



Philippine Accrediting Association
of Schools, Colleges and
Universities

2021
GUIDELINES
FOR
SURVEY TEAM

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THE SURVEY TEAM

The evaluation process is devised and used by people in the academe for making responsible professional judgments about the effectiveness of educational institutions, in terms of each institution's stated purposes and objectives. The team is asked to exercise its collective judgment to assess an institution's clarity of purpose, organization of resources and educational effectiveness.

Guidelines for the Selection of Survey Team Members

Each Commission prepares the initial team line-up for all scheduled visits based on the schedule of survey visits for the year and the list of accreditors provided by the PAASCU Secretariat. The initial team line-up is submitted to the Executive Director for final action.

In the selection of the survey team members, the Commission should be guided by the following:

1. Expertise required of the survey team Chairperson and members considering the area(s) assigned to them
2. Type of institution and programs to be visited which determines the level of complexity of the survey visit

For example, it may be best to assign experienced survey team Chairpersons and accreditors to institutions seeking accreditation for multiple programs.

3. Conflict of interest considerations that may influence the decisions of the survey team

Any indication of a possible conflict of interest should be immediately communicated to the Executive Director. Below are examples of what may be considered a conflict of interest:

- being a graduate or former employee of the institution
- serving as a consultant in the institution within the past five years
- having immediate relatives working in the institution

- having strong biases about the institution
4. As best as possible, an accreditor should not be assigned as survey team Chairperson in the same institution more than two times

Upon approval of the team line-up by the Executive Director, the Secretariat will contact the survey team members for confirmation of their availability for the survey. If any member of the survey team is not available for a visit, the Executive Director will look for an alternative. All team members will be requested to sign a Non-Disclosure and Confidentiality Agreement, and the Code of Conduct and Policy on Conflict of Interest.

The Secretariat will also provide the survey team line-up to the Commission Chairperson and the institution scheduled for a survey visit. In the event an institution requests a change in line-up for valid reasons, the Executive Director will be responsible for finding a suitable replacement.

The survey team will be accompanied by a PAASCU representative during a survey visit. The PAASCU representative will be assigned by the Executive Director.

Role and Responsibilities of the Survey Team Chairperson

The leadership role of the survey team Chairperson is instrumental in the effectiveness and efficiency of the accreditation process. The Chairperson takes the lead in the conduct of an onsite or virtual educational audit, the results of which will guide the institution towards the improvement of its educational effectiveness. The results of the survey will also provide the Board of Trustees with a sound basis upon which to decide the accreditation status of the institution. Throughout the survey visit, the Chairperson is expected to conduct himself or herself professionally and ethically. He or she must always keep in mind the institution's unique vision, mission, goals, and context in the conduct of the different verification activities.

The Chairperson is the official spokesperson of the team throughout the visit and his or her primary responsibilities include the following:

1. Preparations before the scheduled survey visit:

At least two months before a scheduled onsite survey visit, the Chairperson should have received the following:

- a. a complete copy of the institution's self-survey report which includes a section on its philosophy and objectives
In the case of a formal survey or re-survey, the self-survey report includes the actions taken by the institution in response to the recommendations made by the previous survey team in the different areas.
- b. accreditation history of the institution
- c. organizational chart
- d. faculty profile
- e. enrolment figures
- f. copies of the relevant materials and documents containing important information about the institution: catalog, prospectus, brochures, manuals, handbooks, student publications
- g. copy of the previous Chairperson's Report
- h. the survey team line-up

The Chairperson must get in touch with the PAASCU Secretariat if these materials are not received two months before a scheduled survey visit.

The Chairperson should provide the PAASCU Secretariat the itinerary of the scheduled visit so that the school may be informed about this.

2. Reviewing and analyzing of the institution's Self-Survey Report;

The Chairperson is expected to go over the entire self-survey report of the institution without sacrificing an in-depth study of the specific area assigned to him or her. The self-survey

report serves as the primary source of information and basis for the verification activities throughout the survey visit.

Notations may be made on the copy of the report but these must be removed at the end of the survey visit.

3. Conducting the orientation meeting at the start of the survey visit;

The purpose of the meeting is to give the whole team a clear picture of the expectations and to explain the required output from the visit. It is important to emphasize to the survey team members the need for approaching the work through the lens of the institution's unique vision and mission and to remain focused on helping the school achieve its goals and fulfill its mission.

4. Conducting the progress report session;
5. Conducting the wrap-up session;
6. Conducting the closing meeting with the school management;
7. Writing the Chairperson's report;

When a consensus has been reached on the accreditation status of the institution, the Chairperson consolidates the various area reports and prepares the Chairperson's report. This report serves as a summary of the visit and is presented to the Commission for endorsement of approval to the Board of Trustees the accreditation status of the institution.

The Chairperson is expected to submit the Chairperson's Report at most three weeks to the PAASCU Secretariat. Upon submission to the PAASCU Secretariat, the report is forwarded to the respective Commissions where the report is reviewed before the presentation to the PAASCU Board of Trustees for final action.

8. Coordinating the work of the survey team members and ensure that the team is working collaboratively at all times;
9. Guiding members of the survey team, especially the inexperienced ones;
10. Taking over a particular area in case of an emergency.

Role and Responsibilities of the Survey Team Members

The Survey Team is expected to work collaboratively towards arriving at a collective assessment of an institution's clarity of purpose, organization of resources, and educational effectiveness. Each member of the survey team is expected to contribute significantly to this undertaking. Throughout the survey visit, the members are expected to conduct themselves professionally and ethically. They must always be mindful of the institution's unique vision, mission, goals, and context in the conduct of the different verification activities.

The serious and enormous effort that the institution has put into the self-survey process and report deserves an equally serious response from each member of the survey team. The primary responsibilities of each member include the following:

1. Preparations before the scheduled survey visit

At least two months before a scheduled survey visit, each member of the survey team should have received the following:

- a. the institution's self-survey report in the case of a re-survey, the self-survey report includes the actions taken by the institution or program in response to the recommendations made by the previous survey team for the particular area(s)
- b. copies of the relevant materials and documents containing important information about the institution: catalog, prospectus, brochures, manuals, handbooks, publications
- c. the survey team line-up

A survey team member who does not receive these materials two months before a scheduled survey visit must get in touch with the PAASCU Secretariat.

2. Reviewing and analyzing of the institution's self-survey report

Each member of the survey team is expected to go over the institution's self-survey report to become familiar with the specific features in the assigned area. The report serves as the primary source of information and basis for the verification activities throughout the survey visit. Notations may be made on the copy of the report but these must be removed at the end of the visit.

3. Writing the Area Report

The area report contains the following: action taken on the recommendations made by the previous survey team (for formal and re-survey visits), best features, recommendations, and numerical ratings (for formal and re-survey visits).

THE SURVEY VISIT

Typical Schedule for an On-site Survey Visit

	DAY 1	DAY 2	DAY 3
MORNING	Arrival at the institution Orientation Meeting Individual and group interviews Classroom observations Inspection of Facilities Study of Exhibits Other verification activities	Individual and group interviews Classroom observations Inspection of Facilities Study of Exhibits Other verification activities Visit the partner community or extension area	Departure from the institution
LUNCHBREAK			
AFTERNOON	Individual Interviews Classroom Observations Inspections of Facilities Study of Exhibits Other verification activities Progress report session	Final verification Activities Report writing Wrap-up Session Closing meeting with school management Final meeting of the Survey Team	

Activities During a Survey Visit

The following verification activities are usually carried out by a Survey Team during a Survey Visit.

Orientation Meeting	Class Observations
Interviews	Meeting with Students
Meeting with Faculty Members	*Meeting with Parents and Alumni
Inspection of Facilities	Visit the Partner Community
Perusal of Documents and Exhibits	Progress Report Session
Writing of Reports	Wrap-up Session
Closing Meeting with School Management	Final Meeting of Survey Team

**Conducted during visits involving the Elementary, Secondary, and Basic Education programs.*

Orientation Meeting

The orientation meeting sets the tone for the work that is to be accomplished by the survey team throughout the two-day visit. This meeting is managed by the Survey Team Chairperson and the following are carried out:

- a. Each member of the survey team is introduced along with his or her area assignment.
- b. An overview of the work is provided including the deliverables that need to be accomplished by the end of the visit. It will be mentioned that by the end of the visit, the survey team will arrive at a consensus on the recommendation the team will make regarding the

accreditation status of the institution or program.

- c. Everyone is reminded that the task is a collaborative effort and all members must share in the responsibility, maximize resources, and support as well as question one another. The members of the team are enjoined to collaborate in the accomplishment of the different tasks.
- d. Information about the institution and the program being visited are provided including the accreditation history of the institution or program, faculty and student profile, performance in licensure examinations, and other important facts.
- e. The members report to the group their initial findings in the areas assigned to them based on their study of the self-survey report in their respective areas.
- f. The schedule throughout the visit is agreed upon particularly the time for faculty and student meetings, meeting with parents and alumni (in the case of Basic Education), progress report session, the wrap-up session, the post-accreditation meeting with key school administrators and personnel, and other activities involving the whole team.

After team meetings have been scheduled, the members of the survey team proceed to schedule their verification activities including the review of documents and exhibits as well as inspection of facilities.

- g. The members peruse the orientation kit provided by the institution.
- h. Forms to be completed are distributed by the PAASCU representative.
- i. The Chairperson provides reminders on procedures to be followed, including the individual responsibilities of the team members. The survey team members are also reminded to take down notes throughout the survey visit because of the area report that each one must prepare by the end of the visit.
- j. The Chairperson provides reminders on policies to be observed including the use of mobile phones and laptops. These gadgets should not be used during interviews, meetings, and class observations.
- k. The Chairperson provides reminders about data privacy considerations and of the confidential nature of the accreditation process.

Class Observations

Classes to be observed by the survey team are pre-assigned by the PAASCU Secretariat before the survey visit. These are indicated in the schedule sheet provided to each team member during the orientation meeting.

The following must be noted:

- a. While observing classes, survey team must focus on what is going on inside the classroom (subject content, teaching strategies, the interaction between faculty and students as well as among students, etc.). Observations are to be noted in the Classroom Observation Instrument (the Teaching-Learning Instrument).
- b. The alignment between what is going on in the class and the provisions in the syllabus should be verified. In practice, the relevant syllabus is made available to the survey team during the class observation.
- c. The survey team should aim to observe the classes of a representative number of faculty members of the institution or program being surveyed.
- d. In case a survey team member goes to a class where an examination is taking place, another class may be observed. The survey team members must coordinate with the PAASCU representative in the selection of another class to be observed.

Interviews

Individual and group interviews are beneficial in helping the survey team gain a better understanding of the contents of the self-survey report.

The following must be noted in the conduct of individual and group interviews:

- a. While individual interviews may be scheduled, group interviews are encouraged.
- b. All key administrators must be interviewed especially those who participated in preparing for the survey visit. The survey team should strive to interview as many members of the school community as possible to obtain a good view of the institution or program.
- c. The list of administrators and other school personnel as well as their preferred schedules for interviews may be found in the orientation kit. As much as possible, the interviews should be conducted according to the preferred schedules provided by the institution or program, in consideration of the personnel's usual work schedule even while the survey visit is taking place.
- d. The survey team members may schedule the interviews with the administrators and personnel concerned through the appointment slips that are available at the PAASCU Headquarters.

Meeting with Students

A one-hour meeting with students is held during the survey visit and is usually scheduled on Day 2 of the visit.

The following must be noted:

- a. Students present in the meeting or conference should represent a cross-section of all levels of the institution or programs under survey.
- b. About 30 students are considered a representative group, although, in institutions with larger enrollments, a bigger number of students may be considered. It would help if the students are seated by grade or year level or by program. Student leaders can be interviewed separately as a group to allow the other students to express their thoughts during the session.
- c. In cases where the school enrolment is very large or where there are multiple surveys, the survey team may be divided into two or more sets. One set is normally assigned to the common areas, i.e., Community Involvement (External Relations), Library, Facilities (Resource Management), Student Services, and Administration (Leadership and Governance). Those assigned to the common areas may transfer from one group to the other after asking their questions or may request the other survey team members to ask questions on their behalf.
- d. To maximize the allotted time for the meeting, each member of the survey team should ask only one or two questions. All survey team members should have an opportunity to ask questions. If there is time left after all survey team members have asked their questions, any member may be given the chance to ask additional questions.
- e. Usually, the Chairperson facilitates the meeting, although, he or she may choose to delegate such task to a survey team member (e.g. survey team member assigned to the area of Student Services or Students).
- f. At the start of the session, the Chairperson introduces the members of the Survey Team or asks the members to introduce themselves along with their area assignments.
- g. It is helpful for the Chairperson to conduct a scan of the participants in the session through a show of hands indicating the grade or year levels or programs the students belong to or membership in the Student Council or involvement in the preparation of the self-survey report.
- h. The Chairperson informs the students briefly about the following: the purpose of the session, the type of accreditation visit being

conducted, the programs being evaluated, and other pertinent matters.

The Chairperson also emphasizes the confidential nature of the dialogue.

- i. Private discussions or conversations between or among the members should be avoided while the meeting is ongoing.

Meeting with Faculty Members

A one-hour meeting with faculty members is held during the survey visit and is usually scheduled on Day 2 of the visit.

The following must be noted:

- a. The faculty members who are selected to participate in the meeting should represent a cross-section of the faculty of the institution or programs under survey. As much as possible, part-time faculty members should be represented in the dialogue.
- b. In cases of multiple surveys and very large faculty groups, the survey team may decide to divide the faculty according to their specific programs. Survey Team members assigned to the specific areas of Faculty (Human Resource), Curriculum and Instruction (Teaching-Learning), and Laboratories (Resource Management) are normally the mainstays during the dialogues. Those assigned to the common areas may move from one group to the other after asking their questions or may request the other members to ask questions on their behalf.
- c. To maximize the allotted time, each member of the survey team should ask only one or two questions. All survey team members should have an opportunity to ask questions. If there is time left after all survey team members have asked their questions, any member may be given the chance to ask other questions.
- d. Usually, the Survey Team Chairperson facilitates the meeting, although, he or she may choose to delegate such task to a survey team member (e.g. Survey Team member assigned to the area of Faculty).
- e. At the start of the session, the Chairperson introduces the members of the survey team or asks the members to introduce themselves along with their area assignments.
- f. It is helpful for the Chairperson to conduct a scan of the participants in the session through a show of hands indicating their status as part-time and full-time faculty members, the subject areas or programs they belong to, or their involvement in the preparation of the self-survey report.

- g. The Chairperson informs the faculty members briefly about the following: the purpose of the session, the type of accreditation visit being conducted, the programs being evaluated, and other pertinent matters.
The Chairperson also emphasizes the confidential nature of the dialogue.
- h. Personal issues and concerns of faculty members or sensitive topics such as matters concerning the labor union should be avoided.
- i. Private discussions or conversations between or among the members of the Survey Team should be avoided while the meeting is ongoing.
- j. Administrators and supervisors should not be present during the dialogue to allow faculty members to freely express their opinions and sentiments regarding the various areas being assessed by the survey team members without fear of reprisal. If an administrator is present, the Chairperson should courteously and respectfully inform the individual concerned that no administrator should be present during the session.

Meeting with Parents and Alumni (for Basic Education Visit)

- a. The officers of the parents association and alumni association are usually invited to this meeting. The school also extends the invitation to other parents and alumni to reach a good number of participants. Parents and alumni who are currently connected with the school (e.g. Parents at the same faculty of the school) are not included in this meeting.
- b. To maximize the allotted time, each member of the survey team should ask only one or two questions. All survey team members should have an opportunity to ask questions. If there is time left after all survey team members have asked their questions, any member may be given the chance to ask other questions.
- c. Usually, the survey team Chairperson facilitates the meeting, although, he or she may choose to delegate such task to survey team member.
- d. At the start of the session, the Chairperson introduces the members of the survey team or asks the members to introduce themselves along with their area assignments.
- e. The Chairperson informs the parents and alumni briefly about the following: the purpose of the session, the type of accreditation visit being conducted, the programs being evaluated, and other pertinent matters.

The Chairperson also emphasizes the confidential nature of the dialogue.

- f. Private discussions or conversations between or among the members should be avoided while the meeting is ongoing.

Inspection of Facilities

The survey team members are expected to physically visit the different facilities of the institution to obtain a better understanding of these resources.

Visit the Partner Community

The survey team member in charge of the Community Involvement (School and Community or External Relations) is expected to visit the partner community or extension area to have a better understanding of the relationship between the school and the partner community. The institution provides transportation for visits to the community extension areas. The person in charge of the program also accompanies the survey team member assigned to the area during the site visit.

Perusal of Documents and Exhibits

Documents presented as evidence such as the institutional development plan, faculty development program, annual reports, minutes of meetings, course syllabi, examinations, theses, professional licenses of faculty members and staff, and other records are usually available at the PAASCU room set up by the school.

The following must be noted:

- a. The unavailability of certain documents in the PAASCU room must be ascertained before asking for these from the institution. Such documents as well as those which are confidential may be requested from the office concerned through the PAASCU representative.
- b. No survey team member may bring home any document after the survey visit or copy the same in whatever form.

Progress Report Session

A progress report session is normally scheduled at the end of Day 1 of the visit to enable the survey team to assess the general direction of the activity especially if there appear to be major areas of concern. Typically, the session is completed within an hour. The following must be noted:

- a. Clarifications, problem areas, as well as critical observations are shared during this session. The session provides the opportunity

for the survey team members to validate or clarify individual findings with the other members.

- b. Initial judgment on the action taken by the school on the recommendations given during the previous survey visit may be presented by the survey team members during the session.
- c. Tentative best features and recommendations may already be shared with the group to facilitate an objective and common agreement on the accreditation status of the institution or program.

It must be emphasized that all the findings reported during the progress report session are tentative at this point and can still be changed after the verification activities scheduled on Day 2.

Writing of Reports

The survey team members write their respective reports usually after the lunch break on Day 2. The Chairperson may have to assist new survey team members on how best to write the area reports.

All reports are finalized in the PAASCU Headquarters. No survey team member should leave the institution without submitting the area report to the PAASCU representative.

Wrap-up Session

The wrap-up session is the final evaluation session where the survey team decides on the recommendation that will be made to the respective Commissions and Board of Trustees regarding the accreditation status of the institution. PAASCU judges an institution not by comparison with other institutions but by the degree to which each institution's avowed goals are achieved and in compliance with the PAASCU Standards.

The session is chaired by the survey team Chairperson. In this session, each member makes a report to the team on the following:

- a. The action that was taken on the recommendations of the previous survey visit (for formal and resurvey visits)
- b. Best Features
- c. Recommendations
- d. Numerical Area Ratings (for formal and resurvey visits)

There should not be any contradictions between the Best Features and Recommendations across the different areas. The area rating should also depict the Best Features and Recommendations.

The following must be noted:

- a. Shortly before the wrap-up session, the PAASCU representative provides the survey team the average of the numerical ratings obtained from the Classroom Observation (Teaching-Learning)

forms accomplished by the team members. This is normally compared to the area ratings given by the survey team member assigned to the Faculty (Human Resource) and Curriculum and Instruction (Teaching-Learning) areas.

- b. The PAASCU representative shows the area ratings to the entire survey team as these are reported by each member. The survey team reviews the complete set of ratings before deciding on the accreditation status of the institution or program that will be submitted to the respective Commission and the Board of Trustees. The summary of ratings is appended to the Chairperson's Report.
- c. The reporting must be concise and direct to the point. The reports should be based on factual data, verified during the visit. The area reports can still be revised after the presentation of all area reports.
- d. The survey team members may comment, give suggestions, or even contest the findings of other members. These are to be taken positively in the spirit of obtaining a fair and objective assessment of each area. The Chairperson should allow discussions until a consensus is achieved.
- e. At the end of the wrap-up session, the survey team takes a formal vote on the recommendation that will be made to the respective Commission and the Board of Trustees regarding the accreditation status of the institution. The chair will present the revised guidelines for granting re-accreditation before the formal vote on the recommendation. The recommendation will be reviewed by the assigned Commission before this is forwarded to the Board of Trustees.
- f. All members of the survey team should affix their signature on the approval sheet that contains the team's recommendation on the accreditation status of the institution or program. In cases where the recommendation is to defer accreditation, the reason for the recommendation should be stated in the approval sheet.
- g. As soon as the wrap-up session is over, the Chairperson should request the PAASCU representative to secure all area reports and evaluation sheets.

Computers of the institution used in preparing the reports should be checked to ensure that nothing is left in the hard drive.
- h. No information about the decision of the survey team or any matter related to the survey visit may be communicated to any member of the school community even after the team has left the institution.

Closing Meeting with School Management

The closing meeting between the PAASCU survey team and key administrators of the institution or program serves the following purposes:

- a. Formally bring to a close the survey visit by providing feedback on the outcomes of the visit
- b. Provide the survey team a final opportunity to verify or obtain information
- c. Allow the survey team to formally thank the school community for their hospitality and provide a positive end to the visit

During the meeting, the Chairperson will present the team's findings without pre-empting formal endorsement by the respective Commission and approval by the PAASCU Board of Trustees of the decision on the accreditation status of the school. The presentation will cover the major findings made by the survey team on the school's strengths as well as areas for improvement based on the quality assurance evaluation that was conducted. The focus will be on those areas for improvement that the school can immediately act on.

The participants from the school will mainly be the top administration of the school and the program visited including the team who prepared for the visit.

The meeting should not go beyond 30 minutes. The meeting is held after the wrap-up session on Day 2 of the visit.

The following guidelines apply in the conduct of the meeting:

1. The survey team Chairperson presides over the meeting although some roles during the session may be delegated to the survey team members.

The Chairperson should strive to maintain a cordial and non-threatening atmosphere throughout the meeting.

2. The session begins with a prayer to be led by a member of the survey team.

After the opening prayer, the Chairperson will introduce the names and areas of the members while the head of school will introduce the names and positions of the representatives from the school.

3. At the start of the session, the Chairperson states the purpose of the presentation. The presentation will include a summary of the team's preliminary findings and conclusions. The Chairperson will state that the final decision on the accreditation status of the school cannot be provided until all material is organized, reviewed by the respective Commission, and approved by the Board of Trustees.

4. The Chairperson should emphasize that the presentation is neither final nor comprehensive. The session aims to provide initial feedback to the school on the outcomes of the quality assurance process so that the school can begin working on some recommendations even while waiting for the official results of the survey visit. The recommendations should be based on evidence and thus, beyond reproach.

5. The presentation should include both strengths and areas for improvement. The report should be balanced and should not give the impression that no problems were found.

The presentation should be consistent with the Area Reports, however, these should not be lifted verbatim.

6. In case members of the institution or program question or challenge any point raised during the presentation of findings, the Chairperson should allow some time for the person to present the point and respond to it by presenting the evidence that supports the finding.

Efforts should be exerted to avoid sounding defensive when providing the basis for an observation that is being challenged by the school or to prolong the discussion.

7. At the end of the session, the designated spokesperson of the institution may be invited to render a concluding message.

The Chairperson then expresses appreciation to the school community and ends with a closing prayer.

Final Meeting of Survey Team

The survey team holds a final meeting to resolve any issues that may have surfaced during the closing meeting with the school management.

THE SURVEY REPORT

The Survey Report summarizes the findings of the survey team during the survey visit. The way the report is written has a great influence on the morale and future progress of an institution or program.

The report should help the institution identify solutions to the problems and challenges that have been identified rather than prescribe specific ways of solving these. The report should provide valuable insights that can help the institution in addressing the factors affecting the quality of the educational program.

Contents of the Survey Report

The Survey Report includes the Chairperson's report and the Area Reports of the members. The Chairperson's report is a summary of the survey visit. It should include the major findings and recommendations of the survey team to assist the respective Commission in making an informed recommendation to the Board of Trustees regarding the accreditation status of the institution or program.

The Chairperson's Report contains the following:

1. Introduction
 - a. Name of the institution and the program being visited with a brief description of the institution and the program
 - b. Type of survey visit (Preliminary Survey, Formal Survey, Re- survey, Interim Visit) and the dates of the visit
 - c. Statement on the number of members in the survey team
 - d. Brief description of accreditation activities
 - e. Brief background related to the survey visit

The survey of only a specific set of areas as in the case of a second survey visit to an institution within three years of formal survey must be indicated in the Introduction. Reports

for Consultancy and Interim Visits must also include the reason for such visits and the specific areas being evaluated.

2. Summary of Area Reports

This section presents a summary of the findings of the survey team. The highlights of the findings are presented by area in terms of best features and recommendations. It is not necessary to include all the recommendations in the Area Reports. It will suffice to indicate that “additional recommendations may be found in the summary of Area Reports” or “a detailed presentation of the findings is found in the Area Reports”.

3. Preparation of the Institutional Self-Survey

This part includes comments or remarks regarding how the institution accomplished the self-survey process. Comments on the preparation of the Self-Survey Report and exhibits as well as handling of the logistics related to the survey visit may also be included. These comments can help the institution prepare better for subsequent survey visits.

4. Recommendation of the Survey Team

The recommendation of the survey team on the accreditation status of the institution is indicated in this part of the report.

5. Conclusion and Signature of the Survey Team Chairperson

In the conclusion, words of appreciation for the institution are provided. The signature of the survey team Chairperson also appears in this section of the report.

The Area Reports are detailed reports per area covered during the Survey Visit. These reports include the following:

1. Action Taken on Recommendations of the Previous Survey Visit

The survey team members are expected to indicate in the Observation Summary form their judgment on the implementation of the recommendations made by the

previous survey team. Each member of the survey team is given this form during the Orientation Meeting.

The following guidelines must be observed:

- a. A recommendation from the previous survey team that is judged as **IMPLEMENTED** does not require any explanation.
 - b. A recommendation from the previous survey team that is judged as **PARTIALLY IMPLEMENTED** or **NOT IMPLEMENTED** but is being **REITERATED** requires a brief explanation. The explanation must indicate the aspect of the recommendation that has been implemented. The **ACTION TAKEN** is not the place to make new recommendations.
 - c. A recommendation from the previous survey team that is judged as **PARTIALLY IMPLEMENTED** or **NOT IMPLEMENTED** but is **NOT REITERATED** requires a reason for the non-reiteration.
 - d. In some instances, the non-reiteration is because the previous recommendation is no longer applicable. In such cases, the accreditor should state the follow-up action as **NOT IMPLEMENTED. NO LONGER APPLICABLE**. Alternatively, the following can be indicated: **NOT IMPLEMENTED. THE TEAM ACCEPTS THE EXPLANATION OF THE SCHOOL**.
2. **Area Rating**
Each survey team member is expected to compute the rating for the assigned area based on the findings from the survey visit.
 3. **Best Features**
Best Features are statements that convey the strengths of the institution or program, which makes it unique and different from other institutions or programs. These are aspects that are outstanding and not basic features that are expected of any educational institution or program. A

survey team member must strive to provide at least one best feature especially in cases where there does not seem to be any. The best features cited by the institution in the Self-Survey Report may serve as a reference.

4. Recommendations

Recommendations should be based on a careful assessment of the area being surveyed. The recommendations should help the institution address the factors affecting the quality of its programs and the effectiveness of its services.

The following guidelines for the formulation of recommendations apply:

- a. Recommendations should be stated clearly and concisely.
- b. Stating two or more different recommendations as one recommendation should be avoided.
- c. General recommendations whose implementation cannot be easily ascertained or validated should be avoided.
- d. Any doubt about an assertion should be verified before including it in the report.
- e. Costly recommendations should be avoided especially in the case of institutions with limited resources.
- f. Phrases such as “to review”, “to reconsider” or “to look into” should be avoided as these may not indicate the urgency of the recommendations.
- g. Recommendations that come from the institution’s Self-Survey report must be expressed as an endorsement of the institution’s recommendation.
- h. Recommendations of the previous survey team that are being reiterated must be grouped at the end of recommendations in the Area Report. This serves to distinguish between the recommendations from the previous survey team and the present survey team.

For preliminary surveys, the Area Reports contain only the Best Features and Recommendations. Recommendations need to be limited to those that the institution can accomplish until the formal survey visit, that is, within one year. No area ratings are given.

For Interim Visits, the report simply presents the extent to which the recommendations of the previous survey team in the specific areas have been acted upon. The number of recommendations that have been implemented, partially implemented, and not implemented is indicated in the report along with the corresponding percentages of these.

Characteristics of a Well-written Report

A well-written survey report has the following characteristics:

1. The report analyzes, interprets, gives perspective, provides a detached point of view, and presents the quality of the institution's achievement. Descriptions of what the institution is and does are minimal.
2. The report is objective, fair, and accurate. Unverified information is omitted rather than cited. Assumptions and unsupported generalizations are not made.
3. The area ratings, best features, and recommendations convey the same message throughout the report.
The best features are outstanding or commendable features of the institution or program and the recommendations are realistic. When the best feature or the recommendation appears in more than one area, the team should decide the best place for this.
4. There are no first-person statements. The impersonal approach is used.
5. The report provides a balanced analysis, recognizing accomplishments as well as problems. The focus is on matters of significance. Temporary and trivial issues are avoided.
6. The words 'evaluator' and 'evaluation' or similar words are used instead of 'inspector' and 'inspection'.

7. No references to individuals are made. Where necessary, the names of positions such as 'Guidance Counselor' or 'Dean' are used.
8. The language used in the report is beyond reproach and grammatically correct. Vague or ambiguous terms are avoided. The report is coherent and well-structured.

Pointers for Survey Team

1. Be more concerned with the totality of the area you are evaluating than with its various segments. While you will have to proceed mainly by analysis, thus dealing with the parts rather than the whole, do try to relate each part back to the larger context.
2. Remember that your objective is essentially to arrive at some in-depth conclusions and judgments. Do not be too distracted by surface matters and superficial concerns. Seek an answer to the question of how effectively this part of the total school program is carrying out the purposes of the school and meeting the needs of the students.
3. Keep the initiative in your hands at all times. This means that you should ask the questions and seek the information you feel you need, not just serve as a passive recipient of whatever information people wish to give you.
4. Avoid being briefed into exhaustion. When you feel you have sufficient information for your purposes on any one phase of the program, politely but firmly tell your respondent that one of the dangers always menacing a school evaluator is being inundated with a surplus of information.
5. Don't seek information indiscriminately, but rather in purposeful patterns. You will not have the time to absorb and observe everything that is afoot in the school. Hence, as you work into the school, try to determine what the major issues and concerns are. Then seek the specific information you will require to arrive at some substantial judgment on those pivotal matters.

6. Be alert to those cues and clues that can open wider perspectives for you on the school and your specific area. Track them down, check them out. Remember you are in quest of the major strengths and major weaknesses to provide you a solid foundation for your final conclusions. As those conclusions begin to form in your mind, search out the information that will shed more light on them.
7. Avoid too premature closure. Especially on the first day, keep your mind and your eyes and your ears open, absorbing rather than concluding. Then and only as the pieces begin to fall into pattern, move tentatively to some initial conclusions.
8. Listen carefully to what people tell you, but listen with the third ear. This means attempting to determine why people respond as they do, as well as noting what the response happens to be.
9. Don't take any crucial statements, written or spoken, at face value. Check it out by getting independent readings on it. The more perspectives you get on any matter, the closer you approach its hard core of reality.
10. When you reach final conclusions, be certain you have based them on a firm foundation of fact. If there is any doubt in your mind about an assertion you are going to include in your report, check it again. The greatest professional embarrassment that can befall you is to make a sweeping contention in your written report, only to find later that it is based on biased or erroneous information.

Protocol on the Evaluation and Approval of the Survey Reports and Accreditation Decisions

The following protocol should be observed as regards the evaluation and approval of the Survey Reports:

1. Upon submitting the Survey Report to the PAASCU Secretariat, the latter will submit the report to the appropriate Commission for evaluation during a scheduled meeting held for such purpose.
2. The Commission will evaluate the Survey Team Report. The Chairperson of the Survey Team will be called when the Commission will make a significant change in the report, particularly regarding the accreditation decision. A consensus on the change has to be arrived at among the Commission members and the Chairperson of the Survey Team.
3. The Commission will endorse the accreditation decision to the Board of Trustees for final approval.
4. PAASCU will submit the accreditation decision to FAAP for certification of the accreditation level.
5. The Secretariat will communicate the accreditation decision through a letter signed by the PAASCU President.
6. All questions, concerns, issues, complaints, or follow-up related to a survey visit must initially be referred to the PAASCU Secretariat.

GUIDELINES ON ACCREDITATION DECISIONS

FOR A FORMAL VISIT:

A program that passes the formal visit will be given an accreditation status for three years. The school will also become a full-fledged member of PAASCU. If the program does not pass, the accreditation will be on hold until it passes another visit.

FOR RESURVEY VISITS:

ACCREDITATION GRANTED

A program with a rating of 3.0 or higher in all areas is granted a reaccreditation status for five years.

ACCREDITATION GRANTED WITH INTERIM VISIT

The following are the causes of granting reaccreditation status with an interim visit:

1. A program that receives a rating of 3.0 in either the area of Faculty* or the area of Curriculum and Instruction**, or in both areas; or
2. When one to two areas, exclusive of the area of Faculty and/or the area of Curriculum and Instruction, is/are rated below 3.0.

The reaccreditation status will be granted for five years with an interim visit on the second year in the area/s of deficiency.

ACCREDITATION DEFERRED

The following are the causes why the accreditation of a program is deferred:

1. If either the area of Faculty or the area of Curriculum and Instruction is rated below 3.0;
2. In instances where three or more areas receive ratings lower than 3.0; or

3. In case an area is rated considerably poor (2.5 or lower).
The deferral of accreditation will be lifted once the institution addresses the reason for the deferral. If the reason for the deferral has not been addressed within five years, the program will lose its accreditation status.

*In the 2021 Survey Instrument, this refers to Standard 8 (Human Resources)

**In the 2021 Survey Instrument, this refers to Standards 11, 12, 13 (Curricular Programs, Teaching-Learning Methods, Assessment Methods), and Standard 20 (Educational Results)

THE VIRTUAL PROGRAM ACCREDITATION

The continued effective delivery of education at all levels is of paramount importance even during emergencies. In the case of the current pandemic, educational institutions have explored ways of responding positively to unusual circumstances by delivering courses in innovative and flexible ways suitable to the context of the institution as well as personnel, students, and other stakeholders. Efforts have been undertaken to ensure that the teaching-learning process continues effectively and any interruption in the process is minimized or prevented.

Likewise, PAASCU strives to support member schools in their journey towards quality improvement even during situations like this pandemic.

Virtual accreditation will be implemented until such time that the usual mode of face-to-face accreditation visit is possible. Guidelines are provided to help schools prepare for program accreditation during the current situation where operations are largely conducted on-line.

Depending on the situation, particularly government regulations on the conduct of classes and travel restrictions as well as the availability of accreditors, a blended approach can also be adopted. The process for this blended approach will have to be agreed upon by the school and PAASCU.

The following guidelines are provided to help schools prepare for program accreditation considering the current situation where operations are primarily conducted online, particularly when there are no face-to-face classes. With this, PAASCU will have to undertake virtual accreditation until such time that the usual mode of face-to-face accreditation visit is possible.

The guidelines are grouped based on the seven major steps in the accreditation process.

1. Application for Accreditation

A school that intends to have its programs accredited will have to write a letter of intent to apply, addressed to the Executive Director of PAASCU. Together with this letter are the completed documents that the school needs to submit to the PAASCU Secretariat (henceforth, the "Secretariat"). The documents are identified on the PAASCU website: www.paascu.org.ph.

Usually, the submission will be either online or delivered physically to the Secretariat. A virtual accreditation requires that this be done through a digital storage file, preferably Google Drive. The school will be responsible for ensuring that its digital capacity is sufficient to store all files it will submit. It is advised that the actual evidence is linked to the references about them for easy access. The submission, including the instructions on how to access the file, should be communicated to the Secretariat.

The Secretariat will then review the submitted files, and if found in order, will write the school to proceed with completing the survey instrument, the soft copy of which will be emailed to the school. During this time of online delivery of school services, a list of additional requirements will be requested to supplement the survey instrument. The review and confirmation of the school's eligibility to apply are usually completed within a month after submitting the letter of intent and the required documents.

If the school needs assistance on the application process, it may request an orientation from PAASCU, which will schedule the same. Before, the orientation is given in a face-to-face meeting agreed upon by the school and the Secretariat. With virtual program accreditation, this will be done using the Zoom virtual meeting platform provided by PAASCU.

2. The Self-Survey

The second step is a thorough, rigorous, and comprehensive self-assessment done by the school about its educational resources and effectiveness. Such self-assessment is a major undertaking that takes at least six months to complete. With the use of the self-survey instrument and the supplement, members of area committees appointed by the administration conduct a fair and objective analysis and evaluation of how well the school has achieved its mission-vision and objectives, and how it complies with PAASCU standards and requirements. For each area, a committee consisting of two groups is created. One group is tasked to do the analysis section, and the other group the evaluation section of the survey instrument. Stakeholder inclusion is a must in all committee groupings to ensure wider representation in the process.

The school's self-assessment is documented and presented in a self-survey report, which records and describes the salient features that surfaced from

the said evaluation. The report is supported by institutional materials used as evidence to substantiate the institution's claims and serve as the basis for evaluation during the Consultancy Visit.

In an on-site visit, materials are either made part of the self-survey report or presented as exhibits made accessible to the consultant during the visit. However, with a virtual accreditation visit, it is requested that these materials be converted to soft copies and be made accessible online. Again, it is advised that all evidence is linked to the references about them.

All submissions will be made through a digital storage file, preferably Google Drive, and instructions on how to access the files should be communicated to the Secretariat. These should be submitted two months before the consultancy visit.

A two-month period is prescribed to give the Team sufficient time to review the report and ask for additional materials from the school. This will also be the opportunity for the Team to be familiar with the courses contained in the school's Learning Management System. Each team member is given two weeks to identify the additional materials it will ask the school to submit, forward the same to the Chairperson who will submit a consolidated list to the Secretariat.

The Secretariat will then forward the request for additional materials to the school, which will be given two weeks to fulfill and upload the same in the digital storage file and inform the PAASCU Secretariat. It is to be noted that a month before the survey visit, the self-survey report, and the supporting materials are deemed sufficient to undertake the visit.

3. The Consultancy prior to Preliminary Visit

A school applying for a preliminary survey is not placed on the visit-ready list until PAASCU, through the relevant Commission, has assigned a consultant. The consultant will guide the preliminary visit preparations, including any improvement in the submitted self-survey report and supporting materials. The consultant will also determine the school's readiness and inform PAASCU of the school's earliest time to undertake the visit. A school can request a consultant after it has completed its self-survey.

4. The Preliminary Visit

In this step, a group of five to eight accreditors with expertise in the program or programs to be evaluated conduct the visit. Typically lasting two days and following PAASCU procedures, the Survey Team's evaluation (henceforth, Team) seeks to assess the school in light of the self-survey based on accreditation standards. The Team takes a general look at the school's situation, validates the self-survey report through interviews with the school's stakeholders, examines supporting materials, studies the recommendations presented in the self-survey report, cites what it finds to be the best features of the different areas, and makes recommendations of its own where necessary. Once the program is judged ready for a formal survey visit, it is granted "Candidate" status for a two-year period.

This visit is usually done on-site, and meetings are scheduled during the site visit. The meetings are conducted in plenary with all accreditors present, or by a group of accreditors or an individual accreditor. However, in conducting a virtual accreditation visit, the process will be done remotely using the Zoom meeting platform provided by PAASCU.

It is suggested that all meetings during the two-day visit will be conducted in plenary where all the accreditors and the persons to be interviewed are present. The survey team Chairperson will mainly facilitate the meetings, although this task can be delegated to the other team members. There may be instances; however, that the Team will decide to schedule concurrent sessions. For those meetings, the Chairperson will assign the facilitators. A 10 or 15-minute private discussion of the team will follow each meeting to highlight key points discussed and plan for the succeeding meeting. This will also be the time to allow the new set of interviewees to enter the virtual meeting room.

Moreover, classes will be observed virtually, and a virtual tour of key facilities will also be conducted.

The agenda for the two-day visit, which includes persons to be interviewed, and the plan for the live walk-through tour if any will be finalized by the Team and submitted to the Secretariat. The Secretariat will then forward these to the school one month before the accreditation visit.

The school will submit to the Secretariat two weeks before the visit the completed template for the list of interviewees and the plan for the live walk-through tour if any.

The following have to be undertaken to facilitate the conduct of the visit:

- Ensure that there is stable internet connectivity during the visit.
- The virtual meeting technology to be used is the Zoom meeting platform which PAASCU will provide. Access information will be given to the school two weeks before the visit.
- The technology should be tested in advance, at least one week before the school visit with all the following people present: the Team members including the PAASCU representative, and the school representatives, particularly the person who manages the preparations for the visit and the technical staff. An agreed-upon contingency plan should be crafted in the event of technology failure.
- A virtual tour of the facilities is to be included as part of the accreditation visit. The school prepares pre-recorded tour in video format which will be submitted as part of the materials to support the self-survey report.

A live walk-through tour may also be requested during the remote visit to supplement the pre-recorded tour. This tour will include certain spaces not included in the pre-recorded tour and requested by the Team. This request for a live walk-through tour should be forwarded to the Secretariat together with the request for additional materials.

For this tour, it is suggested that the school will use a DSLR camera, a digital camera, or a top-tier phone that can shoot 4k video with good quality audio.

- For the observation of synchronous classes, the school will provide the Team two weeks before access to the meeting platform for such classes.
- The school's IT personnel should be available for the visit's duration to facilitate the visit's conduct and address any technical challenges.

- The school's key personnel assigned to manage the accreditation visit should be accessible during the two-day visit.
- The PAASCU representative and a PAASCU technical staff will also be available to provide support for the two-day visit.

5. The Formal Survey Visit

Before a formal survey visit is undertaken, the school must undertake another self-survey activity using the self-survey instrument, the supplement, and the Team's survey report that did the preliminary visit. The school will undertake the same process undertaken during the preliminary visit with the additional task of stating the status of actions taken on the recommendations written on the Team's survey report. All of these will be documented in the self-survey report and the supporting materials.

It is suggested that the school stores the documents in a digital file, preferably Google Drive, with all evidence linked to the references about them. The access information will be provided to the PAASCU Secretariat. These should be done two months before the scheduled visit, as agreed upon by the school and the Secretariat.

The formal survey visit is conducted by a Team of five to eight (accreditors one year after the preliminary visit). The visit usually lasts for two days and follows the same process of interviewing school members and examining submitted documents. The Team, however, now cites the action taken by the school on the recommendations given by the preliminary survey team. As in the preliminary visit, the Team also identifies the areas' best features and makes necessary recommendations. Additionally, numerical ratings are provided for each area under survey. A program granted formal accreditation is given Level I accredited status for three years.

The process and guidelines for conducting the accreditation visit will be the same as in the preliminary visit.

6. Initial Accreditation Status Granted

Upon favorable evaluation and recommendation by the Team and the relevant PAASCU Commission, the PAASCU Board of Trustees grants initial accreditation, which FAAP certifies, for three years. Accreditation indicates overall excellence in the delivery of programs and services and that the program or institution has no major deficiencies that compromise its educational effectiveness. With this initial accreditation, the school becomes a full member of PAASCU.

The process of reviewing the Team's decision by their respective Commission and the granting of accreditation status by the Board of Trustees, including the certification to be given by PAASCU and FAAP, will be done online.

7. Full Accreditation Status Granted

After the three-year period, the program undertakes another self-survey and is visited by the Team. After the initial three-year accreditation period, a favorable re-evaluation merits the program's full accreditation for five years. Full accreditation indicates optimal compliance with PAASCU standards and requirements and demonstrates the program's overall excellence. The program is also granted FAAP Level II re-accredited status at this time.

The process and guidelines for the conduct of the self-assessment, the action taken on the recommendations given by the previous team who visited the school, the accreditation visit, including the process of reviewing the accreditation decision, and the granting of the accreditation status will be the same as in the Formal Survey Visit.

Levels III and IV status will be granted in the future following the existing FAAP Guidelines. Submission, however, will be in soft copy and done through a digital storage file, preferably Google Drive.

There will be instances throughout the process when "special" visits are done.

These are as follows:

1. Interim visit is done when there are major deficiencies in certain areas under accreditation during the previous re-survey visit. Although done for only one day, the process and guidelines in this visit will follow that of a re-survey visit.
2. Revisit, which is done when accreditation is deferred on the previous accreditation visit. The process and guidelines in this visit will follow that of a formal or a re-survey visit.

Depending on the situation, particularly government regulations on the conduct of face-to-face classes and travel restrictions, and accreditors' availability, a blended approach can also be adopted. The process for this blended approach will have to be agreed upon by the school and PAASCU.

APPENDICES

A. List of Evidence per Program



Philippine Accrediting Association of Schools,
Colleges and Universities

LIST OF EVIDENCE PER PROGRAM

Note: The list below is only a SUGGESTED list. The school may even submit additional materials that will support the Self-Survey Report and the Follow-up Actions on the recommendations given during the last survey visit (preliminary, formal or resurvey visit). All of these should be in soft files and submitted on Google Drive.

ELEMENTARY PROGRAM SURVEY VISIT

Faculty and Academic Non-Teaching Personnel

- Faculty profile (to include, academic qualifications, teaching loads, and other pertinent data)
- Faculty Induction/Orientation Program (especially for new faculty)
- List of in-service training seminars/workshops and other professional activities
- Faculty Manual
- Faculty Development Program
- Samples of minutes of faculty meetings
- Faculty performance evaluation reports

Administration and School Staff

- Names, academic qualifications, occupation, and tenure of Board members
- Names and academic qualifications of administrative officers
- Budget proposal and performance reports
- Salary scale, including a plan of increment or merit increase; fringe benefits; other incentives, if any, and retirement plan
- Audited financial statements for the last three years
- Development plan (3-5 years)

- Minutes of Board meetings, Academic Council meetings, Principal's meeting, etc.
- Supervisory program
- Organizational chart
- Administrative manual
- Supervisory Program
- Reports on the evaluation of administrators
- Sample copies of communications sent to parents
- List of Outreach Program and Community Involvement activities
- List of Public Relations program and activities
- List of Parents' Association programs and activities
- Bulletin of information

Curricular Programs and Instruction

- Schedule of classes
- Sample of syllabi/courses of study/scope and sequence
- Sample lesson plans
- List of special programs for the gifted, if any
- List of programs of remedial instruction, if any
- Sample test questions and test papers
- List of textbooks used
- Samples of students' work
- List of laboratory equipment
- Sample Report Cards
- Student Handbook
- List of student organizations/clubs with their aims and objectives
- Names of moderators, qualifications, and co-curricular activities they supervise
- List of co-curricular programs or activities in the past two years

Instructional Media Center (Library and Audiovisual Center)

- Profile of librarians
- Statistics on the average daily circulation of print materials to students, teachers, and other users of the library
- Statistics on the average daily circulation of non-print materials
- Statistics on the average daily use of the audio-visual room
- Library and AV Resources Development Program

- Library manual
- Library Instruction Program
- Library and AV Resources Acquisition Policy or Plan
- Library budget and performance reports
- Inventory of AV equipment

Student Services

- Profile of Guidance counselors (including licenses)
- Sample of accomplished Guidance forms
- List of research work
- Homeroom/Guidance Program
- List of activities under Student Services
- Health clearance certificates of canteen personnel
- Guidelines for transportation service providers
- Results of the evaluation of the different student services
- Parents Orientation Program
- List of student organizations (including the names of moderators)

Facilities

- Physical Plant Development Plan
- Floor Plans
- School layout
- Disaster Risk Reduction measures (fire and earthquake drills, disaster and emergency preparedness drills)
- Preventive Maintenance Program
- Water potability tests results
- Waste Management Program

JUNIOR HIGH SCHOOL PROGRAM AND BASIC EDUCATION PROGRAM SURVEY VISIT

Faculty

- Faculty profile (to include, academic qualifications, teaching loads, and other pertinent data)
- Faculty Induction/Orientation Program (especially for new faculty)
- List of in-service training seminars/workshops and other professional activities
- Salary scale, including a plan of increment or merit increase; fringe benefits; other incentives, if any, and retirement plan
- Faculty manual
- Faculty Development Program
- In-service training programs (workshops, conferences, professional activities for the last two years)
- Samples of Minutes of faculty meetings
- Faculty performance evaluation reports

Curriculum and Instruction

- Schedule of classes
- Sample of syllabi/courses of study/scope and sequence
- Sample lesson plans
- Sample report cards
- Sample test questions/test papers
- Samples of themes/handouts/experiments and projects
- List of textbooks used and other learning devices/applications used
- Reports on student evaluation of teachers
- Sample of minutes of subject area meetings
- Remedial and enrichment programs

Library and Audio-visual Center

- Profile of librarians
- Statistics on the average daily circulation of print materials to students, teachers, and other users of the library
- Statistics on the average daily circulation of non-print materials
- Statistics on the average daily use of the audio-visual room
- Library and AV Resources Development Program
- Library manual

- Library Instruction Program
- Library and AV Resources Acquisition Policy or Plan
- Library budget and performance reports
- Inventory of AV equipment

Laboratories

- List of equipment and apparatus
- Sample of purchase and requisition slips (samples)
- List and sample of experiments, projects, and other laboratory activities
- Laboratory budget
- Orientation programs to faculty and students
- Laboratory manual
- Utilization and losses statistics

Physical Plant

- Physical Plant Development Plan
- Floor Plans of buildings, including the location of emergency exits and fire escapes
- Location plans of campus
- Disaster Risk Reduction Measures (fire and earthquake drills, disaster and emergency preparedness drills)
- Waste Management Program

Student Services

- Profile of Guidance counselors (including licenses)
- List of student organizations/clubs with their aims, objectives, constitutions, and activities
- Names of moderators, qualifications, and co-curricular activities they supervise
- Copies of co-curricular programs or activities for the last two years
- Health Clearance Certificates of canteen personnel
- Guidelines for Transportation Service providers
- Evaluation reports of Student Services programs

Administration

- Audited financial statements
- Budget proposal and performance reports

- Salary scale of faculty including a plan of increment or merit increase
- Salary scale of non-academic personnel
- Fringe benefits and retirement plan
- Sample of minutes of meetings of:
 - Board of Trustees
 - Academic Council/s
 - Principal's meetings
- Institutional Development Plans
- Administrative manual
- Supervisory Program
- Reports on the evaluation of administrators
- List of consultative bodies and their functions
- Sample copies of communications sent to parents

School and Community

- List of Community Relations Programs
- List of Parents' association activities
- List of Outreach programs
- Community outreach development plan
- Reports on the evaluation of outreach programs

SENIOR HIGH SCHOOL PROGRAM SURVEY VISIT

Faculty

- Faculty profile to include, academic qualifications, teaching loads (mark the subjects they teach as Core, Applied, or Specialized), and other pertinent data
- Compilation of Appendix E: Questionnaire for Individual Faculty Members
- Faculty manual
- Faculty Development Program
- In-service training programs (seminars, workshops, conferences, professional activities for the last two years)
- Sample of Minutes of Faculty meetings
- Faculty performance evaluation reports

Curriculum and Instruction

- Teaching-Learning framework adopted by the school
- Weekly schedule of classes for the current semester
- Curriculum for the different Tracks and Strands
- Sample of curriculum guides or lesson plans
- Sample of syllabi/courses of study/scope and sequence
- Sample of learning activity sheets and handouts
- Sample assessment and evaluation instruments and performance tasks
- Sample experiment reports, projects, and other student outputs
- Co-curricular programs or activities
- Enrichment Program
- Remedial Program
- Work Immersion Program
- List of textbooks used
- Reports on the evaluation of teachers by students
- Sample report cards and certificates of recognition
- Sample of Minutes of the Subject Area meetings

Library and Audio-visual Resources

- Profile of librarians
- Statistics on the average daily circulation of print materials to students, teachers, and other users of the library
- Statistics on the average daily circulation of non-print materials

- Statistics on the average daily use of the audio-visual room
- Library and AV Resources Development Program
- Library manual
- Library Instruction Program
- Library and AV Resources Acquisition Policy or Plan
- Library budget and performance reports
- Inventory of AV equipment

Laboratories

- Weekly schedule for the use of the different laboratories
- List of equipment and supplies per laboratory
- Sample purchase and requisition slips for the different laboratories
- List of experiments, projects, or activities for the different laboratories and samples of these
- Development plan for the different laboratories
- Budget for the different laboratories
- Laboratory orientation to faculty and students

Facilities

- Physical Plant Development Plan
- Campus Location Map
- Floor Plans of buildings, including the location of emergency exits
- Disaster Risk Reduction Measures (fire and earthquake drills, disaster and emergency preparedness drills)
- Preventive Maintenance Program
- Waste Management Program

Student Services

- Guidance and Counseling Program and activities
- Homeroom-Guidance Program
- Career Guidance Program and activities
- Sample researches reflecting the utilization of guidance data
- Results of studies on the placement of graduates after Senior High School
- Student Activity Program
- List of student organizations or clubs with their purposes, objectives, and activities
- List of moderators and their qualifications for the different organizations or

- clubs they supervise
- Health Clearance Certificates of canteen personnel
- Guidelines for Transportation Service providers
- Results of the evaluation of the different student services

Leadership and Governance

- Development plan for the Senior High School
- Internal Quality Assurance provisions in the Senior High School
- Quality Assurance data and reports
- Organizational chart of the Senior High School and the larger institution the Senior HS belongs to
- Administrative manual
- Staff manual or manual for Non-Teaching Personnel
- Audited financial statements
- Budget projection and performance reports
- Salary scale for academic and non-academic personnel including provisions for general and merit increases
- Benefits package and retirement plan for personnel
- Consultative bodies or committees and their functions
- Supervisory Program
- Minutes of Meetings of the following: Board of Trustees, Administrative Team, Principal's meetings, Academic Council
- Sample copies of communications sent to parents

School and Community

- School and Community Awareness and Involvement Program (also referred to as Outreach Program, Reach-out Program, Social Action Program, or Extension service Program)
- Researches related to the School and Community Awareness and Involvement Program
- Information on the socio-economic conditions and needs of the wider community the school belongs to
- List of programs and activities of the Parents' Association
- List of programs and activities of the Alumni Association
- Community outreach plan
- Reports on the evaluation of outreach programs

TERTIARY PROGRAM SURVEY VISIT

Vision-Mission-Goals

- Orientation Program for students, teaching and non-teaching staff

College/University Community Involvement

- List of Outreach Programs and Activities
- Community outreach development plan
- Evaluation report of outreach programs
- Community extension budget
- Profile of adopted communities/community partners
- Community Needs Survey
- Pictures/Videos of community involvement activities
- Summary of community involvement researches, surveys, etc.

Faculty

- Faculty Profile (to include teaching loads, status (full-time or part-time), academic qualifications, area of specialization, license, certifications, awards, where applicable, membership in professional associations, and other pertinent information)
- Names of faculty members pursuing graduate or postgraduate degrees and number of units earned
- Faculty Development Program
- Faculty Orientation Program
- Salary scale/salary policy
- Faculty performance evaluation report
- List of in-service and off-campus training and capability-building seminars/workshops, conferences, etc.
- List of faculty completed researches, on-going researches, paper, and poster presentations, published works
- Research Agenda (Institutional and Program)
- Faculty journals, if any
- Samples of Minutes of faculty meetings

Curriculum and Instruction

- Schedule of classes for the current term per program under survey
- Sample of syllabi
- Sample test and comprehensive examinations
- Sample of student research outputs
- List of thesis advisers and number of advisees per adviser
- Performance in the licensure examinations (the last 5 years or from the last accreditation visit)
- Internship Program
- Summary of enrolment by class and course for the current school year
- Statistical Data on Dropouts and Scholarships
- List of co-curricular activities
- Bulletin of Information
- Sample of minutes of curricular review

Library

- Profile of librarians
- Library Acquisition and Collection Development Plan Program
- Development Program for Librarians
- Schedule of library fees
- Library budget and performance reports
- Library orientation program
- List of print, non-print, and on-line resources
- Library manual
- Utilization reports
- Evaluation report on library services

Laboratories

- Laboratory Development Plan
- Laboratory manual
- List of experiments and projects
- List of equipment, number of computers per laboratory, licensed software
- Computer-student ratio
- Schedule of laboratory fees

- Laboratory budget performance reports
- Laboratory orientation program
- Training Program for laboratory personnel
- Video of laboratories
- Maintenance report

Facilities

- Campus Development Plan
- Floor plans of buildings including the location of emergency exits and fire escapes
- Documents showing compliance with building code requirements
- Campus/Building inspection reports
- Crisis Management and Emergency Response Plans
- Waste Disposal Management Plan

Student Services

- Enrollment data (the last 5 years or from the last accreditation visit)
- Student Services programs and activities
- Profile of guidance counselors (including licenses)
- Staff development program
- List of guidance testing materials
- Schedule of Student Services fees
- Budget and performance reports
- Profile of Health-Care Personnel
- Tracer and Employer Satisfaction Surveys, Exit Interviews
- Placement program for students
- List of student organizations (including purpose, activities, and moderators)
- Health Clearance Certificates of canteen personnel
- MOA with accredited dormitories, if any
- Sample of minutes of meeting
- Evaluation report of Student Services programs

Administration

- Organizational chart (institutional and program levels)
- Institutional and program development plans
- Audited financial statements for the last three years
- Schedule of tuition and fees
- Enrollment data (the last 5 years or from the last accreditation visit)
- Budget and performance reports
- Plantilla and salary scales of staff
- Profile of Board of Trustees and administrative officials
- Academic profile of Deans, Chairpersons, and/or Program Coordinators
- Management and Leadership Development Program
- Succession Planning Program
- Sample minutes of meetings of the following:
 - Board of Trustees
 - Administrative Team
 - Deans, Chairpersons, and Coordinators
- Sample copies of communications sent to students
- Evaluation performance reports on administrators
- Various manuals (Administrative, Faculty, Non-teaching Personnel, etc.)
- Samples of MOAs/MOUs with academic partners
- Quality Assurance reports
- Data Privacy Policy

GRADUATE PROGRAM SURVEY VISIT
(Using the Old Instrument)

ASSUMPTION: Since all activities will be done in plenary, all Team members will be provided digital copies of these documents.

Goals and Objectives

- Various institutional and program manuals and the like such as Administrative, Faculty, Personnel/Staff, Student Handbook, Bulletin of Information, Program Brochures, etc. (***Since these are already being required here, the need for any of these documents will no longer be stated in the other areas***)

Faculty

- Faculty Profile (***the program will be required to accomplish the Faculty Profile Template prepared by the Graduate Education Commission***)
- Ranking and promotion system and promotion form
- Salary scale pertinent to graduate faculty
- Faculty Orientation Program
- Faculty Development Program
- Faculty performance evaluation tool/s and samples of accomplished evaluation forms
- List of visiting and/or exchange professors, if any
- List of in-service and off-campus, local and international trainings, workshops, conferences, etc. attended by faculty
- Description of the monitoring of online classes
- Sample of minutes of faculty meetings

Curriculum and Instruction

- Curriculum/Curricula of programs under survey
- Sample syllabi
- Sample examination questions (mid-term, finals, comprehensives)
- Sample of theses, dissertations, capstone projects
- Academic advising and referral system
- Schedule of classes for the current term per program under survey
- Class size
- List of thesis advisers and number of advisees per adviser
- Performance in the licensure examinations, where applicable
- Internship Program

- List of co-curricular activities
- Sample of minutes of curricular review and evaluation

Research

- Research Agenda (institutional and program)
- Research Manual
- Faculty Research Journal/s
- Graduate Research Journal (for student researches, if any)
- List of faculty and student researches and publications
- Research budget and performance reports
- Description of how research is disseminated and utilized
- Research rewards and incentives
- Research contracts with government and private agencies and institutions, if any
- Ethics Review Board composition and functions, if any

Students

- Tuition fee schedule
- Admission and retention policies
- Enrolment figures per program and year level
- Statistical data on dropouts, graduation/completion rates, scholarships and grants
- Support and auxiliary services student satisfaction survey results (i.e. guidance, medical and dental, campus ministry, health and wellness, library services, etc.)
- Health Clearance Certificates of canteen personnel
- Safety and sanitation inspection reports/documents of the canteen/cafeteria, if any
- MOAs with accredited dormitories, if any
- Sample minutes of meetings of student services offices
- List of graduate student organizations
- Tracer and employer satisfaction surveys and exit interviews
- List of student activities and collaborations

Library

- Library acquisition and collection development plan
- Profile of library staff (to include Director/Head)

- Library staff development program
- Library fees
- Library budget and performance reports
- Instructional/Orientation program for users
- List of print, non-print, electronic resources
- Utilization report

Administration

- Organizational chart (institution and Graduate School program)
- Profile of Board of Trustees and key institutional and program administrators (to include academic qualifications, years of service, professional experience, awards and certifications received, and other pertinent information)
- Latest institutional and program Strategic Plans and program operational plan
- Contingency Plan or Emergency and Business Continuity Plan, if any
- Audited financial statements for the last three years
- Graduate School budget
- Data Privacy Policy
- MOA/MOUs with local and/or international academic, professional, research, private and/or government institutions/organizations
- List of chairs, grants, and donations from foundations
- Minutes of consultation meetings with stakeholders

Other Resources

- Description of outreach activities/service-learning program, if any
- Classroom utilization statistics
- List of classrooms and/or special rooms dedicated for graduate school activities
- Facilities and laboratory maintenance, sanitation and/or inspection schedule and report
- Documentation of the following (videos and/or photos):
 - Faculty room
 - Consultation rooms including those used for counseling
 - Student lounges and student organization rooms
 - Classrooms and laboratories used by the graduate school
 - Co-curricular, extra-curricular and community service activities

NOTES:

1. Most of the suggested evidence/documents in this list are also found in the Graduate Education Program accreditation instrument under the section on "Suggested Evidence".
2. The institution or program is free to provide the accreditors documents that serve as evidence outside of the above lists.
3. Documents to be presented, where applicable, should be from the last 3- or 5-year accreditation visit.

B. Timeline in the Preparation of the Virtual Program Accreditation Visit



Philippine Accrediting Association of Schools,
Colleges and Universities

TIMELINE IN THE PREPARATION FOR THE VIRTUAL PROGRAM ACCREDITATION VISIT

TIME	ACTIVITY	UNIT RESPONSIBLE
3 months before the survey visit	1. Form Survey Team and email the tentative line-up to the school	PAASCU Secretariat
	2. Discuss Data Sharing Agreement with the School (Appendix L)	PAASCU Secretariat School to be visited
2.5 months before the survey visit	Email the Secretariat the confirmation on the Survey Team line-up	School to be visited
2 months before the survey visit	1. Email the final Survey Team line-up to the school with the changes, if any	1. PAASCU Secretariat
	2. Email all Survey Team members the following: <ul style="list-style-type: none"> a. Non-Disclosure and Confidentiality Agreement (Appendix M) b. Code of Conduct and Policy on Conflict of Interest (Appendix N) c. Interview Photo and Video Consent Form (Appendix O) 	2. PAASCU Secretariat
	3. Submit the following: <ul style="list-style-type: none"> a. Self-Survey Report and supporting materials using the digital storage facility of the school 	3. School to be visited

TIME	ACTIVITY	UNIT RESPONSIBLE
	<ul style="list-style-type: none"> b. access information to the digital file c. access information to the LMS of courses on programs to be visited (b and c will be emailed to the PAASCU Secretariat) <p>4. Email Survey Team of the submission and access information</p>	<p>4. PAASCU Secretariat</p>
<p>The 1st-2nd week after submission of the Self-Survey Report</p>	<ul style="list-style-type: none"> 1. Review the Self-Survey Report and supporting materials and email any additional request to the Survey Team Chair who will consolidate the same 2. Email the consolidated request to PAASCU Secretariat 3. Email the consolidated request to the school 4. Email the Secretariat the following: <ul style="list-style-type: none"> a. Completed Non-Disclosure and Confidentiality Agreement Form b. Completed Code of Conduct and Policy on Conflict of Interest Form c. Completed Interview Photo and Video Consent Form 	<ul style="list-style-type: none"> 1. Survey Team and the PAASCU Secretariat 2. Survey Team Chair 3. PAASCU Secretariat 4. Survey Team
<p>The 3rd-4th week after submission</p>	<ul style="list-style-type: none"> 1. Submit requested materials through the digital file storage 	<ul style="list-style-type: none"> 1. School to be visited

TIME	ACTIVITY	UNIT RESPONSIBLE
of the Self-Survey report	facility and email PAASCU of this submission including the access information 2. Email Survey Team about the submission and access information	2. PAASCU Secretariat
1 month before the survey visit	1. Email the PAASCU Secretariat the 2-day Visit Schedule (with the list of interviewees) 2. Email the school the following: <ol style="list-style-type: none"> a. Finalized schedule of the 2-day visit b. Template of interviewees c. Interviewee Photo and Video Consent Form 	1. Survey Team Chair 2. PAASCU Secretariat
2 weeks before the survey visit	1. Email the Secretariat the following: <ol style="list-style-type: none"> a. Completed template of interviewees b. Plan of the live walk-through tour, if any c. Access information to all classes d. Completed Photo and Video Consent Forms 2. Email above items (except d) to the Survey Team	1. School to be visited 2. PAASCU Secretariat
1 week before the survey visit	Final Readiness and Preparation Test	Accreditation Team, PAASCU Secretariat, School to be Visited (Head of Self-Survey Team and Technical Staff)

C. BED Schedule of the 2-Day Virtual Program Accreditation Visit



**Philippine Accrediting Association of Schools,
Colleges and Universities**

BED SCHEDULE OF THE 2-DAY VIRTUAL PROGRAM ACCREDITATION VISIT

DAY 1			
	TIME	ACTIVITY	PERSONS INVOLVED
1	8:30-9:00 (30 minutes)	Orientation	PAASCU Survey Team
2	9:00 – 9:15 (15 minutes)	Opening and Welcome Session	Key School Administrators PAASCU Survey Team
3	9:15 – 9:45 (30 minutes)	Observation of Synchronous Classes (1)	PAASCU Survey Team (individually)
4	9:45 – 10:30 (45 minutes)	Meeting with the Academic Team (1) Assistant Principal for Academics/Academic Coordinator (2) Subject Area Coordinators (3) Research Officer Areas for Consideration: Faculty, Curriculum and Instruction	Key Academic Personnel PAASCU Survey Team
5	10:30 – 11:00 (30 minutes)	Survey Team Meeting	PAASCU Survey Team
6	11:00 – 11:30 (30 minutes)	Meeting with Learning Support Heads (1) Head of the Instructional Media Center (2) Head of Laboratories Areas for Consideration: Instructional Media Center and Laboratories	Head of the Instructional Media Center Head of Laboratories PAASCU Survey Team
7	11:30 – 11:45 (15 minutes)	PAASCU Survey Team Meeting	PAASCU Survey Team

8	11:45 – 12:30 (45 minutes)	Meeting with Heads of Student Services (1) Head of Guidance Office (2) Head of Health Services (3) Head of Food Services (4) Head of Alumni Services (5) Head of Student Activities (6) Head Transportation Services Area for Consideration: Student Services	Head of Guidance Office Head of Health Services Head of Food Services Head of Alumni Services Head of Student Activities Head Transportation Services Survey Team
	12:30 – 1:30 (1 hour)	LUNCH BREAK	
9	1:30 – 2:00 (30 minutes)	Observation of Synchronous Classes (2)	PAASCU Survey Team (individually)
10	2:00 – 2:15 (15 minutes)	Meeting with Physical Facilities Administrator	Physical Facilities Administrator PAASCU Survey Team
11	2:15 – 2:45 (30 minutes)	PAASCU Survey Team Meeting	PAASCU Survey Team
12	2:45 – 3:15 (30 minutes)	Meeting with Parents and Alumni	10-15 selected parents and alumni PAASCU Survey Team
13	3:15 – 3:30 (15 minutes)	PAASCU Survey Team Meeting	PAASCU Survey Team
14	3:30 – 4:00 (30 minutes)	Meeting with School Leadership (1) President/School Head/Principal (2) VP for Academics (3) VP for Administration (4) Finance Officer	President/School Head/Principal VP for Academics VP for Administration Finance Officer HR Officer

		(5) HR Officer Areas for Consideration: Administration, Faculty, Curriculum and Instruction, Finances	PAASCU Survey Team
15	4:00 – 5:00 (1 hour)	Progress Report Session	PAASCU Survey Team
DAY 2			
16	8:30 – 9:00 am (30 minutes)	Meeting with Head of Community Engagement Program and Representatives from Community Area for Consideration: Community Involvement	Head of Community Engagement Program Representatives from Community PAASCU Survey Team
17	9:00 – 9:15 (15 minutes)	PAASCU Survey Team Meeting	PAASCU Survey Team
18	9:15 – 9:45 (30 minutes)	Various Other Meetings	PAASCU Survey Team (individual ly, in pairs or in small sub- groups)
19	9:45 – 10:00 (15 minutes)	PAASCU Survey Team Meeting	PAASCU Survey Team
20	10:00 – 11:00 (1 hour)	Meeting with Students Areas for Consideration: Curriculum Instruction, Library, Laboratories, Physical Facilities, Student Services	Selected students PAASCU Survey Team
21	11:00 – 11:15 (15 minutes)	PAASCU Survey Team Meeting	PAASCU Survey Team

22	11:15 – 12:15 (1 hour)	Meeting with Faculty Areas for Consideration: Faculty and Curriculum and Instruction	Selected teachers PAASCU Survey Team
	12:15 – 1:15 (1 hour)	LUNCH BREAK	
23	1:15 – 1:45 (30 minutes)	PAASCU Survey Team Meeting	PAASCU Survey Team
24	1:45 – 3:00 (1 hour & 15 minutes)	Writing of Report	PAASCU Survey Team (individually)
25	3:00 – 4:00 (1 hour)	Wrap-Up Session	
26	4:00 – 4:30 (30 minutes)	Post-accreditation Meeting for Preliminary Result Presentation	Key administrators Personnel involved in the preparations for the Survey Visit PAASCU Survey Team
27	4:30 – 5:00	Final PAASCU Survey Team Meeting	PAASCU Survey Team

D. HED Schedule of the 2-Day Virtual Program Accreditation Visit



**Philippine Accrediting Association of Schools,
Colleges and Universities**

HED SCHEDULE OF THE 2-DAY VIRTUAL PROGRAM ACCREDITATION VISIT

DAY 1 – ACCREDITATION VISIT			
	TIME	ACTIVITY	PERSONS INVOLVED
	8:30-9:00 (30 minutes)	Orientation	Survey Team
1	9:00-9:45 (45 minutes)	Meeting with School Leadership: President/School Head/Principal VP for Academics VP for Administration Finance Officer HR Officer <i>(Areas for Consideration: Administration, Faculty, Curriculum and Instruction, etc.)</i> <i>Note: In the traditional visit, the meeting with Top Administrators is done at the end of the visit.</i>	
	9:45-9:55 (10 minutes)	Team's private discussion	
2	9:55-10:40 (45 minutes)	Meeting with Program Division Leadership: Academic Deans Program Chairpersons Academic Coordinators Subject Area Coordinators Research Officer <i>(Areas for Consideration: Faculty, Curriculum and Instruction, etc.)</i>	

	10:40-11:00 (20 minutes)	Team's private discussion BREAK	
	11:00-11:30 (30 minutes)	Observation of Synchronous Classes	
3	11:30-12:15 (45 minutes)	Meeting with Learning Support: Head Libraries/Learning Resources Head Laboratories <i>(Areas for Consideration: Library and Laboratories)</i>	
	12:15-12:30 p.m. (15 minutes)	Team's private discussion	
	12:30-13:30 (1 hour)	LUNCH	
4	13:30-14:15 (45 minutes)	Meeting with Heads of Student Services: Head Guidance Office Head Health Services Head Food Services Head Alumni Services <i>(Area for Consideration: Student Services)</i>	
	14:15-14:30 (15 minutes)	Team's private discussion	
5	14:30-15:30 (1 hour)	Meeting with Physical Facilities Administrator Virtual audit (live-streaming) of key facilities in campus, the following will be visited: Laboratories Classroom Etc. <i>(Area for Consideration: Physical Facilities)</i>	
	15:30-17:00 (1.5 hours)	Team's private discussion Break Progress Report Meeting	
DAY 2 - ACCREDITATION VISIT			
6	8:30-9:15 am (45 minutes)	Meeting with Head Community	

		Engagement/Services and Representatives from Community <i>(Area for Consideration: Community Involvement)</i>	
	9:15-9:30 (15 minutes)	Team's private discussion	
	9:30-10:00 (30 minutes)	Observation of Synchronous Classes	
	10:00-10:15	BREAK	
7	10:15-11:15 (1 hour)	Meeting with Students (Areas for Consideration: Curriculum Instruction, Library, Laboratories, Physical Facilities, Student Services, etc.)	
	11:15-11:30 (15 minutes)	Team's private discussion	
8	11:30 am-12:30 (1 hour)	Meeting with Faculty <i>(Areas for Consideration: Faculty and Curriculum and Instruction, etc.)</i>	
	12:30-13:30 (1 hour)	Team's private discussion LUNCH	
	13:30-15:00 (1.5 hours)	Writing of Report	
	15:00-16:30 (1.5 hours)	Wrap-Up Meeting	
9	16:30-17:00 (30 minutes)	Post-accreditation meeting with key administrators and those who prepared for the visit for preliminary result presentation	Survey Team

E. Template of Interviewees During the Virtual Program Accreditation Visit



Philippine Accrediting Association of Schools,
Colleges and Universities

Template of Interviewees During the Virtual Program Accreditation Visit
(To be completed by the School and submitted to the PAASCU Secretariat)

Name of Institution									
Address									
Program/s to be Visited									
Visit Dates									
Type of Visit <i>(Preliminary/ Formal/Resurvey/ Interim/Revisit)</i>									
Time	No.	Full Name	Academic Title	Administrative Position	E-mail Address	Campus-based/ Home-based	Internet Speed Test (Minimum of 10 MBPS)	Device equipped with camera and microphone. (Yes/No)	Remarks
Day 1									
Session 1: Meeting with School Leadership: President / School Head / Principal / VP for Academics / VP for Administration / Finance Officer /HR Officer									
9:00 - 9:45	1	Name1	Fr.	President	name1@gmail.com	Campus-based	200 MBPS	Yes	

Time	No.	Full Name	Academic Title	Administrative Position	E-mail Address	Campus-based/ Home-based	Internet Speed Test (Minimum of 10 MBPS)	Device equipped with camera and microphone. (Yes/No)	Remarks
9:55 - 10:40	Session 2: Meeting with Program Division Leadership: Academic Deans/Program Chairpersons/Academic Coordinators/Subject Area Coordinators/Research Officer								
11:30 - 12:15	Session 3: Meeting with Learning Support: Head Libraries/Learning Resources/Head Laboratories								
13:30 - 14:15	Session 4: Meeting with Heads of Student Services: Head Guidance Office/Head Health Services/Head Food Services/Head Alumni Services/Head Student Activities (BED)/Head Transportation Services (BED)								
14:30 - 15:30	Session 5: Meeting with Physical Facilities Administrator (Virtual Audit of key facilities in campus)								

Time	No.	Full Name	Academic Title	Administrative Position	E-mail Address	Campus-based/ Home-based	Internet Speed Test (Minimum of 10 MBPS)	Device equipped with camera and microphone. (Yes/No)	Remarks
Day 2									
8:30 - 9:15	Session 6: Meeting with Head Community Engagement/Services and Representatives from Community								
10:15 - 11:15	Session 7: Meeting with Students								
11:30 - 12:30	Session 8: Meeting with Faculty								
16:30 - 17:00	Session 9: Post-Accreditation Meeting								

F. Technical Specifications and Guidelines in the Use of the Zoom Platform



Philippine Accrediting Association of Schools, Colleges and Universities

TECHNICAL SPECIFICATIONS AND GUIDELINES IN THE USE OF THE ZOOM MEETING TECHNOLOGY

For Virtual Program Accreditation

SYSTEM REQUIREMENTS

The school should prepare the following items for Program Accreditation Visit:

EQUIPMENT



Computer Equipment (desktop or laptop), tablet or mobile phone with camera and with Zoom software application



Internet Connection with a speed of at least 10 Mbps

Camera Device for live streaming or virtual tour with Optical Image Stabilization



SOFTWARE



Zoom Virtual Meeting Technology

The school will have to ensure that each interviewee has updated Zoom software installed in their device.

PAASCU will provide access to the Zoom technology.



Google Chrome



Microsoft Edge



Firefox



Safari Browser

Internet Browser

INSTRUCTION ON USING ZOOM

1. Download and Install Zoom

For Computer

Please **CLICK** to download "Zoom Client for Meetings" and follow installation steps.



For Tablet and Phone

Please **CLICK** to download and install Zoom application in App Store/ Playstore.

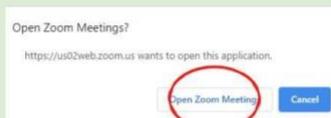


2. Joining Zoom Meeting

Link to the Zoom Meeting will be sent to the School two (2) weeks before the accreditation visit

For Computer

After clicking the link, a window like the one below will pop-up.



Then undertake the following steps:

1. CLICK "Open Zoom Meetings"
2. You will be led to the "Waiting Room". The PAASCU Secretariat will accept meeting participants 5 minutes before the scheduled time.

For Tablet and Phone

After clicking the link, the Zoom application will be opened.



Then undertake the following steps:

1. CLICK "Join with Video"
2. You will be led to the "Waiting Room". The PAASCU Secretariat will accept meeting participants 5 minutes before the scheduled time.

3. Zoom Functions

Change video display layout
Speaker View: display active speaker
Gallery View: Shows all attendees



Mute/Unmute
You can mute and unmute your microphone. The host also has the ability to mute you. If you click on the arrow next to the mute button, you will have additional options for audio settings..

Start/ Stop Video
You can turn your camera on or off with the Start/Stop Video button. By clicking on the arrow next to the start/stop video button, you can change webcams, access your Zoom video settings, or select a virtual background (if enabled).

chat message
View meeting participants

Share content from your device (only applicable for specific users)

Join Breakout room

Leave the Meeting

4. Meeting Rules

1. Interviewee should be on time for the scheduled meeting. Those who come in late may not be allowed to join the meeting room.
2. You are requested to turn on your video or web camera. Position it properly, ensuring that it is in a stable position and focused at eye level. Provide also enough lighting so that you can be seen clearly. Make sure that you have your name correctly visible when you are seen through your camera. Doing these helps create a more direct sense of engagement.
3. Ensure that there is nothing visually distracting in your background.
4. Ensure that your microphone is muted when you are not speaking.
5. If you want to speak, use the "raise hand" feature which is also available at the bottom center of your screen. You can start speaking only when you are acknowledged. Be mindful also of any background noise and avoid activities that could create additional noises.
6. Limit distractions by turning off notifications, closing or minimizing applications and muting your smartphones. If possible, avoid multi-tasking such as replying to emails or text messages during the virtual visit.
7. Please keep the meeting information (e.g. join meeting button, ID) secured and do not share with anyone.
8. Communicate in a respectful manner.

Responsibilities and Meeting Process

The **PAASCU Secretariat**, as a host, will:

1. Create meeting rooms and send invitation link to the accreditors and the interviewees
2. Admit accreditors and interviewees to the Meeting room 5 minutes before the scheduled time of meeting.
3. Provide assistance to PAASCU accreditors when needed

The school's **IT Personnel**, as a co-host, will:

1. Receive the link from the PAASCU Secretariat 2 weeks before the visit and forward the same to the interviewees based on their meeting schedule
2. Check interviewees' identification
3. Ensure the interviewee name will be according to the interviewee list submitted to PAASCU
4. Perform last-minute readiness test (i.e. sound, microphone, camera, internet connection, etc.)
5. Provide assistance to interviewees when needed

Sequence of Meetings:

1. The PAASCU Secretariat and school IT Personnel will standby in the meeting room 15 minutes prior to the scheduled meeting
2. PAASCU Secretariat will admit PAASCU accreditors and all interviewees to the Meeting Room and will inform the Chair of the Team that the meeting can be started

VIRTUAL TOUR OF SCHOOL FACILITIES

1. It is suggested that the school should use a camera or camera-equipped device (e.g., a top-tier mobile phone) with Optical Image Stabilization
2. Synchronous facility visit will be conducted via Zoom meeting. The Team members will gather in the meeting with the person in the institution assigned to do the virtual tour
3. The areas to be visited will be based on the plan that was submitted to PAASCU one (1) month before the visit
4. A staff should be positioned in each area to briefly identify the area visited and to respond to any queries raised by the accreditors
5. The school should ensure uninterrupted connection throughout the tour

G. Teaching-Learning Evaluation Form for Graduate Education Programs



PHILIPPINE ACCREDITING ASSOCIATION OF SCHOOLS,
COLLEGES AND UNIVERSITIES

TEACHING-LEARNING EVALUATION FORM FOR GRADUATE EDUCATION PROGRAMS

Name of Teacher: _____ Course/Subject: _____

Class Size: _____ Respondents: _____ Date: _____

5 - Excellent 4 – Very Satisfactory 3 – Satisfactory 2 – Fair 1 – Unsatisfactory

A. COURSE OVERVIEW AND ORIENTATION		5	4	3	2	1	Mean
1	The objectives, structure and plan for the courses are clearly stated and communicated.						
2	The policies and guidelines in the conduct of classes (either synchronous or asynchronous) are known and properly implemented.						
3	Communication expectations and protocols for class participation and other forms of interactions are clearly defined.						
4	Expected computer and technology literacy skills and guidelines are clearly understood by both teacher and learner.						
B. LEARNING OUTCOMES							
1	The module learning outcomes are clearly stated and are aligned with the course learning outcomes.						
2	Learning outcomes are clearly stated in terms of competencies that can be assessed at the end of the course.						
3	The appropriate learning activities and assessment tasks to achieve the desired learning outcomes are carefully selected.						
C. INSTRUCTIONAL MATERIALS (CONTENT)							
1	The instructional materials represent up-to-date theory and practice in the discipline, and contribute to the attainment of the learning outcomes.						
2	The instructional materials elicit and challenge the learners' thinking and engage them in real-world phenomena and knowledge-building.						
3	The instructional materials are presented in a variety of ways (lecture, text readings, videos, etc.) in order to engage the learners and encourage them to connect to content.						
4	The instructional materials are well-researched and selected to address the learners' range of skills, needs and interests.						
5	The design of learning materials is flexible and inclusive of both synchronous and asynchronous modalities.						
D. ASSESSMENT							
1	The assessments are clearly aligned to the learning outcomes and seek evidence to assess the attainment of these outcomes.						
2	Specific descriptive criteria are provided for both the teacher's evaluation of the work and the learners' self-assessment.						
3	Learners are provided with opportunities to regularly receive timely feedback to track learning progress.						
4	There is a defined rubric to assess the activities to achieve the learning outcomes.						
5	Quality output is evident in the learners' submission of requirements.						

E. TEACHER PRESENCE AND SUPPORT		5	4	3	2	1	Mean
1	The teacher's interactions with learners are designed and scheduled to provide support and complement independent learning.						
2	The teacher interacts with the learners in a regular manner, responding to their posts, giving feedback, etc., even during asynchronous sessions.						
3	The teacher ensures a positive and supportive learning atmosphere.						
4	The teacher's mastery of the subject matter and use of varied teaching techniques to enhance learning are evident.						
5	The teacher has opportunities to interact with each learner whether in a plenary session, small groups, or individually.						
F. LEARNING EXPERIENCES AND INTERACTION							
1	The learning experiences offered contribute to the achievement of learning outcomes.						
2	The learning experiences are varied and promote high and collaborative learner engagement.						
3	The learning activities provide opportunities for independent learning and further research on course content.						
4	The learning experiences provide continuity between and among the topics discussed and relate them to actual life situations.						
5	The vision and mission of the institution are integrated in the learning experiences of the learners.						
G. Technology and Accessibility							
1	The tools used in the course are compatible with the learning activities.						
2	The tools used are varied and promote active and interactive learning.						
3	Learners are informed where and when they can avail of help in case of technical difficulties.						
4	Technologies and applications adopted are student friendly.						
5	The teacher is comfortable in the use of the institution's online platform/s for instructional delivery.						
Average:							

Comments: _____

Signature: _____

H. Teaching-Learning Evaluation Form for Tertiary Education



**Philippine Accrediting Association of Schools,
Colleges and Universities**

TEACHING – LEARNING EVALUATION FORM FOR TERTIARY PROGRAMS

Name of Teacher: _____ Course/Subject: _____

Class Size: _____ Respondents: _____ Date: _____

Rate the teacher on each item following the given rating scale.

5 = Excellent 4 = Very Good 3 = Satisfactory 2 = Fair 1 = Unsatisfactory

		5	4	3	2	1	Mean
A. COURSE OVERVIEW AND ORIENTATION							
1	The objectives, structure, and plan for the course are clearly stated.						
2	Communication expectations and protocols for class participation other forms of interactions are clearly defined.						
3	Expected computer and technology literacy skills are clearly stated.						
B. LEARNING OUTCOMES							
1	Learning outcomes for the course are aligned with program and institutional outcomes.						
2	Learning outcomes are clearly stated in terms of competencies that can be assessed at the end of the course.						
3	The module learning outcomes are clearly stated and are aligned with the course learning outcomes.						
C. ASSESSMENT							
1	The assessments are clearly aligned to the learning outcomes and seek evidence to assess the attainment of these outcomes.						
2	Specific descriptive criteria are provided for both the teacher's evaluation of the work and the students' self-assessment.						

3	Students are provided multiple opportunities to receive feedback at appropriate times to track learning.						
D. INSTRUCTIONAL MATERIALS (CONTENT)							
1	The instructional materials represent up-to-date theory and practice in the discipline, and contribute to the attainment of the learning outcomes.						
2	The instructional materials are presented in a variety of ways (lecture, text readings, videos, etc.) in order to engage the students and encourage them to connect to content.						
E. TEACHER PRESENCE AND SUPPORT							
1	The teacher's interactions with learners are designed and scheduled to provide support and complement self-learning.						
2	The teacher interacts with the learners in a regular and timely manner, responding to their posts, giving feedback, etc. for both synchronous and asynchronous sessions						
3	The teacher provides opportunities for student consultation whether in a plenary session, small groups, or individually.						
F. LEARNING EXPERIENCES AND INTERACTION							
1	The learning experiences offered to the students promote and are relevant to the learning outcomes.						
2	The learning experiences are varied and promote high student engagement.						

3	The learning activities and tasks provide opportunities for self-directed learning and for interactions with peers.						
G. TECHNOLOGY/LEARNING TOOLS AND ACCESSIBILITY							
1	The tools used in the course are compatible with learning activities and promote active and interactive learning.						
2	Students are informed where and when they can avail of help in case of technical difficulties.						
3	Technologies and applications adopted are student friendly.						
Average							

Comments: _____

Signature: _____

I. Teaching-Learning Evaluation Form for Basic Education



**Philippine Accrediting Association of Schools,
Colleges and Universities**

TEACHING-LEARNING EVALUATION FORM FOR BASIC EDUCATION

In distance or remote learning, both synchronous and asynchronous learning formats are utilized in the teaching-learning process. This instrument is to be used to evaluate the effectiveness of a school's provisions for the synchronous and asynchronous components of the instructional process.

Name of the Teacher Observed: _____

Subject, Grade Level and Section Observed: _____

Title of the Unit: _____

PART 1

Please use the following scale to rate each item.

5	Excellent	2	Fair
4	Very Good	1	Unsatisfactory
3	Satisfactory	NA	Not Applicable

SKILLS AND COMPETENCIES OF THE TEACHER (30%)							
		5	4	3	2	1	NA
The teacher							
1.	demonstrates mastery of the subject matter <ul style="list-style-type: none"> covers thoroughly and extensively the subject matter with adequate examples and illustrations answers questions correctly, confidently, and clearly applies new developments relevant to the subject matter 						
2.	implements classroom routines effectively and consistently <ul style="list-style-type: none"> reminds the students of the established rules and/or procedures/guidelines, when needed has various routines in place (e.g., go to CR, raise hand, prayer, use of chat box, calling attention for inattention, etc.) and implements these systematically 						
3.	Is able to effectively handle the following aspects of conducting classes virtually						
	3.1 technical features of the LMS, including troubleshooting typical software and hardware problems <ul style="list-style-type: none"> shows ease in presenting slides, videos, and other related AV aids/apps 						

	<ul style="list-style-type: none"> handles unexpected glitches in the equipment/apps/software/LMS during class, e.g., lost signal, malfunctioning of camera or mic, etc. 						
	3.2 student discipline and behavior <ul style="list-style-type: none"> addresses distractions and disruptions effectively manages misbehavior firmly yet calmly, i.e., without embarrassing students 						
4.	employs a balance of teacher-led presentation and various strategies to keep the students' attention on the lesson. <ul style="list-style-type: none"> uses a variety of strategies that are appropriate to the lesson, e.g., lecture, slide/video presentation, chat box, and other apps (Quizziz, jamboard, mentimeter, padlet, etc.) 						
5.	encourages active engagement among the students. <ul style="list-style-type: none"> where appropriate, uses electronic technology such as chat box/breakout rooms/collaborative docs, etc. invites students to ask questions and to share ideas and opinions asks students to respond to each other's answers/ideas addresses cues of boredom and confusion 						
6.	exhibits a positive relationship with the students. <ul style="list-style-type: none"> exudes a warm and caring disposition gives encouragement, praise, recognition, and affirmation appropriately welcomes differing opinions encourages less participative students 						
7.	exhibits respectful behavior and online etiquette <ul style="list-style-type: none"> uses appropriate words, tone and non-verbal language treats students fairly is properly attired and well-groomed for class (neat and tidy) 						
8.	speaks clearly and communicates ideas effectively. <ul style="list-style-type: none"> uses age-appropriate words gives clear instructions, demonstrates when necessary speaks fluently speaks audibly and clearly shows enthusiasm 						

COMMENTS:

STUDENT PERFORMANCE, DISCIPLINE AND BEHAVIOR (20%)							
		5	4	3	2	1	NA
The students							
1.	exhibit evidence of learning through their responses and actions <ul style="list-style-type: none"> • give correct answers to the teachers' questions • apply content to day to day situations • give insights about the lesson • cite examples • summarize/synthesize the concept/s for the day • ask questions related to the lesson 						
2.	are able to express themselves clearly and effectively <ul style="list-style-type: none"> • are able to convey their thoughts in written (e.g., chat box) and oral forms (e.g., recitation) 						
3.	participate actively in class <ul style="list-style-type: none"> • are on task • contribute meaningfully to the discussion • respond appropriately (e.g., emojis, polls, etc.) 						
4.	show respectful behavior and online etiquette <ul style="list-style-type: none"> • follow class routines • show proper behavior (e.g. use polite language, sit up straight, do not lie on the bed, etc.) • are dressed appropriately and are well groomed 						

COMMENTS:

PART 2

Aside from giving a rating for each item, check where the indicators are evident: synchronous (S) and/or asynchronous (A) class.

TEACHING – LEARNING PROCESS (40%)									
		S	A	5	4	3	2	1	NA
1.	The lesson demonstrates thorough planning, and follows a logical and organized flow.								

	<ul style="list-style-type: none"> • The learning plan includes essential parts of the lesson. • The activities are aligned with the objectives of the lesson. • The presentation and development of the concepts and activities is logical. 								
2.	<p>The lesson is covered adequately in terms of breadth and depth.</p> <ul style="list-style-type: none"> • The lesson is enriched through examples, processing, reflection, etc. • The lesson is linked to previous lessons, other disciplines, etc. 								
3.	<p>The teaching strategies, activities, and assigned tasks</p> <p>3.1 are implemented effectively</p> <ul style="list-style-type: none"> • The teacher implements what is on the lesson plan, but is flexible enough to adjust instruction, when needed. • The students clearly know what to do during the learning activities. 								
	<p>3.2 are engaging</p> <ul style="list-style-type: none"> • Activities (e.g., use of chat box, Mentimeter, Padlet, slido, jam board, or any other related app) promote student participation and invite engagement. 								
	<p>3.3 can be reasonably accomplished within the given time frame</p> <ul style="list-style-type: none"> • The activities are time-bound. • The activities are doable within the specified time. 								
	<p>3.4 support the development of students' higher order thinking.</p> <ul style="list-style-type: none"> • Teacher asks open-ended questions to extend understanding. • Activities allow students to analyze, observe, interpret, create, apply, etc. 								
	<p>3.5 make use of school and community resources appropriately</p> <ul style="list-style-type: none"> • Examples of community resources include parent speakers, government websites, school personnel, etc. • Examples of school resources include the digital library, laboratory, etc. 								
4.	<p>The lesson is made relevant through the use of real-life experiences , situations, or social issues.</p> <ul style="list-style-type: none"> • The lesson is linked to real-life experiences of the students. • Significant social issues are used as examples for students to analyze and/or reflect on. 								

5.	The school's core values and/or other related virtues are integrated into the lesson in a meaningful manner. <ul style="list-style-type: none"> Core values and related themes (e.g., nationalism, global citizenship, environment, cultural diversity, etc.), where appropriate, are included in the processing of the lesson. 								
6.	There is proper transition and/or closure in between and at the end of an activity or class. <ul style="list-style-type: none"> The teacher uses appropriate interconnecting statements/activities to shift from one part of the lesson to the next part. Appropriate closure activities are utilized at the end of the lesson. 								
7.	There is provision for the evaluation of student learning, performance and behavior. <ul style="list-style-type: none"> Assessments are aligned with the learning outcomes. The teacher conducts formative assessments. <ul style="list-style-type: none"> The students are given opportunities to raise questions, summarize the lesson, give examples, illustrate concepts, create a situation to apply the lesson, etc. Synthesis questions and other strategies to check for understanding are used. The teacher administers summative assessments. <ul style="list-style-type: none"> The most appropriate instrument (e.g., alternative, authentic, traditional) is used. 								

COMMENTS:

INSTRUCTIONAL MATERIALS AND RESOURCES (10%)									
		S	A	5	4	3	2	1	NA
The instructional materials and resources (including the apps)									
1.	are accurate and relevant to the subject matter <ul style="list-style-type: none"> free from errors up-to-date and credible helpful in enhancing/deepening the students' understanding of the lesson 								
2.	are appropriate to the age level of the students <ul style="list-style-type: none"> reader-friendly, i.e., use of basic/easy texts and words for the lower grades 								

	<ul style="list-style-type: none"> • within the level of understanding of the learners, i.e., use of complex words/texts for the upper grades • suited to the students' interests and needs 								
3.	are well-designed <ul style="list-style-type: none"> • appealing and appropriate to the lesson • consistent with the principles of effective design, specifically <ul style="list-style-type: none"> ○ mindful of color, layout, font, resolution, etc. ○ use a balanced combination of text and graphics ○ employs judicious use of audio and animation so as not to detract from the lesson 								
4.	are available in other formats for students who experience technical difficulties or cannot be online <ul style="list-style-type: none"> • Instructional materials include instructions for parental/home implementation and support, where relevant. • Offline materials, print and non-print, are made available for student use. 								
5.	comply with copyright and fair use standards <ul style="list-style-type: none"> • The teacher cites sources (e.g., references, videos, etc.) for content. 								

COMMENTS:

Observer

Date of Observation

J. Comparative Matrix of Face to Face and Virtual Program Accreditation



Philippine Accrediting Association of Schools,
Colleges and Universities

COMPARATIVE MATRIX OF FACE-TO-FACE AND VIRTUAL PROGRAM ACCREDITATION

Face-to-Face Accreditation	Virtual Accreditation
<p>1. Application for Accreditation</p> <p>Submit a letter of intent to apply with required documents either online or delivered physically to the Secretariat.</p> <p>Confirmation of eligibility and access to a soft copy of the survey instrument will be done through email.</p> <p>The orientation is given in a face-to-face meeting agreed upon by the school and the Secretariat.</p>	<p>Submission is done through a digital storage file preferably Google Drive.</p> <p>Same process.</p> <p>The meeting is done through the Zoom meeting platform.</p>
<p>2. The Self-Survey</p> <p>Submission of the Self-Survey Report is done physically to the Secretariat with supporting materials either appended on the report or presented as exhibits during the accreditation visit. Submission is done one (1) month before the scheduled visit.</p>	<p>Submission is done through a digital storage file preferably Google Drive two (2) months before the scheduled visit. Supporting materials are linked to the references about them.</p>
<p>3. The Consultancy Visit (only for those who will undertake a Preliminary Visit)</p> <p>A consultant is sent to the school to conduct the process in a day.</p>	<p>The conduct is done remotely using various communication channels including virtual</p>

Face-to-Face Accreditation	Virtual Accreditation
	meeting technologies. Flexibility is encouraged in the conduct of the consultancy visit including the scheduling of meetings and the communication channels to be used. The agenda visit, agreed upon by the school and the consultant, should be communicated by the consultant to PAASCU.
<p>4. The Preliminary Visit</p> <p>The visit is done on-site.</p>	<p>Conduct of the visit is done remotely:</p> <ul style="list-style-type: none"> a. Interviews are done using the Zoom platform (it is suggested that most, if not all, meetings are done in plenary. b. Classroom observations are done through access to the schools learning management system (LMS) and the meeting platform used. <p>For schools that do not conduct virtual classes, supporting materials will be requested from the school to assess the quality of learning delivery taking place.</p> <ul style="list-style-type: none"> c. Tour of facilities will be done through live walk-through tour if the video tour is not sufficient. d. Survey Team meetings are done virtually using the Zoom platform.
<p>5. The Formal Survey Visit</p> <p>Submission of the Self-Survey Report and the actions taken on the recommendations of the Preliminary Survey Team are done physically to the Secretariat with supporting materials either appended on the report or presented as exhibits during the accreditation visit. Submissions are done one (1) month before the scheduled visit.</p> <p>The visit is done on-site.</p>	<p>Submissions are done through a digital storage file preferably Google Drive two (2) months before the scheduled visit. Supporting materials are linked to the references about them.</p> <p>The visit is done remotely. The process is the same as those in the Preliminary Visit.</p>

Face-to-Face Accreditation	Virtual Accreditation
<p>6. Initial Accreditation Status Granted</p> <p>The process of reviewing the Team’s decision by their respective Commission and the granting of accreditation status by the Board of Trustees, including the certification done by FAAP, are done in a face-to-face meeting.</p>	<p>Meetings are done remotely using the Zoom platform.</p>
<p>7. Full Accreditation Status Granted</p> <p>The Self-Survey Report and supporting materials are delivered physically to the Secretariat and accreditation visit, including the process of reviewing the accreditation decision and granting of the accreditation status will be the same as in the Formal Survey Visit are done face-to-face.</p>	<p>The process for the submission of the Self-Survey Report and supporting materials is done through the digital storage file preferably Google Drive. Conduct of the visit including the process of reviewing the accreditation decision and granting of the accreditation status will be done remotely, the same as in the Formal Survey Visit.</p>
<p>Submission of requirements for Level III, IV and Institutional accreditation is delivered physically to the Secretariat.</p>	<p>Submission is in soft copy and done through a digital storage file preferably Google Drive.</p>
<p>Interim Visit and Revisit are done on-site.</p>	<p>Conduct of the Interim Visit and Revisit is done remotely.</p>

K. Non-Disclosure and Confidentiality Agreement



Philippine Accrediting Association of Schools,
Colleges and Universities

NON-DISCLOSURE AND CONFIDENTIALITY AGREEMENT

This Non-Disclosure & Confidentiality Agreement (this “Agreement”) is entered into as of _____, _____ by and between PHILIPPINE ACCREDITING ASSOCIATION OF SCHOOLS, COLLEGES AND UNIVERSITIES (“Organization”), and _____, (“Accreditor”). The Organization may disclose to certain proprietary and/or confidential information of the Organization in connection with an engagement or accreditation or research relationship between the parties and, therefore, the parties agree as follows:

Section 1. Confidential Information.

(a) Except as set forth below, the term “Confidential Information” means information concerning the Organization and/or its member-institutions that is disclosed to you that is not generally known by other individuals, educational institution, competitors, including, but not limited to: information concerning its business, personnel, students and faculty members, financial condition, operations, assets and liabilities, minutes of the board meeting, research and development, marketing and public relations strategies, formulas, instruments, programs, systems of operations, identification of suppliers and resources of goods and services to the Organization and/or member-institution, information regarding the needs and preferences of the Organization and/or member-institution’s members and guests, employee information, training manuals and videos, written procedures integral to the Organization and/or member-institution’s day-to-day operations, trade secrets, sales, products, services, accounts, customers and guest lists, purchasers of the Organization and/or member-institution’s products, marketing, packaging, merchandising, distribution, manufacturing, finance, financial data, technology, intellectual property (patents, design patents, trademarks, trade dress, copyrights), strategies, business structures, operations or ventures or other business affairs or plans, or information relating to existing or contemplated businesses, products and/or services of the Organization and/or

member-institution and any other information which the Organization and/or member-institution does not ordinarily disclose to third parties not in a relationship of confidence with the Organization and/or member-institution.

(b) Confidential Information does not include information: (i) which at the time of disclosure is generally known in the Organization and/or member-institution's trade or public; (ii) which Accreditor can show by written records was already in its possession at the time of disclosure and not subject to an existing agreement of confidence between the parties; (iii) which is received from a third party, other than a current or former agent or representative of the Organization and/or member-institution without restriction and without breach of this Agreement or any other agreement; (iv) which is independently developed by Accreditor as evidenced by its written records; or (v) which is disclosed pursuant to a valid order of a court or regulatory agency or other governmental body or any political subdivision thereof, provided, however, that Accreditor shall first have given notice to the Organization and/or member-institution and made a reasonable effort to obtain a protective order requiring that the Confidential Information be used only for the purposes for which the order was issued.

(c) "Confidential Materials" of the Organization and/or member-institution include all documents, records and other tangibles items of any kind in which Confidential Information is stored, maintained or recorded or from which the Organization and/or member-institution's Confidential Information may be readily ascertained or derived (whether in the form of documents, correspondence, memoranda, books, records, files, notes, plans, reports, programs, drawings, sketches, designs, graphics, photographs, prints, mats, films, negatives, recordings, magnetic media, software, disks, diskettes, charts, manuals, materials or any other medium), including copies or other reproductions of any of the foregoing, whether prepared by or for the Organization and/or member-institution, by or for the Accreditor or otherwise. All information, correspondence and other documents and materials provided or communicated by the Organization and/or member-institution to the Accreditor, marked "confidential" or "proprietary" shall be considered to be "Confidential Information" for the purposes of this Agreement, subject to the above-recited exceptions.

Section 2. Non-Disclosure of Confidential Information.

(a) The Accreditor may not disclose Confidential Information of the Organization and/or member-institution. At all times the Accreditor shall maintain in strict confidence, protect and safeguard the Confidential Information of the Organization and/or member-institution, and, except as expressly provided in the first sentence of this paragraph, the Accreditor shall not, directly or indirectly, (a) disclose, reveal or make available to anyone any Confidential Information of the Organization and/or member-institution, (b) assist or enable anyone to access or use any Confidential Information of the Organization and/or member-institution or (c) use or exploit any Confidential Information of the Organization and/or member-institution for any purpose whatsoever. The Accreditor hereby agrees, during the Term of this Agreement, not to circumvent the efforts of the Organization and/or member-institution by pursuing commercial ventures that come to its or his attention by virtue of the Confidential Information of the Organization and/or member-institution, absent an agreement for compensation. Without limiting the scope of any of the other provisions of this agreement, this non-circumvention provision is intended to preclude the Accreditors, and his agents, representatives, affiliates and other related parties from pursuing commercial ventures or relationships based on Confidential Information, absent advance written approval of the Organization and/or member-institution.

(b) Accreditor shall not use the Confidential Information other than in relation to the Accreditation Purpose. Accreditor shall not directly or indirectly disclose, divulge, reveal or transfer the Confidential Information to any other person or entity (including affiliates) without the Organization and/or member-institution's prior written consent.

Section 3. Return of Materials.

In the event that the parties cease the Accreditation Purpose, and in any event, within five (5) days after being so requested by the Organization, Accreditor shall redeliver all documents, or other items furnished by the Organization and/or member-institution, or acquired in connection with the Accreditation Purpose and any copies made by it. Except if Accreditor is advised in writing by counsel that it is prohibited by law, Accreditor will also, to the extent possible, destroy all written material, memoranda, notes and other writings or recordings whatsoever prepared

by it based upon, containing or otherwise reflecting any information relating to the Confidential Information. Accreditor shall supply the Organization with a written confirmation that it has fulfilled its obligations under this Section 3. Any information relating to the Confidential Information that is not returned or destroyed, including, without limitation, any oral information, shall remain subject to the confidentiality obligations set forth in this Agreement.

Section 4. Legally Required Disclosure.

In the event that the Accreditor is requested or required by law (including by request for information or documents through legal proceedings, subpoena or other similar process) to disclose any Confidential Information of the Organization and/or member-institution, the Accreditor shall provide the Organization and/or member-institution with prompt written notice of any such request or requirement so that the Organization has the opportunity to seek a protective order or other appropriate remedy and/or waive compliance with the provisions of this agreement, in the Organization and/or member-institution's sole discretion. If, in the absence of a protective order or the receipt of a waiver by the Organization and/or member-institution, the Accreditor is nonetheless legally compelled to disclose such Confidential Information, the Accreditor may, without liability hereunder, disclose only that portion of such Confidential Information that is legally required to be disclosed and only to the person(s) to whom such disclosure is legally required, provided that the Accreditor has cooperated fully with the Organization and/or member-institution's efforts to preserve the confidentiality of the Confidential Information, including the Organization and/or member-institution's efforts to obtain an appropriate protective order or other reliable assurance that confidential treatment will be accorded to the Confidential Information.

Section 5. Ownership and Return of Confidential Materials.

All Confidential Materials of the Organization and/or member-institution, are and shall at all times remain the exclusive property of the Organization and/or member-institution. Upon receipt of written demand from the Organization (which demand may be made at any time and for any reason), the Accreditor shall cause all of the Organization and/or member-institution's Confidential Materials in the Accreditor's possession or control to be returned to the Organization; except, however, to the extent the Organization and/or member-institution's Confidential

Information is contained in electronic, magnetic or similar media of the Accreditor such that transfer of possession is impractical, the Accreditor shall delete or destroy such Confidential Information. Upon request, the Accreditor shall deliver written certification to the Organization and/or member-institution that the Accreditor has fully performed his obligations set forth in this paragraph and, accordingly, retained no copies or other Confidential Materials of the Organization and/or member-institution. Compliance with this paragraph shall not relieve the Accreditor of his confidentiality and other obligations hereunder.

Section 6. Reasonable Restrictions.

Accreditor acknowledges and agrees that the covenants and restrictions contained in this Agreement are reasonable in scope, area and duration and are necessary to protect the Organization and/or member-institution's business, good will, confidential information, trade secrets, and near permanent, permanent and/or long-standing relationships with its members.

Section 7. Remedies.

In the event of any breach or threatened breach of this Agreement, irrespective of any recovery of monetary damages (which may be difficult or impossible to calculate), the Organization shall be entitled, without the requirement of posting a bond or other security, to enforce this Agreement in accordance with the terms hereof by seeking immediate equitable relief, including specific performance and/or a temporary, preliminary and permanent injunction from any court of competent jurisdiction. The Organization may pursue both monetary damages and equitable relief concurrently or consecutively, in any order, as to any breach or threatened breach of this agreement, and the pursuit of any one of such remedies at any time will not be deemed an election of remedies or waiver of the right to pursue any other remedies, it being agreed that all remedies provided herein shall be cumulative with, not exclusive of, any other remedies that may be available at law or in equity.

Section 8. Indemnification.

Accreditor hereby indemnifies and agrees to defend and hold harmless the Organization and/or member-institution, its partners, directors, officers, affiliates, employees and agents, from and against any damages, losses, costs and expenses

(including, without limitation, attorneys' fees) suffered by any such party, as a result of a breach of this Agreement by Accreditor, or suffered as a result of the enforcement by the Organization of this Agreement against Accreditor. If the Organization shall prevail in any action at law or in equity to enforce the provisions of this Agreement against Accreditor, Accreditor shall pay the Organization's costs and expenses (including, without limitation, attorneys' fees) incurred by the Organization in enforcing this Agreement against Accreditor.

Section 9. Cumulative Rights.

The rights granted to the Organization under this Agreement are reasonable and necessary to protect its legitimate interests and are in addition to, and not to be construed as a limitation of, all other rights of the Organization with respect to its Confidential Information and the protection of its business interests generally. No obligations of the Accreditor under this Agreement shall be canceled, limited (in type or scope or as to the remedies available for enforcement) or otherwise affected in any manner by any claim or cause of action that that Accreditor may have against the Organization or any third party.

Section 10. Amendments and Waivers.

This Agreement may be amended or modified, and any of the terms of covenants hereof may be waived, only by a written instrument duly executed by the parties hereto and the Organization, or in the case of a waiver, by the party waiving compliance. No waiver by the Organization of any provision hereof in any one or more instances shall be deemed or construed as a further or continuing waiver of such provision or any other provision. No waiver of rights, forbearance or leniency by the Organization whatsoever (including any failure to assert or enforce rights with respect to any Confidential Information or Confidential Materials against any third party) shall limit or otherwise affect the right of the Organization to insist upon and enforce strict compliance with the provisions of this Agreement (including with respect to the same Confidential Information or Confidential Materials).

Section 11. Severability.

If any provision of this Agreement (including any sentence, clause or word), or the application thereof to any person, place or circumstance, shall be determined by a court of competent jurisdiction to be invalid or unenforceable for any reason, (a) the remaining provisions of this Agreement shall continue in full force and effect, unaffected by such determination, (b) the court making such determination shall have the power to, and the parties hereby request the court to, modify such provision (by providing for or adjusting the scope and/or duration of any rights or restrictions or otherwise) to the minimum extent necessary so that such provision becomes legal, valid and enforceable to the maximum extent permitted by law and (c) such determination shall apply only in the jurisdiction of such court and shall not alter, modify or affect such provision or any other provision in any other jurisdiction.

Section 12. Venue.

This Agreement shall be construed and governed by and under the laws of the Philippines, without regard to its conflicts of laws principles. Any action, suit, or other legal proceeding which is commenced to resolve any matter arising under or relating to any provision of this Agreement shall be commenced and prosecuted *only* in the proper courts of Quezon City to the exclusion of others, and Accreditor consents to the jurisdiction of such a court.

Section 13. Effective Date and Length of Obligations.

The Accreditor's obligations of confidentiality and non-use for Confidential Information received hereunder shall, and not expire unless it is subject to one or more of the above-recited exceptions.

Section 14. General Terms.

(a) The invalidity or unenforceability of any provision of this Agreement shall not affect the validity or enforceability of any other provision of this Agreement. If a court of competent jurisdiction determines that any restriction in this Agreement is overbroad or unreasonable under the circumstances, such restriction shall be

modified or revised by such court to include the maximum reasonable restriction allowed by law.

(b) This Agreement constitutes the entire agreement of the parties hereto concerning the subject matter hereof and supersedes any prior oral or written agreements pertaining to the subject matter of this Agreement. This Agreement may not be modified, changed or discharged in whole or in part, except in an agreement in writing signed by Consultant and the Company.

(c) There are no representations or covenants, express or implied, other than those set forth herein.

(d) Accreditor's rights under this Agreement may not be assigned or duties delegated without the Organization's prior written consent and any attempted assignment without such consent shall be void.

(e) This Agreement shall be binding upon the parties hereto and their respective successors and assigns and shall inure to the benefit of the parties hereto and their respective successors and assigns.

(f) Nothing contained herein shall create a joint venture between, or partnership among the parties.

(g) All Confidential Information disclosed by the Organization and/or member-institution to Accreditor shall be and shall remain the Organization's property, and nothing herein shall be construed as a license to make, use, license, sell or copy any inventions, ideas, trade secrets, trademarks, copyrightable works, or other intellectual property of the Organization and/or member-institution, whether or not disclosed hereunder.

(h) No delay or omission by the Organization in exercising any right under this Agreement will operate as a waiver of that or any other right. A waiver or consent given by the Organization on any one occasion is effective only in that instance and will not be construed as a bar to or waiver of any right on any other occasion.

INTENDING TO BE LEGALLY BOUND HEREBY, and upon due authorization, the parties have caused this Agreement to be executed as of the day and year first written above.

PHILIPPINE ACCREDITING ASSOCIATION OF SCHOOLS, COLLEGES AND UNIVERSITIES
By:
Name of Accreditor

SIGNED IN THE PRESENCE OF:

ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES)
_____) S.S.

BEFORE ME, a Notary Public for and in _____, on this ___ day of _____, personally appeared the following:

Affiant	Identification Card	Date Issued	Expiration Date

both known to me and to me known to be the same persons who executed the foregoing Agreement, which consists of _____ pages including this page on which the acknowledgment appears, and who admitted to me that the same is their free and voluntary act and deed.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my notarial seal at the place and on the date first above written.

Doc. No. _____;
Page No. _____;
Book No. _____;
Series of _____.

L. Code of Conduct and Policy on Conflict of Interest



Philippine Accrediting Association of Schools,
Colleges and Universities

CODE OF CONDUCT AND POLICY ON CONFLICT OF INTEREST

Introduction

Integrity and accountability are core values adopted by PAASCU in the pursuit of its mission. These should characterize the interactions and activities of those who participate in all PAASCU-related activities including governance, leadership, and accreditation decisions. The decision to serve in any capacity, voluntary or contractual, whether or not compensated, as a member of the Board, a member of the various Commissions, as member of an accreditation survey team, as hired officer or staff, constitutes an express consent and commitment to conduct oneself following the highest standard of professionalism and the espoused values of the Association. In all situations, both actual and the appearance of conflicts of interest must be avoided to assure maintenance of the integrity of PAASCU. All individuals and groups, who find themselves in an actual, potential, or perceived conflict of interest, must exercise their duty of disclosure as soon as a conflict becomes apparent.

Policy

Membership in the Board of Trustees and the PAASCU Commissions

Members of the Board of Trustees and the PAASCU Commissions are prohibited from establishing or maintaining PAASCU-focused consulting relationships with schools or institutions for which they are compensated. This prohibition remains in effect during the period of their service as members of the Board or the Commissions.

A participant in any accreditation-related decision, where there is an actual, potential, or perceived conflict of interest must recuse him or herself from any

involvement, discussions, and votes relative to the issue or topic associated with the actual, potential, or perceived conflict of interest. Except with the express consent of the President of the Board of Trustees or the Commission Chair, a person recused by an actual, potential, or perceived conflict of interest will absent him or herself from the proceedings.

Accreditation Assignment to a Survey Team

When an accreditor is being considered for an assignment as a consultant or a member of a survey team, a determination will be made concerning conflict of interest. As a basic policy, no accreditor from a given school system will be assigned to a survey team that will evaluate a sister institution.

In cases where an accreditor identifies an actual, potential, or perceived conflict of interest, this disclosure will be recorded in writing as part of the volunteer assignment process and a copy filed with the PAASCU Secretariat. If there is a request for a determination of an actual, potential, or perceived conflict of interest, the standing committee headed by the Executive Director will determine the actual, potential, or perceived conflict of interest. Such requests must be in writing, and the determination by the standing committee is to be in writing, and both are to be filed with the PAASCU Secretariat.

An assertion by any third party of an actual, potential, or perceived conflict of interest in any matter will be referred to the affected individual who will be expected to provide a written explanation. Both the asserted conflict and the explanation will be considered by the standing committee for a determination as to the existence of a conflict of interest.

PAASCU Secretariat Employees

PAASCU Secretariat officers and staff are prohibited from establishing or maintaining accreditation-focused consulting relationships with schools or institutions for which they are compensated. This prohibition continues for one year following the termination of employees or contract engagement with PAASCU.

Conflicts of Interest

Actual, potential, or perceived conflicts of interest may include, but are not limited to, the following:

1. Within the past ten years, employment including consulting or contractual services, whether or not compensated by the institution itself, enrollment as a student, or other services in any capacity by an institution that is under review.
2. Within the past three years, employment including consulting or contractual services, whether or not compensated by the institution itself, enrollment as a student, or other services in any capacity by an institution that is part of the same multi-institutional system as the institution under review.
3. Within the past year, employment including consulting or contractual services, whether or not compensated by the institution itself, enrollment as a student, or other services in any capacity by an institution that is a competitor of the institution under review or that may otherwise have a material interest in the outcome of the actions regarding the institution under review.
4. Within the past three years, employment including consulting or contractual services, whether or not compensated by the institution itself, enrollment as a student, or other service capacity and direct involvement in the development, direct oversight, and continuing direct management of joint programs or other collaborative educational activities at an institution in cooperation with the institution under review.
5. Current employment by an institution that belongs to the same religious congregation.
6. Within the past year, having been a candidate for employment in any capacity or having applied for enrollment as a student at the institution under review.
7. Having an immediate family member(s) who is(are) a current employee(s), board members, candidate(s) for employment or admission to a degree program, or student(s) enrolled in a degree program, at the institution under review. Immediate family members include spouses, siblings, children, grandchildren, parents, and grandparents.
8. Being an alumna or alumnus of the institution under review.
9. Having a financial interest in the institution under review, or having an immediate family member(s) with any financial interest.

10. For the Secretariat staff, if they served as PAASCU representative or is directly or indirectly involved in accreditation related function for schools which may grant them and their immediate family member(s) scholarship benefits.

Committee Meetings on Determining Conflicts of Interest

A standing committee, headed by the Executive Director and whose members, which may be Board or Commission members or not and are appointed by the Board on the recommendation of the Executive Director, is responsible for determining if a conflict of interest exists. The output of this standing committee is appealable to the Board of Trustees.

In cases where a participant voluntarily identifies an actual, potential, or perceived conflict of interest and recuses him or herself from the deliberations and actions, these events will be recorded in writing as part of the meeting record and a copy filed with the PAASCU Secretariat. If a request for a determination of an actual, potential, or perceived conflict of interest is made to the standing committee such requests must be made in writing, and the determination by the committee is to be in writing, and both are to be filed with the PAASCU Secretariat.

An assertion by any third party of an actual, potential, or perceived conflict of interest in any matter will be referred to the affected individual who will be expected to provide a written explanation. Both the asserted conflict and the explanation will be considered by the committee for a determination as to the existence of a conflict of interest.

POLICY ACKNOWLEDGEMENT

I _____, hereby acknowledge that I have reviewed the Code of Conduct and Policy on Conflicts of Interest, that I will comply with the same, and the failure to comply with the terms set forth may result in disciplinary action, which may include termination from employment for employees or removal for members of the Board, the Commission or Survey Team and the Organization.

Name and Signature

Date

M. Interviewee Photo and Video Consent Form



Philippine Accrediting Association of Schools,
Colleges and Universities

INTERVIEWEE PHOTO AND VIDEO CONSENT FORM

This authorization grants permission to use your image, still or moving, recorded during the (Type of visit, e.g., preliminary, formal, re-survey) to the (Program/s to be visited) at (Name of the School's) online/remote site visit for the publication in any medium of the PAASCU platforms.

By signing this document, you agree to allow the video recording during the interview session for PAASCU Survey Team's reference only. There will be no disclosure of the information with the University/College/School or any other third parties.

Please note that (Name of the School) is authorized to sign the consent form on behalf of involved interviewees and stakeholders. By signing this consent form, the university is obliged to inform interviewees and stakeholders their binding conditions therein.

Signature : _____

Name : _____

Position : (Head of University's QA)

Date : _____