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

# INFORMATION TECHNOLOGY EDUCATION
## SURVEY INSTRUMENT

# 2021

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# GUIDE TO PAASCU PROGRAM ACCREDITATION

## PREFACE

PAASCU's purpose is "to assist and integrate the efforts of schools, colleges and universities to raise the quality of education they offer" *(PAASCU, Articles of Incorporation, 2007*). This purpose is realized through a developmental approach to accreditation of its member school's academic programs. Accreditation involves not only the assessment of the areas pertinent to a particular program of study, i.e., the areas of Teaching-Learning, Resource Management particularly on Faculty and Laboratories and Research but in the assessment of the other areas that support it, i.e., the areas of Leadership and Governance, QA Systems, External Relations, Research, and Results. PAASCU firmly believes in the interrelationship of these various areas in assuring the quality of the academic programs and ultimately in achieving the vision-mission of the school. PAASCU believes that the quality of the academic programs is determined by the quality of the institution that delivers such programs.

## ACKNOWLEDGEMENTS

# 1. INTRODUCTION TO PROGRAM ACCREDITATION

## 1.1. Quality Assurance

According to the International Network of Quality Assurance Agencies in Higher Education (INQAAHE), Quality assurance *"may relate to a program, an institution or a whole higher education system. In each case, quality assurance is all those attitudes, objects, actions and procedures which, through their existence and use, and together with the quality control activities, ensure that appropriate academic standards are being maintained and enhanced by each program"*. This definition is focusing on ensuring the maintenance and enhancement of standards of quality.

Quality in education is defined and measured in many different ways. It is always a concept with many facets considering different understanding of what constitutes quality and the many aspects of educational objectives, processes, and outcomes that will be assessed using a quality perspective.

PAASCU has a four-fold definition of quality as:
1. Achievement of minimum standards based on learning outcomes
2. Achievement of evidenced excellence based on learning outcomes
3. Institutional implementation of the vision, mission, and goals of the university
4. Responsiveness to stakeholders

This definition states that quality should not only meeting standards that are both required by regulatory bodies and those that are considered standards of excellence as determined by PAASCU but encompass a program or an institution's fitness for purpose and how this responds to identified stakeholders.

## 1.2. Accreditation

"In a number of countries accreditation schemes have been developed as an instrument to regulate and control the higher education market. There is no generally accepted definition of accreditation in higher education, and in many cases, the term is used also to indicate procedures of recognition of institutions, ex-ante authorisation or licensing of programmes of new providers, approval of nationally controlled curricula, etc. Here, we use a rather pragmatic definition of accreditation, namely 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 programme." *(Van Damme, UNESCO Higher Education in the Age of Globalization, 2001)*

PAASCU, as an independent, external agency is consistent with the above definition particularly as it accredits a program of studies. However, even if it has done mainly program accreditation, it has always defined accreditation in relation to the institution, i.e., accreditation indicates that the institution has:
1. clearly defined and appropriate objectives

2.  established conditions under which they can be achieved
3.  that it is substantially achieving them now
4.  that it should be able to continue doing so in the future

This new initiative to undertake institutional accreditation is an activity that is necessary for PAASCU to undertake and flows from its main activity of program accreditation.

## 2.   PAASCU ACCREDITATION FRAMEWORK

### 2.1.  Institutional Accreditation Framework

In conducting institutional accreditation, the following framework is adopted:

| Strategic and Systemic QA | | Process QA | | Results |
|---|---|---|---|---|
| 1. Leadership and Governance<br>2. QA Systems<br>3. Resource Management | →<br>← | 4. Teaching and Learning<br>5. Student Services<br>6. External Relations<br>7. Research | →<br>← | 8. Results |

The framework above has 8 areas to be assessed in undertaking institutional accreditation categorized into Strategic and Systemic Quality Assurance as inputs, the Process Quality Assurance, and the Results as outputs. The 8 areas are further divided into 23 subareas that represent principles of quality that must found in excellent institutions.

### 2.2.  CITE Program Accreditation Framework

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

| Strategic and Systemic QA | | Process QA | | Results |
|---|---|---|---|---|
| 1. Resource Management | →<br>← | 2. Teaching-Learning<br>3. External Relations<br>4. Research | →<br>← | 5. Results |

The 5 areas are further divided into 13 subareas:

Area 1.    Resource Management (3 subareas)
            Sub-area 1.1 Faculty Resource
            Sub-area 1.2 Program Administration Resource
            Sub-area 1.3 Physical Facilities and Learning Resources

Area 2.     Teaching-Learning (3 sub-areas)
            Sub-area 2.1 Curricular Programs
            Sub-area 2.2 Teaching and Learning Methods
            Sub-area 2.3 Assessment Methods

 Area 3.     External Relations (2 sub-areas)
            Sub-area 3.1 Networks, Linkages, and Partnerships
            Sub-area 3.2 Community Engagement and Service

Area 4.     Research (2 sub-areas)
            Sub-area 4.1 Research Management and Collaboration
            Sub-area 4.2 Intellectual Property Rights and Ethics in Research
 Area 5.     Results (3 sub-areas)
            Sub-area 5.1 Educational Results
            Sub-area 5.2 Community Engagement and Service Results
            Sub-area 5.3 Research Results

The sub-area Program Administration Resource was added for the CITE Program Accreditation to cover administration standards at the program level.

## 3.    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 describing 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
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**

## 4. THE SURVEY VISIT

The **site visit** will be scheduled in advance and will take place not earlier than a month after the submission of the SSR to the PAASCU Secretariat. The visit will be for 2 days.

The team will be composed of 4 accreditors who will be assigned the following areas:

| | |
|---|---|
| Accreditor 1 | Resource Management<br>- Faculty Resource<br>- Program Administration Resource |
| Accreditor 2 | Resource Management<br>- Physical Facilities and Learning Resources |
| Accreditor 3 | Teaching-Learning<br>- Curricular Programs<br>- Teaching and Learning Methods<br>- Assessment Methods<br>- Results<br>- Education |
| Accreditor 4 | External Relations<br>- Networks, Linkages, and Partnerships<br>- Community Engagement and Service<br>Research<br>- Research Management and Collaboration<br>- Intellectual Property Rights and Ethics in Research<br>Results<br>- Community Engagement and Service Results<br>- Research Results |

The visit will include the following activities:
1. Orientation meeting
2. Interviews
3. Observations
4. Review of exhibits
5. Writing of report
6. Wrap-up session
7. Debriefing to Management and Self Survey Team

### 5. PAASCU SURVEY REPORT

The site visit will result in a survey report that represents the assessment of the institution against the checklist. The reports will be treated a confidential by the accreditors and will be used as the basis for the granting of program accreditation status.

The Chair will be responsible for collating the inputs from each accreditor to come up with a consolidated, coherent, and concise report that corresponds to the judgment of the team. The findings must be written in a way that reveals both the evidence for and the analysis behind the team's conclusion on whether or not the institution is aligned with each of the standards.

The **CITE survey report** should contain the following:
1. Chairman's report containing the following:
   a. Introduction
   b. Summary of Area Reports
   c. Preparation of the Program Self-Survey by the Institution
   d. Recommendation of the Team
   e. Conclusion
2. Summary of Ratings
3. Write-up per area containing the following:
   a. Evidence – a short description of the evidence gathered
   b. Analysis – a consideration of the extent of alignment of practice with the standards, based on the evidence available, and an explanation for lack of alignment
   c. Commendations, if any
   d. Recommendations, if any

The ratings of the criteria in a sub-area are averaged to arrive at the **sub-area average rating**.
The sub-area 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. Resource Management** | |
| Sub-area 1.1 Faculty Resource | |
| Sub-area 1.2 Program Administration Resource | |
| Sub-area 1.3 Physical Facilities and Learning Resources | |
| **Area 1 Average Rating** | |
| **Area 2. Teaching-Learning** | |
| Sub-area 2.1 Curricular Programs | |
| Sub-area 2.2 Teaching and Learning Methods | |
| Sub-area 2.3 Assessment Methods | |
| **Area 2 Average Rating** | |
| **Area 3. External Relations** | |
| Sub-area 3.1 Networks, Linkages, and Partnerships | |
| Sub-area 3.2 Community Engagement and Service | |
| **Area 3 Average Rating** | |
| **Area 4. Research** | |
| Sub-area 4.1 Research Management and Collaboration | |
| Sub-area 4.2 Intellectual Property Rights and Ethics in Research | |
| **Area 4 Average Rating** | |
| **Area 5. Results** | |
| Sub-area 5.1 Educational Results | |
| Sub-area 5.2 Community Engagement and Service Results | |
| Sub-area 5.3 Research Results | |
| **Area 5 Average Rating** | |
| | |
| **Overall Average Rating** | |

**6. COMMISSION REVIEW AND BOARD APPROVAL OF ACCREDITING TEAM'S DECISION**

Requirements to pass a **preliminary visit**:
a.    overall average 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

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

Requirements to pass a **formal visit**:
a.    overall average 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 average rating should be at least 3.0
e.    Teaching-Learning area average rating should be at least 3.0

Requirements to pass a **resurvey visit**:
a.    overall average 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 average rating should be at least 3.0
e.    Teaching-Learning area average rating should be at least 3.0

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


**7. 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.


**8. 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.

**9.    AREAS AND SUB-AREAS**

**AREA 1.    RESOURCE MANAGEMENT**

**Sub-area 1.1.    Faculty Resource**

**Standard 8.**
The program has adequate and qualified faculty that enables it to accomplish its goals and objectives in teaching, research, and community service. Systems and policies on teaching assignments and performance evaluation enable effective instruction delivery. The faculty are provided opportunities for professional growth and promotion.

| Criteria | Rating |
|---|---|
| 1.    The faculty members are qualified and competent to perform their teaching function. | |
| 2.    Recruitment, selection, and hiring policies are formulated and communicated, and are consistently applied. | |
| 3.    Ranking and promotion policies are clear, well-disseminated, and implemented consistently. | |
| 4.    The system for assigning teaching loads considers qualifications and expertise, teaching performance, number of preparations, and class schedule. | |
| 5.    A performance management system assesses the competencies expected of a faculty includes rewards and recognition and is implemented regularly. | |
| 6.    Training and development programs are comprehensive, based on needs and work performance, and applied to both full-time and part-time faculty. | |
| 7.    Salaries, incentives, and benefits are set at levels that ensure the Program's ability to attract and retain qualified faculty. | |
| 8.    Provisions for resignation, termination, and retirement are in place. | |
| 9.    A Faculty Manual that defines faculty duties and responsibilities, benefits and privileges, and other policies affecting the faculty is accepted, published, and well-disseminated. | |
| **Sub-area Average Rating** | |

**Explanation:**
Plans, policies, and programs on recruitment, selection, hiring, deployment, and training, and retirement define the quality of the workforce of an institution. 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:**
- Are the faculty qualified, competent, and sufficient in number?
- How are the recruitment, selection, and hiring policies formulated and applied?
- Are ranking and promotion policies clear, well-disseminated, and implemented consistently?
- How are teaching loads, the number of preparations, and class schedules determined?
- Is there a performance management system that assesses the expected competencies of the faculty and includes reward and recognition?
- What measures are undertaken to ensure that training and development plans for the faculty are comprehensive, participative, relevant, and based on need and performance?
- Are there clear provisions for resignation, retirement, and termination?
- Is the Faculty Manual updated, accepted, and well-disseminated?
- Are there contracts that define the job functions, terms of employment, and tenure of the faculty?
- What are the provisions for faculty orientation and discussion of faculty-related issues and concerns?
- How are the plans, programs, and policies regularly evaluated for improvement?

**Supporting Evidence:**

- Faculty Qualifications
  - Faculty 201 File (TOR, updated resume, certificates, etc.)
  - Summary of faculty profile (degree, ongoing graduate studies, certifications, teaching and industry experience, etc.)
- Recruitment, Selection, and Hiring
  - Policy (included in the Faculty Manual)
  - Notarized faculty contracts
- Ranking and Promotion
  - Policy and scheme
  - Documentation of orientation on the policy and scheme
  - List of Faculty ranks
  - Promotion policies
- Teaching Loads and Assignments
  - Summary of teaching loads and assignments
  - Class schedule of faculty
- Performance Management
  - Accomplished evaluation/appraisal instruments and results
  - Classroom observation forms (by peers, Chair, Dean)
  - Instruments and results of students' evaluation of the faculty
  - Summary of faculty evaluations
  - Faculty awards and recognition package and documentation
  - List of Recipients of Faculty awards
- Training and Development
  - Training Needs analysis
  - Faculty Development Plan (with budget)

- o    Monitoring report on Faculty Development Plan implementation
- o    Certificates of participation in training
- Salaries and Benefits
  - o    Salary Scale
  - o    Benefits
- Faculty Mobility
  - o    Resignation, termination, and retirement policies
  - o    Reports on retention and turnover, resignation, retirement, termination, etc.
- Faculty Manual
  - o    Updated Faculty Manual
  - o    Documentation of orientation on the Faculty Manual
- Minutes of Faculty meetings

**Sub-area 1.2. Program Administration Resource**

**Standard 8a.**
**The program is supervised by qualified program administrators to ensure that program objectives are met. Program administrators are provided with enough resources and support. There is a training and development plan as well as a succession plan for program administrators.**

| Criteria | Rating |
|---|---|
| 1.    **The program administrators are qualified and competent to perform their functions.** | |
| 2.    **An instructional supervision program is in place and implemented.** | |
| 3.    **There are adequate resources and support provided to program administrators to perform their functions.** | |
| 4.    **A management training and development plan is in place.** | |
| 5.    **A succession plan is in place.** | |
| **Sub-area Average Rating** | |

**Explanation:**
Qualified and competent program administrators will provide good leadership and management for the degree programs from planning to implementation. Top management support for program administrators will enable and encourage them to fulfill their duties.

**Guide Questions:**
- Are the program administrators qualified and competent?
- Is there a curriculum and instructional supervision program in place and being implemented?
- What are the resources and support (e.g., deloading and honorarium provisions, staff assistants) provided to program administrators to perform their functions?
- Is there a management training and development plan for program administrators?
- Is there a succession plan for program administrators?

**Supporting Evidence:**

- Qualifications
  - o  201 files of program administrators
  - o  Job functions of program administrators
- Supervision
  - o  Instructional supervision program
  - o  Post-evaluation conference documentation
- Support
  - o  The organizational chart of the Department/College concerned
  - o  Appointment letters indicating deloading and honorarium

- Training and Development
  - o  Management training and development plan
- Succession
  - o  Succession plan

**Sub-area 1.3.      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.    IT facilities and infrastructures are adequate and relevant to support teaching and research, and are secured. | |
| 2.    Laboratories, hardware, and software are adequate, accessible, up-to-date, and  secured. | |
| 3.    Classrooms, lecture halls, seminar rooms, computer rooms, consultationrooms and faculty rooms are adequate, kept clean, free from distractions, and conducive for teaching and learning. | |
| 4.    There is an infrastructure and laboratory development plan, with a sufficient budget, that is documented, evaluated, and regularly updated. | |
| 5.    Qualified and adequate staff are deployed in managing the IT facilities and laboratories. | |
| 6.    Policies and guidelines are in place to ensure proper laboratory maintenance and operations and student needs are well-served. | |
| 7.    There is a Learning Management System (LMS) in place that provides a platform for online collaboration among faculty and students, and also provides learning resources that students can access. | |
| 8.    Library collections and resources are adequate, accessible, up-to-date, and with a budget for development. | |
| 9.    There are sufficient safety provisions in the use of the facilities and resources for students and staff and security of facilities and equipment. | |
| 10.    Stakeholders can provide feedback on the different services provided by the physical facilities, laboratories, and learning resource units. | |
| **Sub-area Average Rating** | |

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

**Guide Questions:**
- Are IT infrastructures such as networks, internet, systems, etc. adequate and relevant to support teaching and research?
- Are the laboratories, hardware, and software adequate, accessible, and up-to-date?
- How are IT facilities and infrastructures and resources secured?

- Are the classrooms, lecture halls, seminar rooms, computer rooms, consultation rooms, laboratories, faculty rooms adequate, kept clean, free from distractions, and conducive for teaching and learning?
- Is there an infrastructure and laboratory development plan, with a sufficient budget, that is periodically evaluated and updated?
- Are the laboratory staff sufficient, with the required qualification, up-to-date, and continually being trained?
- Is there a development plan in place that is regularly evaluated to assess and develop the skills required from the IT personnel?
- How sufficient are the IT support, hardware, and software, to meet the requirements of teaching, learning, and research?
- How are the policies and procedures related to laboratories defined, documented, disseminated, and implemented?
- Is Learning Management System available and accessible to meet user's online academic needs and requirements?
- Is there an LMS plan available to develop and improve academic content and online tools for academic delivery?
- Are the library collections and resources adequate, accessible, up-to-date, and with sufficient budget for the development?
- Are there regular safety, cleanliness, and maintenance inspections for all facilities?
- Is there a mechanism that allows feedback from stakeholders? If yes, how are these evaluated and used for improvement?

**Supporting Evidence:**

- Infrastructure
  - IT Infrastructure and security
  - Internet bandwidth agreement
- Laboratories
  - List of facilities, equipment, hardware, and licensed and open-source software acquired in the last 3-5 years
  - Actual receipts/invoices of acquisition
  - Actual software licenses
  - Laboratory facilities and resources (indicating courses being conducted in the laboratories) with Inventory and Software Installed
  - Open laboratories
  - Security measures for laboratories
- Instructional Venues
  - List of classrooms and corresponding classroom sizes
  - List of consultation rooms
  - Faculty rooms and facilities

- Budget
  - o Budget for IT facilities and infrastructure
  - o Infrastructure Development Plan with a budget
  - o Laboratory Development Plan with budget
  - o LMS Development Plan with budget
  - o Laboratory Fee Utilization Report and Rate
  - o Evaluation of Laboratory Development Plan
- Staff
  - o Qualifications of laboratory staff
  - o 201 Files of laboratory staff
  - o Laboratory Personnel Development Plan
  - o LMS Administrator and Support Development Plan
  - o Profile and Training Attended by Laboratory and LMS Personnel
  - o Duties and Responsibilities of Laboratory and LMS Personnel
- Policies and Guidelines
  - o Laboratory Policies and Guidelines
  - o Laboratory schedules
  - o Lab utilization statistics and reports
  - o Maintenance and Repair reports
- LMS
  - o Learning Management System (LMS) /Infrastructure
  - o LMS Policies and Guidelines
- Library
  - o Library collections and resources list and statistics
- Safety and Security
  - o Security and safety policies and procedures
  - o Provisions for safety and security
- Feedback
  - o Stakeholders' feedback results and report

**AREA 2.    TEACHING-LEARNING**

**Sub-area2.1.    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 the design, development, review, and periodic updating of 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 and course objectives including the expected learning outcomes are established. | |
| 5.    Delivery plans and syllabi are developed for each course and communicated based on the attainment of expected learning outcomes. | |
| 6.    The system of managing program offerings is regularly assessed for improvement and updating. | |
| 7.    The curricular program integrates industry-related practices to guarantee industry-ready graduates. | |
| **Sub-area 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 are ensured, and that the design takes into consideration 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 as well as 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 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 those of comparable institutions?
- What process is undertaken to review and assess the relevancy and attractiveness of program offerings?
- What are the arrangements made with industry partners and other interested institutions to allow entry of student-trainees to join project teams in "problem-solution" activities?
- Do learning outcomes cover core competencies in the field of study as well as soft skills?
- Are students oriented about the programs?
- How often are the review and revisions done at the program and course level?
- Who approves new programs and revised programs?
- Who approves new courses and revised courses?
- Is a standard course syllabi format followed?
- Are the courses in the curriculum logically sequenced and integrated?
- What is the system for offering electives?
- Are updated references reflected in the course syllabi?
- Are there clear specifications for course requirements?

**Supporting Evidence:**

- Review process
  - Curriculum committee composition and functions
  - Curricular development and review process
- Involvement of Stakeholders
  - Curriculum review and revision minutes of meetings
  - Faculty and student feedback on program and course offerings
  - Employer feedback on graduates' report
  - Curricular evaluation reports
  - Curriculum review by external stakeholders
  - Reports of external examiners or accrediting agencies
  - Orientation for students on programs
- Alignment to vision-mission
  - Institutional vision, mission, goals, graduate attributes
  - Program-level learning outcomes, graduate attributes, and mapping to institutional level
- Course learning outcomes and syllabi
  - Curricular offerings
  - Bulletin of Information
  - Career options and job opportunities for graduates
  - Curriculum map
  - Course syllabi development process

- o Course syllabi, course learning outcomes, and mapping to program learning outcomes
- o Curriculum breakdown/checklist against minimum requirements
- o Curriculum flowchart showing proper sequencing and progression of courses
- o System for offering electives
- o List of Electives
- Industry
  - o Academe-industry engagement agreement (MOA)

**Sub-area 2.2.     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 teaching and learning methods and activities. | |
| 2.  The methods and activities employed are aligned with the educational philosophy of the institution. | |
| 3.  Stakeholders' feedback is considered in the selection, development, and use of 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.  There is regular monitoring and evaluation of the methods and activities deployed for improvement using current innovation and trends in teaching-learning modalities. | |
| 6.  Provisions for alternative teaching and learning approaches (online/flex, module) to facilitate varied delivery platforms. | |
| 7.  Activities and requirements/projects are relevant to develop and enhance skills and competencies of students. | |
| **Sub-area Average Rating** | |

**Explanation:**
The teaching and learning approaches reflect the educational philosophy of the institution and should facilitate the achievement of the expected learning 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 educational philosophy of the institution?
- What is the process undertaken to select, develop, deploy and evaluate teaching and learning methods and activities?
- What are the different methods and activities adopted?
- How are the methods and activities aligned with the expected learning outcomes for the program and the course?
- What methods and activities promote life-long learning?
- How does IT facilitate teaching and learning?
- How are teaching and learning methods and activities evaluated and improved?

- What technology options are considered to facilitate alternative teaching and learning activities?
- Are activities and requirements/projects of students relevant to enhance their skills and competencies?
- What online modes of learning are adopted?
- How is service-learning implemented at the program and course level?
- How are consultation and mentoring done outside the class?
- What are the support mechanisms provided for the learning of students with academic difficulties?
- Are lab manuals developed for regular lab classes?
- Is integrated lecture and laboratory design of courses implemented, instead of separate lecture and laboratory classes?
- Are class sizes appropriate?
- Are class schedules of students conducive to learning?
- Is student load reviewed?
- Do students participate in various competitions?
- Are there feedback mechanisms on the teaching and learning process provided to the faculty?

**Supporting Evidence:**

- Teaching methods
  - o Teaching strategies and instructional methods
- Educational philosophy
  - o The educational philosophy of the institution
- Feedback
  - o Faculty and student feedback on teaching and learning strategies employed
  - o Evaluation reports on teaching and learning methods and activities
- Lifelong-learning
  - o Reports on practical training, projects, and other action-learning activities
  - o Practicum reports
  - o Practicum companies and MOAs
  - o Practicum guidelines
  - o The final project, capstone, thesis guidelines
  - o Service-learning activities
  - o Community service reports
  - o Record and statistics of alternative courses offered
  - o Material repository of alternative courses offered
- Alternative delivery platforms
  - o Online learning platforms and instructional strategies
  - o Online teaching-learning policies

- Activities and requirements
  - Sample class activities, projects, requirements
  - Lab exercises and manuals
  - Internal and external student competitions
- Class attendance policies
- Consultation hours
- Support for students with academic difficulty
- Actual class sizes
- Class schedules of students

**Sub-area 2.3.    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, their progression from one level to the next, 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 are valid, reliable and fair. | |
| 4.    Exit interviews of graduating students are regularly conducted to serve as inputs for assessment methods and course improvements. | |
| 5.    Methods for assessment and results are regularly reviewed and evaluated for improvement. | |
| Sub-area Average Rating | |

**Explanation:**
Student assessment provides the 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 the meaningful learning of students, it should start from admission, 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 assessment during admissions is done on new students?
- How exit assessment is 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?
- Do assessment instruments measure what it intends to measure and vary depending on the mode of delivery (in-class, flexible learning, in-the-field)?

- Do assessments measure the achievement of program and course learning outcomes?
- How often are tracer studies conducted?
- How is feedback from employers of the graduates gathered?
- What are the admission and retention policies?
- Are students provided timely feedback on an assessment?
- How are students informed as to how they will be assessed?
- Are steps taken on attrition and completion rate concerns?
- Are course and program requirements enough to ensure the readiness of graduates in pursuing the target careers?
- What indicators are used to check the employability of graduates in the intended workplace and how is this monitored?
- How are online assessments done?
- How is student progress in classes monitored?

**Supporting Evidence:**
- Student Progress
  - List of assessments used from student entry, progression up to exit before graduation
  - Admission and retention policies
  - Progression, attrition, and completion rates
- Assessment Methods
  - Program and course specifications, including learning outcomes
  - Rubrics used in the courses
  - Grading system in the courses
  - Sample exams
  - Sample projects
  - Practicum reports
  - Thesis and capstone documents
  - Practicum guidelines
  - The final project, capstone, thesis guidelines
  - Online assessments
  - Assessment tools, its results, and interpretation
- Integrity of Assessment
  - Appeal Process on grades
  - Student Manual / Handbook
  - Tracer Studies
  - Reports and studies on employer's satisfaction on graduate performance
  - Employment surveys and reports
  - Employment statistics
- Exit Interview
  - Exit Interview Reports

**AREA 3.    EXTERNAL RELATIONS**

**Sub-area 3.1.    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 plan is in place to network, link, and partner with various agencies and groups at the local, national, regional, and international levels for mutual benefits and in 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. | |
| Sub-area 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 program 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 appropriate mechanisms to ensure their effectivity and the same should be evaluated.

**Guide Questions:**
- Are there existing grants/projects/MOU's/MOA's such as research collaboration, conference partnership, or human resource development initiative with the government, non-government, or other academic institutions, whether local or international?
- What steps are taken to select the institutions, associations, organizations, 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? (e.g., faculty immersion, faculty development, research collaboration, practicum/internship, curriculum development)
- What benefits so far have the institution derived from collaboration, partnerships, and linkages?
- How often are the MOUs/MOAs reviewed? Who is 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? Who is involved in establishing linkages and partnerships?
- What can the external partners benefit from this?

**Supporting Evidence:**

- Networking plan
  - Written policies, guidelines, and process related to the establishment of linkages and partnerships
- Structure
  - Office in charge of external relations, tasks, and functions
  - Support provided by the institution for external relations activities
  - Minutes of meetings of concerned offices
- Agreements
  - Notarized MOUs/MOAs
  - Sources of financial grants, and other financial gains generated by the partnerships
  - List of Practicum / Internship Companies per AY (for the last 3 years)
  - Certificate of Membership of Faculty Members to Professional Organizations
  - Participation or Involvement of Administrators and Faculty Members to Professional Organization Activities
  - Faculty Immersion Program
  - Curriculum Development and Review Process
  - Curriculum Workshop Documentations
- Evaluation
  - Surveys measuring the effectiveness and benefits of the partnerships/linkages/networks
  - Evaluation and assessment data on linkages, networks, and similar activities
  - Awards, citations, recognition granted to the institution as a valued partner

**Sub-area 3.2.     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 that is aligned to its vision, mission, and goals. | |
| 2.     Community engagement and service activities are implemented to provide benefits and promote the development of its 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 structure with adequate resources is in place to support community engagement and service activities. | |
| 5.     Community engagement and service activities are systematically monitored and evaluated against established criteria. | |
| Sub-area Average Rating | |

**Explanation:**
An educational institution exists not only to perform the functions of teaching, learning, and research but also 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 at large to establish and sustain constructive and productive collaboration with them. The goal of such collaboration is to bring about a mutually beneficial exchange of knowledge and resources within the context of partnership and reciprocity. Community service and engagement cover such activities as community outreach, consultancy, and other kinds of professional services.

**Guide Questions:**
- How does the institution come up with a strategic plan on community engagement and service?
- 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?
- What competencies are utilized in the various community engagement and service activities?
- What are/were the regular projects or initiatives to help the communities/groups in need?

- 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 concerned sectors?
- What benefits are derived from the 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 engagement plan
  - Community service and engagement plans, policies, guidelines, projects, etc.
- Activities and beneficiaries
  - List of adopted communities, service recipients, beneficiaries, etc.
  - Memorandum of Understanding (MOU)/Agreement (MOA)
- Faculty Engagement
  - List of Researches Conducted by Students and Faculty Members related to community engagement and services
  - Documentation on Faculty Community Service
- Structure and support
  - Job descriptions of individuals overseeing community service and engagement activities, if applicable
  - List of resources and facilities in support of community engagement and service
- Evaluation
  - Community/client surveys (performance feedback documents)
  - Community engagement and service assessment/evaluation tool/s

**Area 4.     RESEARCH**

**Sub-area 4.1.     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 such as deloading, honoraria, financial support, etc. | |
| 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. | |
| **Sub-area Average Rating** | |

**Explanation:**
The institution has a research program that produces various types of research outputs that are aligned with the vision and mission and address local and national development needs. The research program is supported by a robust structure with 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 are research activities aligned with the research agenda?
- 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?
- How are research grants classified and what the specific provisions under each?
- What are the incentives, rewards, and benefits given to faculty and staff who conduct research activities?
- 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?
- How are conference activities monitored and assessed for improvement?
- Are the research papers presented in reputable peer-reviewed/refereed national, regional, and international conferences?
- Are the research papers published in reputable peer-reviewed/refereed national, regional, and international journals?

**Supporting Evidence:**

- Research Agenda
  - Research agenda and plan
- Research program
  - Research manual including the related policies and guidelines
- Structure
  - Research office and staff
- Budget
  - Research budget and support
- Incentives
  - Faculty Manual
- Linkages
  - List of relevant institutions and organizations with established research partnership and collaboration
- Assessment
  - List of research activities and completed in recent five years
  - List of conferences, symposiums, fora participated in recent five years
  - Institutional research journal
  - Evaluation results on research activities

**Sub-area 4.2.     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 the protection of intellectual property rights of the faculty and the institutional research outputs is in place. | |
| 2.  The management of the intellectual property is regularly assessed for<br>3.  improvement. | |
| 4.  Policies and guidelines on the ethical conduct of research and publication are<br>5.  established. | |
| 6.  An ethics committee is constituted to ensure that policies and guidelines on<br>7.  intellectual property rights and ethics in research are enforced. | |
| **Sub-area 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:**
- Is there a system with defined policies and guidelines to protect the intellectual property rights of the researcher and the institution?
- 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?
- How were the policies and guidelines established?
- What are the forms of support provided by the administration to the IPR/Ethics initiative and committee?
- Are data privacy concerns covered in the policies and guidelines about research?

**Supporting Evidence:**

- Intellectual Property Rights
  - Policies and Guidelines on Intellectual Property Rights and Ethics
- Management
  - Minutes of Meetings related to IPR and Ethics
  - Research records (e.g., proposal, outputs, reports, forms, research agreement/contract)
  - Research publications
  - Copyrights, patents, and trademarks
- Ethics
  - Code of Ethics on Research
- Structure
  - Composition, members, and organizational structure of the IPR and Ethics Committee
  - Activities of the IPR and Ethics Committee in recent years
  - Support provided to the IPR and Ethics committee

**Area 5.    RESULTS**

**Sub-area 5.1.    Educational Results**

**Standard 20.**
**The educational process results include the achievement of the expected learning outcomes, pass rates, and dropout rates, the average time to graduate, employability of graduates, pass rates of graduates in board examinations of board-related program offerings, and 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 regular improvement. | |
| 2.    The pass and dropout rates for all programs and courses are identified, monitored and assessed for strategy formulation and interventions. | |
| 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 satisfaction levels and feedback of key stakeholders on the quality of graduates are established, monitored, and assessed for improvements of the program and course learning outcomes. | |
| Sub-area 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 important 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 dropout rates, the average time to graduate, the employability of graduates, and the satisfaction levels of key stakeholders on graduates. The information is gathered, analyzed, and used to make improvements in the programs, in their delivery, and the quality assurance system of the institution.

**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 level are achieved when students graduate?
* If the results of the pass and dropout rates are unsatisfactory, what measures have been undertaken to improve the same?
* How satisfactory are the graduation rates per course offerings? What measures have been undertaken when graduation rates are low?

- What studies have been made regarding dropouts and how have the results been used to improve the sustainability of the programs?
- 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:**

- Learning Outcomes
  - Reports on the regular review of the institutional, program, and course learning outcomes
- Reports
  - Performance reports (e.g., failure rates, drop-out rates, attrition rates, graduation rates)
- Employability
  - Tracer studies of graduates
  - Employment surveys and statistics
  - Graduates, alumni, and employer surveys
  - Awards and recognitions of students
  - Notable alumni
- Stakeholders
  - Stakeholders' satisfaction results
  - Stakeholders' feedback

**Sub-area 5.2.    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 and alignment with the institution's mission and vision. | |
| 2.    The societal impact and achievements of these activities are identified, monitored and assessed for improvement. | |
| 3.    The engagement impact on the institution, faculty, staff, and students is identified, monitored, and assessed to guide further improvement of the community engagement plan and activities. | |
| 4.    The impact on the beneficiaries of these activities and other stakeholders are identified, monitored, and assessed to further improve the community engagement plan and research agenda. | |
| Sub-area Average Rating | |

**Explanation:**
The outcomes of community engagement and service activities should produce results that have a positive and significant impact on 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 that are being carried out by the institution, department, faculty, staff, and students?
- What criteria are 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?

**Supporting Evidence:**

- Plans and activities
  - Strategic plans and goals on community engagement and service
  - List and documentation of community engagement and service activities

- Societal Impact
  - Performance and post-evaluation reports on community engagement and service activities
- Impact on institution
  - Faculty and staff feedback
  - Students reports and feedback
  - Minutes of Meetings related to community engagement and service
- Impact on Beneficiaries
  - Community reports and feedback
  - Partners and stakeholder's feedback
  - Analysis, Evaluation, Recommendations on past and ongoing community projects and activities

**Sub-area 5.3.    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 is documented, monitored, and assessed for improvement and alignment with the mission and vision of the institution. | |
| 2.    The nature and number of research activities and outputs of research teams and students are documented, monitored, and assessed for improvement and alignment with the mission and vision of the institution. | |
| 3.    The nature and number of research publications are documented, monitored and assessed for improvement. | |
| 4.    The nature and number of successfully registered intellectual properties 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 impact of research outputs on the community engagement activities and partner community is identified, monitored, and assessed to guide further improvement of the research agenda and community engagement plan. | |
| 7.    Research outputs are used to enhance teaching and learning. | |
| 8.    The satisfaction of the stakeholders in research activities and outputs is determined to guide further the development of research and publications in the institution. | |
| Sub-area Average Rating | |

**Explanation:**
Research activities of the institution 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 that are being carried out by the institution, faculty, staff research teams, and students?
- What criteria are used in selecting these types of research activities?
- Are the activities aligned with the research agenda of the institution?
- What is the nature and number of research publications?
- How are research outputs monitored and assessed for improvement?

- What are the impacts of these research outputs to partner communities and community engagement activities of the institution?
- How is research output applied to teaching and learning?
- Are there applications/registration on copyrights, trademarks, and patents?
- What impact have these activities have on society, the target beneficiary of the research, the institution, and the research proponents?

**Supporting Evidence:**

- Research Output
  - List and statistics of research outputs by faculty and students
- Research Activities
  - Performance reports on research activities and outputs of the institution
- Publications
  - List and statistics of research publications
- Intellectual Property
  - Application and Registration of copyrights, trademarks, and patents
- Impact
  - Publications and citations
- Impact on community engagements
  - Research agenda
  - Research funds and related resources
  - Research outputs with impact on the community
- Teaching
  - Course syllabi showing the use of research outputs
- Stakeholders
  - Reviews, analysis, and evaluation of the research project in terms of impact and relevance
  - Feedback from stakeholders on research outputs

**STATISTICAL SUMMARY OF RATINGS**

| Statistical Summary of Ratings | Ratings (in two decimal places) |
|---|---|
| **Area 1. Resource Management** | |
| Sub-area 1.1 Faculty Resource | |
| Sub-area 1.2 Program Administration Resource | |
| Sub-area 1.3 Physical Facilities and Learning Resources | |
| **Area 1 Average Rating** | |
| **Area 2. Teaching-Learning** | |
| Sub-area 2.1 Curricular Programs | |
| Sub-area 2.2 Teaching and Learning Methods | |
| Sub-area 2.3 Assessment Methods | |
| **Area 2 Average Rating** | |
| **Area 3. External Relations** | |
| Sub-area 3.1 Networks, Linkages, and Partnerships | |
| Sub-area 3.2 Community Engagement and Service | |
| **Area 3 Average Rating** | |
| **Area 4. Research** | |
| Sub-area 4.1 Research Management and Collaboration | |
| Sub-area 4.2 Intellectual Property Rights and Ethics in Research | |
| **Area 4 Average Rating** | |
| **Area 5. Results** | |
| Sub-area 5.1 Educational Results | |
| Sub-area 5.2 Community Engagement and Service Results | |
| Sub-area 5.3 Research Results | |
| **Area 5 Average Rating** | |
| | |
| **Overall Average Rating** | |