



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

**ARTS, SCIENCES, BUSINESS,
AND EDUCATION PROGRAMS
Supplement**

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GENERAL GUIDELINES

Schools initially submit their Liberal Arts, Business, and Education programs for PAASCU accreditation. These programs are considered core programs. After these programs are granted accreditation status, a school can submit additional new programs for accreditation.

The school must prepare a supplement report to show compliance with other criteria specific to the new programs. This supplement covers the following areas:

AREA 1. Resource Management

- Sub-area 1.1 Human Resources
- Sub-area 1.2 Financial Resources
- Sub-area 1.3 Physical Facilities and Learning Resources

AREA 2. Teaching-Learning

- Sub-area 2.1 Curricular Programs
- Sub-area 2.2 Teaching and Learning Methods

AREA 3. Results (Optional)*

- Sub-area 3.1 Educational Results

* These are optional if the institution has already given a comprehensive report on these areas.

ACCREDITATION REQUIREMENTS

The table below enumerates the requirements for accreditation purposes.

A. General Policies
1. For General Education (GE) Courses: 1.a. 50% of all courses must be taught by Full-Time (FT) Faculty (Due to the COVID pandemic, the requirement will not be strictly enforced.) 1.b. Master's degree holders must teach 40% of all GE courses in their field of specialization
2. Faculty teaching professional courses in programs that require PRC licensure examinations should have updated (most recent) PRC-issued ID.

B. Eligibility Requirement Pertinent to Licensure Exams

1. For institutions seeking Initial Accreditation:

The performance of first takers in all examinations during the last three years should at least be at par with or above the national passing rate (six exams if board examinations are given twice a year; three for those given yearly)

2. For institutions seeking Re-accreditation:

The performance of first takers in all examinations during the last five years should be at par with or above the national passing rate (10 exams if board examinations are given twice a year; five for those given yearly)

C. Guidelines for Granting Re-Accreditation

1. A rating of 3.0 or higher in all areas is granted accreditation.

2. An Interim Visit will be required in the following instances:

- a. A rating of 3.0 in either the area of Faculty* or Curriculum and Instruction **
- b. A rating below 3 in one to two areas, exclusive of Faculty and the area of Curriculum and Instruction

**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)*

Note: The re-accreditation status will be granted for five years with an Interim Visit on the second year in the area/s of deficiency.

3. Accreditation will be deferred in the following instances:

- a. A rating below 3 in either the area of Faculty or the area of Curriculum and Instruction
- b. Ratings lower than 3 in three or more areas
- c. A considerably poor rating (2.5 or lower) in any area

NOTE: The deferral of accreditation will be lifted once the reason for the deferral is addressed by the school. If the reason for the deferral has not been addressed within five years, the program will lose its accreditation status.

AREAS AND STANDARDS

AREA 1. RESOURCE MANAGEMENT

Sub-area 1.1 Human Resources

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 in place for the recruitment, selection, hiring, deployment, training, and retirement of personnel.

For Administrators (Deans/Program Head)

The institution practices responsible management and models leadership that results in an effective and efficient running of the institution.

Criteria	Rating
1. Program administrators (i.e., Dean, Head, and Chair) are well qualified and have relevant experience that enables them to function in their respective roles.	
2. The program administrators promote good governance, integrity, and accountability. Adequate supervision of both faculty members and students is ensured.	
3. The program administrators are open to suggestions and are proactive in anticipating and responding to changes that may affect the administration and operations of the program.	
4. Leadership training and development and succession planning are provided to ensure continuity of program operations whenever the need arises.	
5. There is an established system of evaluating the performance of administrators with feedback mechanisms in place.	
Average Rating	

Explanation:

The strategic role of management and leadership in an organization cannot be overemphasized. The school environment, resulting from its officers' management and leadership styles, significantly affects teaching and learning and is a critical factor in the smooth operations of any institution. The institution should have academically qualified, experienced, and competent administrators who model and promote good governance and leadership and proactively respond to changes in the environment. There is a succession plan to ensure that there will be a wealth/pool of trained administrators available when the need arises.

Guide Questions

- How qualified are the program administrators in terms of academic and professional experience?

- How are program administrators selected? What criteria are used, and how are these aligned with the job specifications for the position.
- Who evaluates the program administrators? How often are they evaluated?
- How is feedback given to the ratee? How are evaluation results utilized (i.e., re-appointment, promotion, etc.)?
- What kind of supervision is employed to ensure that Faculty are updated with their course content, delivery of instruction, and consultation program with students when needed?

Supporting Evidence

- Organizational chart (institutional and program)
- Appendix: Administrators and Faculty Qualifications Matrix (including GE faculty)
- Performance Management System
- Evaluation Instrument for Administrators
- Sample evaluation results
- Administrative Manual
- Management Development Program
- Succession planning program, if any (optional)

For the Faculty

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.

Criteria	Rating
1. There is an adequate number of qualified Faculty who handle the General Education, core, and specialized/professional components of the program.	
2. Faculty handling professional courses have sufficient field exposure and practice to integrate the real-world experience into their teaching.	
3. A needs-based training and development program is provided to full-time and part-time Faculty to address the skills set needed for the new modalities in teaching and learning	
4. The Faculty Evaluation System is straightforward and acceptable to all concerned.	
5. Consistency of the teaching and work assignments with the Faculty's qualifications and capabilities are ensured.	
6. Policies are implemented to regulate the number of subject preparations and overloads assigned to the Faculty.	
7. Open and two-way communication channels provide opportunities for faculty-administration feedback and dialogues.	
8. Human resource plans, policies, and programs are periodically assessed for improvement.	
Average Rating	

Explanation

The program has sufficient academic and non-academic personnel and staff to ensure delivery of instruction is efficiently carried out. Professional licenses for Faculty where and when needed are available and current. Training programs are made available to part-time and full-time Faculty to ensure they are abreast with the latest developments/teaching techniques in their fields. Faculty-administration collaboration and engagement are evident by effective two-way channels of communication that also allow Faculty to air their concerns, especially in matters that directly affect them. All technical resources are in place to ensure that teaching/learning is not hampered by inadequate bandwidth, lack of devices, etc. Evaluation forms for the program content, faculty performance, and student performance are regularly monitored and assessed for improvement.

Guide Questions

- How sufficient are the full-time and part-time faculty resources in handling all the different courses (GE, foundation, core, and specialized/professional courses)?
- How does the institution ensure that the training and development plans for the academic personnel are participative, relevant, and needs-based?
- What have training and development programs been given to the Faculty?
- How does the program ensure alignment of teaching and work assignments with the qualifications of the Faculty?
- What are the normal teaching load and the number of subject preparations of the Faculty? Who assigns these loads?
- How are overloads treated in terms of assignment and compensation?
- What communication channels are available to the Faculty at the institutional and program levels?
- How effective are these channels of communication in both academic and non-academic issues that need immediate attention?

Supporting Evidence:

- Human Resource manual/Faculty Manual
- Rank and Promotion System
- Salary Scale in the Program and Sample Ranks of Faculty in the program (FT and PT)
- Samples of 201 files
- Training needs analysis conducted
- Job Performance/Appraisal system
- Appraisal Instrument (used by Dean/Chair, student, and peer)
- Ranking and Promotion system of the institution/college/program
- List of the Faculty with professional licenses and latest issuance)

Sub-area 1.2. Financial Resources

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

NOTE: The two (2) criteria in the table below should also be assessed with the listed criteria under Standard 9 in the core ABE instrument.

Criteria	Rating
1. A participative budgeting process is in place, which includes regular budget performance reports and analysis.	
2. Fees are used solely for the purpose for which they are collected.	
Average Rating	

Explanation

A supplemental report on the financial resources set aside for the various programs is provided for program accreditation. The allocation is to ensure that all equipment and learning materials needed are adequately provided. In addition, data like audited financial reports, financial policies utilized to support various programs must be available for reference.

Guide Questions

- Who participates in budget preparation, implementation, monitoring, and evaluation?
- How are sources of funds identified, and how are funds, especially special, contributory, or restricted funds, used?
- How often are budget performance reports released to key administrators, office heads, etc.?
- Is there a functioning budgeting process, and do program administrators prepare, implement, and evaluate their respective budgets?
- Are sources of funds identified, and are they used only for purposes for which they were collected?

Supporting Evidence

- Audited financial reports
- Internal and external audit reports
- Budgets and budget performance analysis reports are provided to the departmental administrators.

Sub-area 1.3 Physical Facilities and Learning Resources

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

Criteria	Rating
1. The program has a documented and regularly updated facilities, learning, and IT development plan supported by a sufficient budget.	
2. The Library, including its collections, laboratories, and equipment, is adequate, accessible, up-to-date, and with a budget for continuous improvement/enhancement.	
3. Facilities, IT support, and teaching and learning resources are available and accessible regardless of the instructional modality.	
Average Rating	

Explanation

The physical facilities and equipment's availability, adequacy, and accessibility contribute to an environment that directly affects teaching and the students' learning and motivation, engagement, and sense of personal safety. In addition, physical facilities exist to facilitate the conduct of research and community service. Therefore, effective management of these facilities with sufficient budget commitment is necessary so that the needs of the various stakeholders are met, and these resources are continuously improved and optimally utilized.

Guide Questions

- Are the required facilities and equipment needed by the course adequately provided?
- How adequate are the library collections, facilities, laboratories, and equipment to support Faculty and students' teaching, learning, and research needs?
- How sufficient is the budget allocated to program facilities' development and maintenance?
- How are the policies and procedures related to physical facilities defined, documented, and subscribed to?
- Are the classrooms, lecture halls, seminar rooms, and computer rooms adequate, kept clean, and free from distractions?
- Are the library and laboratories adequate, accessible, up-to-date?
- Is there a sufficient budget for the development of the required collections?
- How sufficient is the IT support (hardware and software) to meet teaching, learning, and research requirements?
- Are there adequate provisions that promote the health and safety of students and staff? Do these facilities comply with health and safety standards?
- Are there provisions to cater to students with special needs?

Supporting Evidence

- Development plans (facilities, library, laboratory)
- Budget for physical facilities, library, laboratories
- List of required program facilities and equipment, including computer hardware and software
- Library collections needed for the programs under survey
- Safety and maintenance policies and procedures
- Inspection reports/Maintenance reports
- Safety, health, and environmental policies
- Stakeholders' feedback
- Certificates of compliance with regulatory agencies
- Insurance coverage for the physical plant

AREA 2: TEACHING-LEARNING

Sub-area 2.1. Curricular Programs

A system to design, develop, and review the program offerings is established, ensuring alignment with the institutional vision-mission and goals, with program objectives and learning outcomes, and relevant to meeting stakeholders' needs.

Criteria	Rating
1. The course/program offerings align with the institution's vision, mission, goals, and current regulatory requirements.	
2. Students and key stakeholders actively participate in the design, development, review, assessment, and periodic updating of program offerings.	
3. Institutional policies on curricular development, delivery, review, and improvement are consistently carried out.	
4. The program and course objectives, policies, and guidelines for curricular adaptation to flexible learning modalities are in place. In addition, expected learning outcomes are established and understood by stakeholders.	
5. Learning delivery modalities and syllabi are developed for each course, communicated to students, and aligned with the program's expected learning outcomes.	
Average Rating	

Explanation

The curricular program and the desired learning outcomes are disseminated to all concerned. They comply with all the regulatory requirements. With the advent of the Virtual Learning Environment (VLE), systems are adequately provided and sustained to support the teaching-learning processes utilized in the various programs. Learning outcomes set are achievable and are adapted to the world of work the future graduates will find themselves in.

Guide Questions

- What process does the institution follow in curricular development, review, and revision?
- Who is involved in the process of curricular design, development, review, and revision?
- How are the institutional vision, mission, and goals-reflected in the various curricula/course offerings?
- How adequately prepared are both Faculty and students in using flexible learning modalities for interim or long-term use?
- What training programs have been administered to ensure their preparedness for these flexible learning modalities, especially courses delivered in a virtual classroom.
- How are learning outcomes established and communicated?
- What process is undertaken to review and assess the relevancy and attractiveness of program offerings?

- What formal structures are in place that strengthen the program's teaching, research, and community service functions?
- How are Board examination results utilized in the improvement of programs where they are required?

Supporting Evidence

- Program specifications, including learning outcomes (i.e., Program Specifications, especially those given by regulatory bodies)
- Curricular development and review process including samples of minutes of meetings on curricular revision
- Curriculum committee composition, functions
- Curricular evaluation reports
- Bulletin of Information
- Reports of external examiners or accrediting agencies
- Course syllabi for general education, core, and professional courses
- Faculty, student, and alumni feedback on program and course offerings
- Employer Satisfaction Surveys
- Training Programs provided the Faculty for the delivery of the VLE methodologies
- Learning Outcomes expected of graduates
- Evaluative criteria used in determining the effectiveness of VLE in instructional delivery
- Report on academe-industry dialogues
- Official Board Exam results from PRC (where applicable)

Sub-area 2.2. Teaching and Learning Methods

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

Criteria	Rating
1. The program allows flexibility to select, develop, use, and evaluate appropriate teaching and learning methods and activities.	
2. Regardless of modality, the teaching methods and activities align with the program objectives and student learning outcomes.	
3. There is regular monitoring and evaluation of the Learning Management System (LMS) and the activities deployed in the various course offerings with results used for course improvement.	
4. Stakeholders' feedback is considered in selecting, developing, and using specific teaching and learning methods and activities.	
5. Faculty has adequate support to train them in crafting/ developing various learning materials needed for various flexible learning modalities.	
6. Desired learning outcomes are established, monitored, and evaluated against selected performance indicators.	
7. A system of assessing teaching performance is in place for different teaching-learning modalities.	
Average Rating	

Explanation

The teaching and learning (TL) approach used in the program reflects the institution's educational philosophy. They facilitate the achievement of the expected learning outcomes and promote life-long learning. Appropriate teaching and learning methods and approaches, including the new modalities in the delivery of flexible learning, are well selected, deployed, and regularly evaluated by relevant stakeholders. In addition, the institution provides continuous training in the use of new methodologies.

Guide Questions

- How does the institution's educational philosophy articulate the teaching-learning processes adopted in the programs/courses offered?
- How are the methods and activities utilized aligned with the expected learning outcomes?
- What learning management system (LMS) and new modalities in flexible learning are adopted to deliver various courses? Briefly describe the various learning modalities utilized in the different courses.
- What structures are in place to support/assess the flexible learning modalities, especially online learning, for Faculty and students?
- How does IT support teaching and learning, and are IT facilities sufficient for the needs of the programs/courses?

- How are teaching and learning (TL) methods and activities evaluated and improved?
- Who or what office is in charge of conducting the regular evaluation of the teaching-learning (TL) methodologies?

Supporting Evidence

- Teaching strategies and instructional methods, i.e., LMS used
- Faculty and student feedback on teaching and learning strategies employed
- Evaluation/Feedback reports on teaching and learning methods and activities (administration, faculty, students)
- Reports on practical training, projects, and other action-learning activities
- In-campus and off-campus teaching exposure reports
- Industry immersion programs
- Internship Reports or alternative activities. if any
- MOAs and Contracts with external parties
- Budgets allocated for the new learning modality
- Official Board Exam results from PRC (where applicable)

Area 3. Results

Sub-area 3.1 Educational Results

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.

Note: Documentation and explanation of tracer studies and employee satisfaction will be sufficient for programs that do not require board examinations.

An explanation should cover how learning outcomes set for the course are achieved. Challenges they face, if any, and what measures are being undertaken to address these challenges.

Criteria	Rating
1. The program and course expected learning outcomes are well defined, periodically reviewed, monitored, and assessed for improvement.	
2. The students' pass and dropout rates for all programs are recorded, regularly monitored, and assessed for improvement.	
3. The employability of graduates of the program is established, monitored, and assessed for improvement.	
4. Graduates' pass and failure rates in board examinations of board-related programs are identified, monitored, and assessed for improvement.	
Average Rating	

Explanation

Educational results are the measures of the quality of education the institution provides. Results are the outputs of the transformation process the student underwent. In assessing the quality system, it is essential to evaluate the process and establish, monitor, and evaluate indicators of the quality of graduates. While these are usually set for the institution, the program/course offering may have indicators peculiar to the course.

Guide Question

- What are the indicators and the methods used in determining, monitoring, and assessing the quality of graduates for the course?
- Describe measures that have been undertaken to improve dropout rates if needed?
- What measures have been undertaken to improve the performance of graduates in board examinations when applicable?

Supporting Evidence

- Board examination results
- Stakeholders' satisfaction results
- Tracer studies of graduates
- Employment surveys and statistics
- Graduates, alumni, and employer surveys

STATISTICAL SUMMARY OF RATINGS

Statistical Summary of Ratings	Ratings (In two decimal places)
Area 1. Resource Management	
Sub-area 1.1 Human Resources	
Sub-area 1.2 Financial Resources	
Sub-area 1.3 Physical Facilities and Learning Resources	
Area 1 Average Rating	
Area 2. Teaching-Learning	
Sub-area 2.1 Curricular Programs	
Sub-area 2.2 Teaching and Learning Methods	
Area 2 Average Rating	
Area 3. Results (Optional)*	
Sub-area 3.1 Education Results	
Area 3 Average Rating	
Overall Average Rating	