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

SOCIAL WORK PROGRAM
SURVEY INSTRUMENT

2021

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GUIDE TO PAASCU PROGRAM ACCREDITATION

PREFACE

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

ACKNOWLEDGEMENTS

The Board acknowledges the hard work done by the Institutional Accreditation Working Group who drafted the instrument, and the Board of Trustees' Standards Committee.

To ensure alignment, this survey instrument was drafted based on the Institutional Accreditation Instrument by the members of the Commission on Tertiary Education.

1. INTRODUCTION TO PROGRAM ACCREDITATION

1.1. Quality Assurance

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

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

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

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

1.2. Accreditation

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

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

1. clearly defined and appropriate objectives

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

2.   PAASCU ACCREDITATION FRAMEWORK

2.1. Institutional Accreditation Framework

In conducting institutional accreditation, the following framework is adopted:

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

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

2.2. Program Accreditation Framework

The 8 areas and 23 subareas were all looked into when the school initially had its Liberal Arts and Sciences, Business, and Education programs accredited or any program that was accredited by the PAASCU considering all areas and subareas. The accreditation of any of these programs is necessary before undertaking the accreditation of the Social Work program.   This is the reason why in conducting the accreditation for this program, only the following areas are considered:

Area 1.   RESOURCE MANAGEMENT (1 sub-area)
            Sub-area 1.1 Human Resources

Area 2.   TEACHING-LEARNING (3 sub-areas)
            Sub-area 2.1 Social Work Curricular Program
            Sub-area 2.2 Teaching and Learning Methods
            Sub-area 2.3 Assessment Methods

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

Area 4.   RESEARCH (1 sub-area)
            Sub-area 4.1 Research Management and Collaboration

Area 5.   RESULTS (3 sub-areas)
            Sub-area 5.1 Educational Results
            Sub-area 5.2 Community Engagement and Service Results
            Sub-area 5.3 Research Results

It should be noted, however, that the survey visit will be limited to the above areas and sub-areas when an institution has been awarded "clean" accreditation in any of the programs previously visited, i.e., Liberal Arts, etc., and the visit to the Social Work program will be conducted in the first 2 years after the awarding of such status. If the survey on this program will be visited 3 years after, the institution will be requested to prepare a Progress Report on the sustained implementation of the recommendations given by the previous survey team in the other areas and sub-areas not included in the above.

3. THE SELF SURVEY REPORT

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

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

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

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

Contents of the Self Survey Report

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

PART 1:   School Profile

This section provides the following information about the school:
1.   A brief history of the school
2.   Vision, mission, goals, objectives, and core values of the school
3.   Organizational structure
4.   Governing board and list of top executives
5.   Educational programs, including student population for each program and accreditation level
6.   Enrollment data per year level of the program being visited (3-year data for a preliminary visit, 2-year data for a formal visit, and 5-year for resurvey visit)
7.   Description of the regulatory environment in which the institution operates
8.   Identified strategic challenges, including planned and implemented strategies to address the same.

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

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

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

1.   It should provide information that focuses on how the school meets the criteria under each standard. An explanation should be provided if the school failed to meet a criterion.

2.   The information should be presented based on the sequencing of the criteria. They should be written in whole sentences but should be straightforward, concise, and factual. More importantly, the information should be supported by evidence that directly supports the information given. A checklist of evidence is provided under each standard. However, this does not preclude the institution from using other sources of evidence that will support its claim.

3.   In the presentation of evidence, the following guidelines should be considered:

       a.   Where statistical data, graphs, tables, or matrices are used, label the same and present them either within the narrative or attach them to the SSR with appropriate reference. Where a policy statement is used, summarize the policy or attach the same to the SSR with proper reference.

b.   The documents and any other evidence used to support the information provided should be listed per standard and attached to the SSR. If the same evidence supports multiple standards, attach the evidence once and list it under each relevant standard.

4.   The write-up should not only be descriptive but analytical, citing both the strengths and weaknesses in the features described in the criteria. The guide questions and the explanations can assist in analyzing the quality practices of the institution. When analyzing the institution's quality practices, it is also important to benchmark with the practices of other reputable institutions or with those that are considered 'good' practices.

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

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

PART 4:   Conclusion

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

PART 5:   Appendices

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

PART 6:   Summary of Ratings

4.   THE SURVEY VISIT

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

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

5.   PAASCU SURVEY REPORT

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

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

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

The ratings of the criteria in a sub-area are averaged to arrive at the **sub-area average rating**.
The sub-area average ratings in an area are averaged to arrive at the **area average rating**.
The 5 area average ratings are averaged to arrive at the **overall average rating.**

Statistical Summary of Ratings

Statistical Summary of Ratings	Ratings (in two decimal places)
Area 1. Resource Management	
Sub-area 1.1 Human Resources	
Area 1 Average Rating	
Area 2. Teaching-Learning	
Sub-area 2.1 Social Work Curricular Program	
Sub-area 2.2 Teaching and Learning Methods	
Sub-area 2.3 Assessment Methods	
Area 2 Average Rating	
Area 3. External Relations	
Sub-area 3.1 Networks, Linkages, and Partnerships	
Sub-area 3.2 Community Engagement and Service	
Area 3 Average Rating	
Area 4. Research	
Sub-area 4.1 Research Management and Collaboration	
Area 4 Average Rating	
Area 5. Results	
Sub-area 5.1 Educational Results	
Sub-area 5.2 Community Engagement and Service Results	
Sub-area 5.3 Research Results	
Area 5 Average Rating	
Overall Average Rating	

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

Additional Requirements to Pass a Formal Survey or Resurvey Visit:

Apart from meeting the Standards in the areas and sub-areas under survey, the following criteria need to be complied with to pass a survey or resurvey visit:

I.   Academic Qualifications of Program Administrators (Dean, Program Chair, Program Heads or Coordinator)

Program administrators must possess the required academic degrees/qualifications as stipulated in the most recent CHED's Policies, Standards, and Guidelines (PSGs) of the program being accredited.

II.   Faculty Requirements and Teaching Assignments

Faculty members, regardless of status (full-time, part-time), must possess the required academic qualifications as stipulated by the most recent CHED's PSGs of the program being accredited.

III.   Teaching Assignments

50% of all courses must be taught by full-time faculty members, and 40% of all General Education courses must be taught by master's degree holders in their field of specialization.

IV.   Performance in the Licensure Examination

For programs with a licensure examination, the performance of graduates must consistently be above the national passing average or at par with the national average. The yearly performance will be calculated based on the simple average of results for programs with 2 or more examinations in a year.

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

7.   FAAP CERTIFICATION OF THE ACCREDITATION LEVEL

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

8.   ISSUANCE OF REPORT TO THE INSTITUTION

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

AREA 1.   RESOURCE MANAGEMENT

Sub-area 1.1.   Human Resources

Standard 8.
The institution has adequate and qualified human resources, both teaching and non-teaching, that enable it to perform its teaching, research, and community service functions. It has programs for recruitment, selection, hiring, deployment, training, and retirement of personnel.

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

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

Guide Questions:
1. Are the HR plans, policies, and programs on human resources defined, communicated clearly, and supportive of institutional goals?
2. How are the recruitment, selection, and hiring policies formulated and applied?
3. Are there specific contracts that define the job functions, terms of employment, and tenure for all personnel?
4. How does the institution ensure that the training and development plans for the academic and non-academic staff are participative, relevant, and needs-based?
5. Do personnel participate in the formulation of their career goals and plans?
6. Are deployment, promotion, and succession policies clear to all concerned?
7. How does the institution ensure the consistency of the teaching and work assignments with the staff's qualifications and capabilities?
8. Are there clear provisions for resignation, retirement, and termination?
9. Is there a performance management system that covers reward, recognition, coaching, and mentoring?
10. What are the provisions for staff orientation and discussion of staff-related issues and concerns?
11. How are the plans, programs, and policies regularly evaluated for improvement?

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

AREA 2.   TEACHING-LEARNING

Sub-area 2.1.   Social Work Curricular Program

Standard 11.
A system to design, develop, and review the Social Work program is established, ensuring alignment with its vision-mission and goals, with program objectives and learning outcomes, and are relevant to meeting stakeholders' needs.

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

Below are the criteria and their corresponding guide questions. Only the criteria will be given a rating. The guide questions are meant to help analyze where the institution is as regards the specific criterion.

Criteria	Rating
1. **The program offerings are aligned with the vision, mission, and goals of the institution.**	
• How are the institutional vision, mission, and goals reflected in the various curricula/course offerings?	
2. **A system with defined policies, guidelines, and processes in the design, development, review, and periodic updating of program offerings is established.**	
• What process does the Social Work program follow in curricular development, review, and revision? • Who is responsible for designing and developing the curriculum? • Who is involved in the process of curricular design, development, review, and revision?	
3. **The program and course objectives, including the expected learning outcomes, are established.** **3.1** The course offerings are adequate in scope and depth to achieve the program, course, and learning outcomes	
• How are the learning outcomes established and communicated?	

4. **Delivery plans and syllabi are developed for each course and communicated based on expected learning outcomes.**	
• Who is responsible for implementing the curriculum? • What processes are in place for the development of the learning plans and syllabi? • What are the mechanisms to ensure learning plans and syllabi lead to the attainment of the learning outcomes?	
5. **The system of managing program offerings is regularly reviewed and assessed for improvement and updating.**	
• How are the programs and courses evaluated? • What benchmarking activities does the Social Work program engage in to ensure its curricula are relevant and at par with the same program offered in comparable institutions? • What process is undertaken to review and assess the relevancy and attractiveness of program offerings?	
6. **Students and key stakeholders participate in the design, development, review, and periodic updating of program offerings.**	
• What mechanisms are in place to ensure the participation of students and key stakeholders in the design, development, review, and periodic updating of curricular offerings?	
Average Rating	

Supporting Evidence:
- Curricular development and review process
- Curriculum committee composition, functions, and minutes of meeting
- Curricular offerings
- Bulletin of Information
- Reports of external examiners or accrediting agencies
- Course syllabi and development plan
- Faculty and student feedback on program and course offerings
- Employer feedback on graduates report
- Curricular evaluation reports
- Policies and guidelines formulated related to this standard
- Report on academe-industry dialogue
- Proceedings of Minutes of Consultation with stakeholders (students, faculty, alumni & industry partners)

Sub-area 2.2.   Teaching and Learning Methods

Standard 12.
The Social Work program has a system to select, develop, and evaluate the appropriate teaching and learning methods and activities is established, aligned with its educational philosophy, and intended to achieve the desired learning outcomes.

The teaching and learning approach reflects the institution's educational philosophy and should facilitate the achievement of the expected learning outcomes and promote life-long learning. Therefore, a system should be established to ensure that appropriate teaching and learning methods, **new modalities in the delivery of flexible learning,** and approaches are selected, deployed, and regularly evaluated by relevant stakeholders.

Below are the criteria and its corresponding guide questions. Only the criteria will be given a rating. The guide questions are meant to help analyze where the institution is as regards the specific criterion.

Criteria	Rating
1. There is a system to select, develop, use, and evaluate appropriate teaching and learning methods and activities.	
• What is the existing framework used by the Social Work program in achieving the desired learning outcomes? • How is the framework utilized to select, develop, use and evaluate appropriate teaching and learning methods and activities?	
2. The methods and activities employed are aligned with the educational philosophy of the institution.	
• How is the existing framework aligned with the educational philosophy of the institution? • What are the different methods and activities adopted? • How are the methods and activities aligned with the expected learning outcomes?	
3. Stakeholders' feedback is considered in the selection, development, and use of teaching and learning methods and activities.	
• How does the program gather and use feedback in the selection, development, and use of teaching and learning methods and activities?	
4. The methods and activities adopted to promote the achievement of the learning outcomes and life-long learning.	
• What methods and activities promote life-long learning? • What methods and activities promote the achievement of learning outcomes? • How do these methods and activities promote the achievement of the learning outcomes and promote lifelong learning?	

5. The methods employ a learning management system and new modalities in the delivery of flexible learning.	
• **What learning management system and new modalities in flexible learning are adopted?**	
6. Monitoring and evaluation of the methods and activities are regularly conducted for improvement.	
• What are the processes employed to monitor and evaluate the methods and activities deployed for improvement? • How are teaching and learning methods and activities evaluated and improved?	
Average Rating	

Supporting Evidence:
- The educational philosophy of the institution and the program
- Teaching strategies and instructional methods
- Learning Management System (LMS) and Flexible Learning Modalities adopted
- Faculty and student feedback on teaching and learning strategies employed
- Evaluation reports on teaching and learning methods and activities
- Reports on practical training, projects, and other action-learning activities
- Community service reports
- Field Instruction portfolio (for SW)

Sub-area 2.3.   Assessment Methods

Standard 13.
A system is in place to plan and select the most appropriate assessment types aligned that are to the achievement of the expected learning outcomes.

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

Below are the criteria and their corresponding guide questions. Only the criteria will be given a rating. The guide questions are meant to help analyze where the institution is as regards the specific criterion.

Criteria	Rating
1. **There is an established system to track students' progress from admission, their progression from one level to the other up to the time of graduation.**	
• How is assessment during admissions done on new students? • How is the students' academic progress monitored from admission to graduation? • How are the results of the students' progress used to improve instructional delivery? • What steps are in place to address the special learning needs of the students?	
2. **Various assessment methods are used to determine the achievement of the expected learning outcomes.**	
• How are assessment methods differentiated considering the uniqueness of the Social Work program, courses, and learning outcomes? • What is the process for designing assessment methods? • What are the assessment types and methods used?	
3. **Results of the assessment are utilized to validate learning outcomes**	
• What are the controls instituted to ensure the validity, reliability, and fairness of the assessment tools? • How are the results used to validate learning outcomes?	
4. **Exit interviews of graduating students are regularly conducted to serve as inputs for assessment methods and course improvements.**	
• How is exit assessment done on graduating students? • How are the results utilized to improve the course and program?	

5. Methods for assessment and results are regularly reviewed and evaluated for improvement.	
• How often are the assessment methods reviewed, analyzed, and improved? • How satisfied are the students and key stakeholders with the assessment methods used? • What processes are in place to address concerns regarding assessment results? • How are the assessment results utilized for quality improvement?	
Average Rating	

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

Area 3.   EXTERNAL RELATIONS

Sub-area 3.1.   Networks, Linkages, and Partnerships

Standard 16.
The Social Work program establishes networks, linkages, and partnerships with local, national, regional, and international agencies and groups to pursue its vision, mission, and goals.

The Social Work program recognizes that establishing linkages, networks, and partnerships are critical in achieving its vision, mission, and goals. Through a broad range of activities such as fellowships, faculty and student exchanges, mobility program for students, international internships, dual degree programs, joint research, and creative work activities, twinning programs, sharing of resources, fund sourcing, etc., the institution is helped to improve its deliverables, making it sustainable and relevant.

These activities should be supported by an appropriate mechanism to ensure their effectivity and the same should be evaluated to ensure mutual benefits and achievement of the program goals.

Below are the criteria and their corresponding guide questions. Only the criteria will be given a rating. The guide questions are meant to help analyze where the institution is about the specific criterion.

Criteria	Rating
1. **A plan is in place to network, link, and partner with various agencies and groups at the local, national, regional, and international levels for mutual benefits and in pursuance of the program goals and objectives.**	
• What process is undertaken by the Social Work program to select partner institutions and organizations? • What priority areas does the Social Work program consider in establishing linkages or forging networks with selected partner institutions and organizations?	
2. **Appropriate structure and mechanisms are in place to carry out such engagements on the institutional level.**	
• What kind of support (i.e., financial, staff, technological, etc.) is given by the institution to those participating in collaboration activities, networks, and linkages? • Who is involved in the decision-making process as far as the external relations activities of the Social Work program are concerned? • What office is responsible for program linkages?	

3. **Linkages and partnerships are supported by appropriate agreements and contracts.**	
● What benefits have been derived by the Social Work program in its partnerships and linkages? ● What processes are undertaken in the formulation/development and review of MOUs/MOAs? How often are the MOUs/MOAs reviewed? Who is involved in the review process? ● How functional are these MOUs/MOAs? ● What do the external partners benefit from these arrangements?	
4. **Networks, linkages, and partnership activities are regularly evaluated to assess how they help achieve the vision and mission.**	
● How has the data been utilized to improve the effectiveness of the Social Work program's networking and linkages?	
Average Rating	

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

Sub-area 3.2.   Community Engagement and Service

Standard 17.
The Social Work program commits to conduct community engagements and service activities as part of its social responsibility and corporate citizenship.

An educational institution exists not only to perform the functions of teaching, learning, and research but also commits itself to service to the community/society. This commitment necessitates engaging with a wide range of stakeholders (i.e., other educational institutions, alumni, industry partners, employers, professional bodies, etc.) and the community to establish and sustain constructive and productive collaboration with them. The goal of such collaboration is to bring about a mutually beneficial exchange of knowledge and resources within the context of partnership and reciprocity. Community engagement and service cover community outreach, extension work, advocacy, consultancy, and other kinds of professional services.

Below are the criteria and their corresponding guide questions. Only the criteria will be given a rating. The guide questions are meant to help analyze where the institution is about the specific criterion.

Criteria	Rating
1. **The Social Work program has a strategic development plan for community engagement and service aligned to the institution's vision, mission, and goals.**	
● What is the mechanism for planning the program's community engagement and service activities? ● What criteria are used in the selection of the partner institutions and communities? ● What mechanisms are existing for partnering with institutions and communities?	
2. **Community engagement and service activities are implemented to provide benefits and promote the development of their partner institutions and communities.**	
● How does the program ensure the effective implementation of the plans? ● What benefits are derived from community service and engagement activities?	
3. **Community engagement and services utilize the competencies of the various sectors and stakeholders of the program.**	
● How does the program optimize the involvement of the various stakeholders (students, parents, alumni, faculty, industry partners, government organizations, NGOs, etc.) ● What kinds of services are provided by the program, and what are the conditions agreed upon between the program and its partners? ● How does the program collaborate with other programs in promoting the institution's community engagement and service activities**?**	

4. **Appropriate structures with adequate resources are in place to support community engagement and service activities.**	

● Who participates in the program's engagement and service activities, and what is the extent of their involvement?
    ● What support is available for the program's community service and engagement plans, projects, and activities (i.e., human, financial, physical, etc.)?
    ● What office manages the community engagement of the institution?	

5. **Community engagement and service activities are systematically monitored and evaluated against established criteria.**	

● How does the program gather feedback regarding the effectiveness of its services/engagement activities?
    ● Who is involved in monitoring and evaluation?
    ● How are feedback results utilized in the areas of planning and quality enhancement?
    ● How are feedback results disseminated to the concerned sectors?	

Average Rating	

Supporting Evidence:
- Community service and engagement plans, policies, guidelines, projects, etc.
- Job descriptions of individuals overseeing community service and engagement activities, if applicable
- Memorandum of Understanding (MOU)/Agreement (MOA)
- Institution/Community surveys (performance feedback documents)
- Community engagement and service assessment/evaluation tool/s
- Database of services, service providers, and recipients organized per community extensions and partners

**Area 4.	Research**

**Sub-area 4.1.	Research Management and Collaboration**

Standard 18.
The Social Work program implements a research program aligned with its mission and vision, supports its teaching-learning and community engagement functions, and addresses local and national development needs.

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

Below are the criteria and its corresponding guide questions. Only the criteria will be given a rating. The guide questions are meant to help analyze where the institution is as regards the specific criterion.

Criteria	Rating
1. **There is a defined research agenda for the program with defined goals, plans, policies, and activities.**	
• What process is being followed in determining the research agenda of the programs? • How is the program research agenda aligned with the institutional research agenda? • How does the research agenda reflect consistency with the program outcomes, goals, plans, policies, and activities? • What research program is undertaken in support of teaching-learning and community engagement functions?	
2. **The research program complies with appropriate policies and requirements.**	
• How does the research program comply with institutional, national, international, and regulatory requirements?	
3. **An appropriate structure for research is established at the program level.**	
• Is there qualified personnel who manages the research agenda of the program? • How adequate are the funds and other resources in the promotion and conduct of research activities? • How effectively are funds allocated, distributed, and utilized for research?	

4. **The conduct of research is part of the criteria for faculty promotion awards.**	
• What are the provisions for including research for faculty promotion and awards? • What are the incentives, rewards, and benefits given to faculty and staff who conduct research activities?	
5. **Research linkages, collaboration, and partnerships are established in pursuit of research goals.**	
• What linkages and partnerships (local and international academic institutions and associations, professional and research bodies, government and non-government organizations, and business and industrial entities) have been established for research?	
6. **The research program and activities are regularly assessed, using performance indicators and stakeholder needs satisfaction, from which the continuous improvement of the research program ensues.**	
• How does the research agenda reflect the program outcomes, goals, plans, policies, activities, timeline, and budget? • What provisions are in place for monitoring the progress and completion of research projects? • What are the mechanisms for peer and ethics review of accomplished research studies?	
Average Rating	

Supporting Evidence:
- Research agenda
- Research manual including the related policies and guidelines
- Research budget
- List of research activities
- List of completed research in recent five years
- List of relevant institutions and organizations with established research partnership and collaboration
- Evaluation results on research activities
- List of faculty who received awards, incentives, and benefits
- Notarized MOA/contract of research project/s.

Area 5.   Results

Sub-area 5.1   Educational Results

Standard 20.
The educational process results include the achievement of the expected learning outcomes, pass rates, and dropout rates, the average time to graduate, employability of graduates, pass rates of graduates in board examinations of board-related program offerings, and the satisfaction levels of graduates, among others.

Educational results are the measures of the quality of education the institution provides. Results are the outputs of the transformation process the student underwent. In assessing the quality system, it is important not only to assess the process but also to establish, monitor, and assess indicators of the quality of graduates. These include the achievement of learning outcomes, pass and dropout rates, the average time to graduate, the employability of graduates, the pass and failure rates in board examinations, and the satisfaction levels of key stakeholders on graduates. The information is gathered, analyzed, and used to improve the programs, its delivery, and the institution's quality assurance system.

Below are the criteria and their corresponding guide questions. Only the criteria will be given a rating. The guide questions are meant to help analyze where the institution is as regards the specific criterion.

Criteria	Rating
1. **The expected program and course learning outcomes are defined, monitored, and assessed for improvement.**	
• What are the indicators and the methods used in determining, monitoring, and assessing the quality of graduates? • What measures are utilized to determine whether learning outcomes set on the institutional and programmatic levels are achieved when students graduate?	
2. **The pass and drop-out rates for all programs and courses are identified, monitored, and assessed for improvement.**	
• What studies have been made regarding dropouts, and how have the results been used to improve the sustainability of the programs? • If the results of the pass and dropout rates are unsatisfactory, what measures have been undertaken to improve the same?	
3. **The average time to graduate for all programs is identified, monitored, and assessed for improvement.**	
• How satisfactory are the graduation rates per course offerings? What measures have been undertaken when graduation rates are low?	

4. **The employability of graduates of all programs is established, monitored, and assessed for improvement.**	
● What is the average time for graduates to find employment, and what are the reasons why graduates are not immediately employed?	
5. **The pass and failure rates of graduates in board examinations of board-related programs are identified, monitored, and assessed for improvement.**	
● What measures have been undertaken to improve the performance of graduates in board examinations?	
6. **The satisfaction levels of key stakeholders on the quality of graduates are established, monitored, and assessed for improvements.**	
● How does the institution track the level of satisfaction of faculty, students, alumni, and employers about the program of studies, teaching-learning process, resources provided, competencies acquired, strengths of graduates, etc.?	
Average Rating	

Supporting Evidence:
- Performance reports
- Board examination results (PRC Report)
- Stakeholders' satisfaction results
- Tracer studies of graduates (the employment rate)
- Employment surveys and statistics (Report on placement/employment)
- Graduates, alumni, and employer surveys (Exit Interview/Evaluation)
- Stakeholders feedback (Written feedback from stakeholders)
- Refresher programs and other student-care programs
- Program Evaluation Reports
- Job Placement Programs

Sub-area 5.2.   Community Engagement and Service Results

Standard 21.
The institution's community engagement and service programs produce results that impact the institution, its stakeholders, and society.

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

Below are the criteria and their corresponding guide questions. Only the criteria will be given a rating. The guide questions are meant to help analyze where the institution is about the specific criterion.

Criteria	Rating
1. **The nature and volume of community engagement and service activities are identified, monitored, and assessed for improvement.**	
• Are the activities aligned with the vision and mission of the institution? What is the nature of the community engagement and service activities carried out by the institution, faculty, staff, and students? • What criteria were used in selecting these types of activities? • How are community engagement and service activities assessed for improvement and matched with best practices?	
2. **The impact and achievements of these activities on various stakeholders are identified, monitored, and assessed for improvement.**	
• What impact do these activities have on society, the institution, faculty, staff, and students? • What impact do these activities have on the target beneficiaries and other stakeholders?	
Average Rating	

Sources of Evidence:
• Strategic development plan and goals on community engagement and service
• Performance reports of community engagement and service activities
• Faculty and staff feedback
• Students reports and feedback
• Institutions/Community reports and feedback
• Partners and other stakeholders' feedback

Sub-area 5.3.   Research Results

Standard 22.
The Social Work program has produced research outputs as seen through new knowledge embodied in publications, citations, journals, research-informed teaching, technology transfers, innovation, inventions, creative work, etc.

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

Below are the criteria and their corresponding guide questions. Only the criteria will be given a rating. The guide questions are meant to help analyze where the institution is as regards the specific criterion.

Criteria	Rating
1. The nature and number of research outputs done by faculty members and program research teams are documented and, if possible, published.	
• What is the nature of the research activities carried out by the institution, research teams, faculty, staff, and students? • What are publication platforms utilized for research outputs?	
2. The research outputs are disseminated through appropriate fora and media.	
• What criteria are used in selecting researches for dissemination? • How are these researches disseminated?	
3. Results of research projects are used for the enhancement of teaching-learning and community engagement activities.	
• How are the research outputs utilized to enhance teaching-learning and community engagement? • How is the utilization of the research outputs monitored and assessed for continuous improvement?	
4. Completed research activities are used for further development of research and publications in the institution.	
• What further researches are undertaken as a result of published institutional/program researches?	
5. The research outputs provide inputs to current practice and the development of new knowledge in social work.	
• How may the research outputs contribute to the improvement of practice and the development of new knowledge?	
Average Rating	

Sources of Evidence:
- Performance reports on research activities of the institution
- Research agenda
- Research funds and related resources
- Publications and citations
- Registration of copyrights, trademarks, and patents
- Paper presentations in local and international professional organizations
- Documentation of utilization of research outputs
- Documentation of research being done as a result of the existing published research

ATTACHMENT A

SOCIAL WORK PROGRAM

SUPERVISED FIELD INSTRUCTION (INTERNSHIP)

This refers to the placement of Social Work students in Social Welfare Agencies and/or communities in urban and rural settings to apply knowledge, skills, and attitude acquired from classroom experiences. Supervised Field Instruction also provides the Social Work students opportunities to use knowledge and the conscious use of self as future professional Social Workers.

AREA 4. TEACHING-LEARNING
4.1 Field Instruction Program (FI Program)

Criteria	Rating
1. **A system with defined policies, guidelines, and processes in the design, development, review, and periodic updating of the Field Instruction Program is established.** • What processes are followed in the development, implementation, and evaluation of the Field Instruction Program? • Who is responsible for developing, implementing, and evaluating the Field Instruction Program?	
2. **The Field Instruction Program is developed for each role, field, and practice setting to attain the competencies and program outcomes.** • How is the FI program developed to address the expected roles, needs, and challenges per Social Work settings and fields? • What processes are followed in the selection of social welfare agencies and communities for students' placement? • What safeguards are done to ensure the attainment of competencies and demonstration of program outcomes based on the roles and expectations?	
3. **There is an established system to monitor and evaluate the implementation of the Field Instruction Program.** • How is FI students' performance monitored and evaluated? • What are the assessment instruments and mechanisms used? (e.g.: rubrics, portfolios)? • Who is involved in determining assessment instruments and mechanisms? • How is the feedback mechanism utilized to provide FI students' awareness of their performance? • What are reward systems or incentives for recognizing the outstanding performance of students and partners in Field Instruction?	

Supporting Evidence:
- Field Instruction Manual
- Performance Assessment Tools/ Evaluation rubrics
- Proceedings and attendance during consultative meetings with stakeholders
- Memorandum of Understandings (MOUs) and MOAs with partner agencies and
- or communities
- Service Contract
- Agency Field Supervisors' Portfolio/Qualifications
- Students' Field Instruction Portfolio (journals, case studies, and other outputs)
- List and Profile of Partner Agencies and Communities
- Records/evidence of outstanding performance in Field Instruction.
- Feedback and evaluation of partner agencies/communities

Statistical Summary of Ratings

Statistical Summary of Ratings	Ratings (in two decimal places)
Area 1. Resource Management	
Sub-area 1.1 Human Resources	
Area 1 Average Rating	
Area 2. Teaching-Learning	
Sub-area 2.1 Social Work Curricular Program	
Sub-area 2.2 Teaching and Learning Methods	
Sub-area 2.3 Assessment Methods	
Area 2 Average Rating	
Area 3. External Relations	
Sub-area 3.1 Networks, Linkages, and Partnerships	
Sub-area 3.2 Community Engagement and Service	
Area 3 Average Rating	
Area 4. Research	
Sub-area 4.1 Research Management and Collaboration	
Area 4 Average Rating	
Area 5. Results	
Sub-area 5.1 Educational Results	
Sub-area 5.2 Community Engagement and Service Results	
Sub-area 5.3 Research Results	
Area 5 Average Rating	
Overall Average Rating	