workforce greatly enhances the delivery of a school's programs and services; thus, efforts to look after the safety, security, growth, and well-being of personnel are paramount.

A performance management system that includes coaching and mentoring, regular performance evaluation, and recognition for meritorious performance allows personnel to hone and develop their competencies. Career pathing and advancement opportunities contribute to a sense of accomplishment and self-actualization among personnel. Clear policies and practices related to resignation, termination of employment, and retirement provide personnel a sense of security.

Guide Questions

- Are the policies and programs which apply to teaching personnel aligned with the school's vision, mission, and goals? Are these clearly defined, documented, and communicated to all concerned?
- Are the policies and programs which apply to non-teaching personnel aligned with the school's vision, mission, and goals? Are these clearly defined, documented, and communicated to all concerned?
- Are the policies and practices related to the recruitment, selection, hiring, and deployment of personnel clearly formulated, communicated to all concerned, and consistently implemented?
- Are all personnel appointments covered by applicable employment contracts that define specific job functions, terms of employment, and tenure?
- Are the development and training programs for the academic personnel relevant, needs-based, and available to all?
- Are the development and training programs for the non-academic personnel relevant, needs-based, and available to all?
- Do the personnel participate in the formulation of the development and training programs intended for them?
- Do the personnel participate in the formulation of their career goals and plans?
- Are career pathing programs and provisions for advancement available and communicated to all concerned? Are the policies, guidelines, and procedures related to these formulated and documented?
- Are teaching and work assignments consistent with the individual qualifications and capabilities of personnel? Is the workload consistent with government regulations?
- Are the policies and practices related to resignation, termination of employment, and retirement clearly formulated, communicated to all concerned, and consistently implemented?
- Is there a performance management system that includes coaching and mentoring, regular performance evaluation, and recognition for meritorious performance?
- How are new personnel oriented about the school's vision, mission, goals, policies, programs, and services?
- What are the provisions for addressing personnel-related issues and concerns?
- Are the policies and programs related to the recruitment, selection, hiring, deployment, development, and retirement of personnel periodically evaluated and improved?

Supporting Evidence

- 201 files of all school personnel
- Job descriptions for all personnel
- Employment contracts
- Information on salaries and benefits for personnel
- Organizational chart
- Manual for personnel (both teaching and non-teaching)

- Policies and procedures on the recruitment, selection, hiring, and deployment of personnel
- Policies and procedures on the resignation, termination of employment, and retirement of personnel
- Ranking and promotion scheme
- Performance management system
- Performance evaluation reports
- Reports on training needs of personnel
- Personnel development programs
- Budget provisions for personnel development
- Mentoring program, supervisory program, and other related programs
- Succession plans
- Reports on professional development activities
- Reports on faculty retention and turnover
- Minutes of faculty meetings
- Minutes of non-teaching personnel meetings

Sub-area 3.2   Physical Facilities and Learning Resources

STANDARD 6.
The Engineering 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. Physical facilities are adequate and conducive to teaching and learning, research work, and community service activities.	
2. There is an office or personnel responsible for overseeing the maintenance, safety, and development of physical facilities.	
3. Classrooms, lecture halls, and special-purpose rooms are adequate, kept clean, free from distractions, and conducive to teaching and learning.	
4. The library facilities and audio-visual rooms are adequate, accessible, safe, and up-to-date.	
5. The laboratories are adequate, accessible, safe, and up-to-date.	
6. The space requirements for the different administrative offices are adequately met.	
7. The Information Communication Technology (ICT) infrastructure and facilities, both hardware and software, are adequate and up-to-date.	
8. There are sufficient provisions in the school's physical facilities for ensuring the safety, security, health, and well-being of learners and personnel.	
9. The school is compliant with regulatory and statutory government requirements as far as the program's physical facilities are concerned.	
Average Rating	

Explanation
The availability, accessibility, and adequacy of physical facilities and equipment contribute to an environment that supports the teaching-learning process and provide learners and personnel a sense of security and safety. The physical facilities also facilitate research work, community service activities, and the delivery of different services related to the education process. Effective management and regular maintenance of these facilities supported by adequate budget provisions are vital so that the needs of the learners, personnel, and various programs are met adequately.

Guide Questions
- How adequate are the physical facilities and equipment to meet the requirements of the different programs and service areas?
- How does the school ensure the maintenance and upkeep of physical facilities? Is a sufficient budget allocated for this purpose?

- Are the classrooms, lecture halls, and special-purpose rooms conducive for teaching and learning, adequate, and kept clean and free from distractions?
- Are the library facilities and audio-visual rooms adequate, accessible, safe, and up-to-date?
- Are the laboratories and computer rooms adequate, accessible, safe, and up-to-date?
- How adequate and up-to-date are Information Communication Technology (ICT) infrastructure and facilities, both hardware and software?
- Which office is responsible for the implementation, monitoring, and evaluation of the physical facilities development plans?
- Are there policies, guidelines, and procedures related to physical facilities? Are these documented and implemented consistently?
- What are the provisions for members of the school community and guests with special needs?
- What are the critical components of the program's development plan? Is the plan regularly reviewed and periodically updated?
- Are the facilities regularly inspected in terms of safety, cleanliness, and necessary repairs or improvements?
- Are the space requirements for the different offices adequately met?
- Is there a sufficient supply of potable water for the learners and personnel?
- Are regulatory and statutory government requirements for physical facilities consistently followed?
- Does the school have an emergency preparedness plan?
- Are there adequate insurance provisions for the school's physical facilities?

Supporting Evidence
- Physical facilities development plan
- Campus development plan
- Information Communication Technology development plan
- List of facilities
- Inventory of equipment in the different facilities
- Inventory system or procedures
- Policies, guidelines, and procedures related to the program's physical facilities
- Preventive maintenance program
- Reports on the inspection of physical facilities
- Reports on the maintenance of physical facilities
- Certificates of compliance with regulatory agencies
- Emergency preparedness plan
- Documentation of disaster preparedness drills
- Budget for physical facilities and equipment
- Insurance coverage for physical facilities
- Feedback from stakeholders on the adequacy and condition of facilities
- Minutes of meetings related to the maintenance and development of physical facilities

AREA 4.   TEACHING-LEARNING

Sub-area 4.1   Curricular Programs

STANDARD 7.
A system to design, develop, and review the Engineering 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. A system with defined policies, guidelines, and processes in the design, development, review, and periodic updating of the program is established.	
2. Students and key stakeholders participate in the design, review, and periodic updating of the program.	
3. The program educational objectives (PEOs) are aligned with the student outcomes (SOs)	
4. Syllabi are developed for each course based on the attainment of student outcomes	
5. The curriculum has more than an adequate number of courses to develop knowledge, skills, and attitudes.	
6. All courses in the curriculum were arranged with consideration to appropriate pre-requisite requirements.	
Average Rating	

Explanation

The program's design considers the needs of stakeholders such as students, alumni, and employers. The program's educational objectives and student outcomes consider the vision and mission of the institution and the requirements of governing bodies. The curriculum design aims to achieve the student outcomes and is structured to facilitate the development of competence in each outcome. The curriculum is also periodically reviewed for improvement and updating.

Guide Questions
•   What is the process undertaken to design, develop, review, and update the program?
•   What is the review cycle of the program?
•   How are stakeholders involved in the design and review of the program?
•   How are the PEOs and SOs identified and aligned?
•   How are student outcomes considered in the design of syllabi?
•   How are the courses arranged in the curriculum?

Suggested Evidence
- Curriculum map
- Mapping of PEO and SO
- MOM of stakeholders meeting
- Documentation of review of student outcomes,
- Proof of periodic review
- Monitoring report of student outcomes
- Syllabi

Sub-area 4.2   Teaching and Learning Methods

STANDARD 8.
A system to select, develop, and evaluate the appropriate teaching and learning methods and activities is established, aligned with the Engineering program's educational philosophy, and intended to achieve the desired learning outcomes.

Criteria	Rating
1. Syllabi were designed to achieve constructive alignment	
2. Syllabi are made available to students at the beginning of the study period	
3. Teaching and learning methods and activities are aligned with the institution's educational philosophy	
4. A variety of appropriate teaching methodologies are used to deliver the course materials and promote lifelong learning.	
5. Technology is appropriately used in the delivery of course materials.	
6. Learning methods consider the level of competence required for the course.	
Average Rating	

Explanation
A system to ensure that appropriate teaching and learning methods and approaches are selected, deployed, and regularly evaluated by relevant stakeholders are established. It includes the design and regular update of syllabi for continuous improvement. The teaching and learning approach reflects the institution's educational philosophy and should facilitate the achievement of student outcomes and promote life-long learning. A system should be established to ensure that appropriate teaching and learning methods and approaches are selected, deployed, and regularly evaluated by relevant stakeholders.

Guide Questions
- What is the institution's educational philosophy, and how is it considered in the teaching and learning process?
- What is the process undertaken to select, develop, deploy and evaluate teaching and learning methods and activities?
- How are the methods and activities aligned with the student outcomes?
- What methods and activities promote life-long learning?
- How does technology facilitate teaching and learning?
- How are teaching and learning methods and activities evaluated and improved?

Suggested Evidence
- Curriculum map
- Learning Management System (LMS)
- Online course materials
- Manuals (if applicable)
- 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
- Internship reports

Sub-area 4.3   Assessment Methods

STANDARD 9.
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 to monitor the student's progress in the attainment of student outcomes.	
2. Courses employ a variety of methods to assess SOs.	
3. Assessments are constructively aligned to SOs and teaching and learning activities.	
4. Assessment results are provided to students within acceptable time standards and are used to promote continuous improvement.	
5. Methods for assessment are regularly reviewed and evaluated for improvement	
Average Rating	

Explanation
Student assessment is a means to determine if student outcomes are achieved. It is the gauge of how the curriculum and the delivery of instruction helped the students achieve the expected learning outcomes. Results of the assessment should be provided to the students for improvement. The types and methods of assessment must be constantly reviewed to ensure validity, reliability, and fairness.

Guide Questions
•   How are assessments aligned with the difficulty of the course?
•   How are assessment methods differentiated in terms of student outcomes?
•   What is the process for designing assessment methods?
•   Are rubrics employed, and how are they designed and used?
•   How is exit assessment done on graduating students?
•   What are the controls instituted to ensure the validity, reliability, and fairness of assessment?
•   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?

Suggested Evidence
•   Program and course specifications, including learning outcomes
•   Rubrics
•   Grading system
•   The official report on board examination results
•   Tracer Studies
•   Appeal procedure
•   Studies on employer's satisfaction on graduate performance

AREA 5.   STUDENT SERVICES

STANDARD 10.
The Engineering 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 in 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	
Average Rating	

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 so that appropriate interventions can be administered 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.   RESEARCH

STANDARD 11.
The Engineering 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. It has a policy on intellectual property rights and adherence to ethical norms in research.

Criteria	Rating
1. There is a defined research agenda with defined goals, plans, policies, and activities.	
2. Resources are provided in the conduct of research.	
3. The conduct of research is part of the criteria for faculty promotion and for which they are adequately compensated.	
4. Research outputs are used to enrich instruction.	
5. 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 program has a research agenda to promote the creation of new knowledge in the discipline. The institution provides enough resources to conduct research and adequately compensate for research outputs. The program has a system in place to establish research collaboration to help achieve research goals. Faculty members use the outcome of their research to enrich instruction.

Guide Questions

- What is the program research agenda, and how was it formulated?
- What is the research goal of the program?
- What resources are provided by the institution for conducting research?
- What incentives, rewards, and benefits are given to faculty and staff who conduct research activities?
- How are the research activities monitored and assessed for improvement?

Suggested 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

AREA 7.   RESULTS

STANDARD 12.
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 Examinations, and the satisfaction levels of graduates, among others.

Criteria	Rating
1. The learners' performance in entrance tests and board examinations is consistently monitored, reviewed, and evaluated for improvement.	
2. There is a process of collecting feedback about the program from stakeholders.	
3. Feedback from key stakeholders, colleges and universities, and the community on the quality of graduates and education is utilized for improvement.	
4. All subjects' pass and failure rates are consistently monitored, reviewed, and evaluated to improve learning across all subjects.	
5. The promotion and retention rates per year level are monitored, reviewed, and evaluated for improvement.	
Average Rating	

Explanation
Educational results are the measures of the quality of education the school provides. Results are the outputs of the transformation process the learners go through. In assessing the quality of the educational system, it is essential not only to evaluate the educational process but also to establish, monitor, and assess indicators of the quality of the graduates. These indicators are reflected in the achievement of learning outcomes, pass and failure rates, results of admission tests, and the satisfaction levels of key stakeholders on the graduates. The information is gathered, analyzed, and used to make improvements in the curriculum, the delivery of instruction, and the quality assurance system of the school.

Guide Questions
- What are the indicators and the methods used in determining, monitoring, and assessing the quality of graduates?
- What measures and norms are utilized to determine whether learning outcomes are achieved when learners graduate?
- If the results of the pass and failure rates are unsatisfactory, what measures have been undertaken to improve these?
- What studies have been made regarding failure rates, and how have these studies been used to improve student performance?

- How does the school gather feedback from key stakeholders about the curriculum and programs, teaching-learning process, resources provided, competencies acquired, and strengths of graduates?
- How successful are the graduates in meeting the college readiness standards and being accepted in their preferred college course?
- How successful are the graduates in being accepted in their college or university of choice?
- How does the school use feedback from its key stakeholders to improve the quality of education it offers?

Supporting Evidence
- Profile of year-end academic performance of students in the different subjects
- Results of board examinations or certifications
- Performance of students in inter-school activities and competitions
- Student disciplinary records
- Results of admission tests
- Tracer studies
- Employer survey
- Feedback from key stakeholders, graduates, and partner institutions
- Studies related to the performance of learners

STATISTICAL SUMMARY OF RATINGS

Statistical Summary of Ratings	Ratings (in two decimal places)
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 1 Average Rating	
Area 2. Quality Assurance	
Area 2 Average Rating	
Area 3. Resource Management	
Sub-area 3.1 Human Resources	
Sub-area 3.2 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	
Area 5 Average Rating	
Area 6. Research	
Area 6 Average Rating	
Area 7. Results	
Area 7 Average Rating	
Overall Average Rating	