



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

**HEALTH PROGRAMS  
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 assessing the areas pertinent to a particular program of study, i.e., Teaching-Learning, Resource Management, particularly those on Faculty Staff and Laboratories, and Research but assessing the other areas that support them. These areas include 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.

The Commission on Tertiary Education members drafted the survey instrument based on the Institutional Accreditation Instrument to ensure alignment.

## **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 meet standards required by regulatory bodies and those 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. In many cases, the term is also used 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 concerning 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		4. Teaching-Learning		8. Results
2. QA Systems	→	5. Student Services	→	
3. Resource Management	←	6. External Relations	←	
		7. Research		

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

### 2.2. Program Accreditation Framework

The eight 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 accredited by the PAASCU considering all areas and subareas. The accreditation of any of these programs is necessary before undertaking the accreditation of the Health programs. This accreditation is the reason why only the following areas are considered:

#### Area 3. **Resource Management**

Sub-area 3.1 Human Resources

#### Area 4. **Teaching-Learning** (3 sub-areas)

Sub-area 4.1 Curricular Programs

Sub-area 4.2a Teaching and Learning Methods

4.2b Teaching and Learning in the laboratory, hospital, and community settings

Sub-area 4.3 Assessment Methods

#### Area 6. **External Relations** (2 sub-areas)

Sub-area 6.1 Networks, Linkages, and Partnerships

Sub-area 6.2 Community Engagement and Service

- Area 7.     **Research**
  - Sub-area 7.1    Research Management and Collaboration
  
- Area 8.     **Results ( 3 sub-areas)**
  - Sub-area 8.1    Educational Results
  - Sub-area 8.2    Community Engagement and Service Results
  - Sub-area 8.3    Research Results

However, it should be noted 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. The visit to the Health programs will be conducted in the first two years after the awarding of such status. Suppose the survey on these programs will be visited three years after. In that case, the institution will be requested to prepare a Progress Report on the sustained implementation of the recommendations given by the last 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 standard guides what to account for in the institution's quality system.

The SSR shall be written following the sequencing of the area and standards. The write-up mainly describes how the institution meets the criteria under each standard. Therefore, only the set of criteria under each standard 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. In addition, 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 them and present them 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 be descriptive and 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 not earlier than a month after submitting the SSR to the PAASCU Secretariat. The visit will be for two 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 representing the institution's assessment against the checklist. The reports will be treated confidentially by the accreditors and used as the basis for granting 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 reveal evidence for and 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 subarea are averaged to arrive at the **average subarea rating**. The average subarea ratings in an area are averaged to arrive at the **average area rating**. The average area ratings are averaged to arrive at the **overall average rating**.

## Statistical Summary of Ratings

Statistical Summary of Ratings	Ratings (in two decimal places)
<b>Area 3. Resource Management</b>	
Sub-area 3.1 Human Resources	
<b>Area 3 Average Rating</b>	
<b>Area 4. Teaching-Learning</b>	
Sub-area 4.1 Curricular Programs	
Sub-area 4.2a Teaching and Learning Methods 4.2b Teaching and Learning in the laboratory, hospital, and community settings	
Sub-area 4.3 Assessment Methods	
<b>Area 4 Average Rating</b>	
<b>Area 6. External Relations</b>	
Sub-area 6.1 Networks, Linkages, and Partnerships	
Sub-area 6.2 Community Engagement and Service	
<b>Area 6 Average Rating</b>	
<b>Area 7. Research</b>	
Sub-area 7.1 Research Management and Collaboration	
<b>Area 7 Average Rating</b>	
<b>Area 8. Results</b>	
Sub-area 8.1 Educational Results	
Sub-area 8.2 Community Engagement and Service Results	
Sub-area 8.3 Research Results	
<b>Area 8 Average Rating</b>	
<b>Overall Average Rating</b>	

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

### **Requirements to Pass a Formal Survey or Resurvey Visit:**

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**

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

#### **III. Teaching Assignments**

Full-time faculty members must teach 50% of all courses, 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 two or more examinations in a year.

The team's report will be forwarded to the Commission and 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 FAAP's certification.

## AREAS AND STANDARDS

### AREA 3. RESOURCE MANAGEMENT

#### Sub-area 3.1. 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 in place for the recruitment, selection, hiring, deployment, training, and retirement of personnel.**

Plans, policies, and programs on recruitment, selection, hiring, deployment, training, and retirement define an institution's workforce quality. Career paths, if correctly 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 its human resources' safety, growth, and well-being.

*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
<p><b>1. Human resource plans, policies, and programs are defined and implemented to enable the institution to achieve its teaching, research, and community service functions.</b></p> <ul style="list-style-type: none"> <li>• <i>Are the HR plans, policies, and programs on human resources defined, communicated clearly, and supportive of institutional and college/program goals?</i></li> </ul>	
<p><b>2. Recruitment, selection, and hiring policies are formulated and communicated and are consistently applied.</b></p> <ul style="list-style-type: none"> <li>• <i>How are the recruitment, selection, and hiring policies formulated and applied?</i></li> <li>• <i>Are there specific contracts that define the job functions, terms of employment, and tenure for all personnel?</i></li> </ul>	
<p><b>3. Training and development programs are needs-based and are provided to both full-time and part-time employees.</b></p> <ul style="list-style-type: none"> <li>• <i>How does the institution ensure that the training and development plans for the academic and non-academic staff are participative, relevant, and needs-based?</i></li> </ul>	
<p><b>4. Deployment, promotion, succession, and career pathing programs are in place.</b></p> <ul style="list-style-type: none"> <li>• <i>Do personnel participate in the formulation of their career goals and plans?</i></li> <li>• <i>Are deployment, promotion, and succession policies clear to all concerned?</i></li> </ul>	
<p><b>5. Consistency of the teaching and work assignments with the staff's qualifications and capabilities are ensured.</b></p>	

	<ul style="list-style-type: none"> <li>How does the institution ensure the consistency of the teaching and work assignments with the staff's qualifications and capabilities?</li> </ul>	
<b>6.</b>	<b>A performance management system covering job evaluation, reward, recognition, coaching, and mentoring is in place.</b>	
	<ul style="list-style-type: none"> <li>Is there a performance management system that covers reward, recognition, coaching, and mentoring?</li> </ul>	
<b>7.</b>	<b>Salaries, incentives, and benefits are set at levels that ensure the institution can attract and retain qualified staff.</b>	
	<ul style="list-style-type: none"> <li>What are the provisions for staff orientation and discussion of staff-related issues and concerns?</li> </ul>	
<b>8.</b>	<b>Provisions for resignation, termination, and retirement are in place.</b>	
	<ul style="list-style-type: none"> <li>Are there explicit provisions for resignation, retirement, and termination?</li> </ul>	
<b>9.</b>	<b>There is a sufficient workforce to attend to the needs of the institution.</b>	
	<ul style="list-style-type: none"> <li>How do the institution and program ensure that the workforce is sufficient to meet the teaching and clinical needs called for by the program?</li> </ul>	
<b>10.</b>	<b>The working environment is risk-free and safe for the employees.</b>	
	<ul style="list-style-type: none"> <li>What mechanisms are in place to ensure the work environment is risk-free and safe for the employees in the campus and clinical areas?</li> </ul>	
<b>11.</b>	<b>Human resource plans, policies, and programs are periodically assessed for improvement.</b>	
	<ul style="list-style-type: none"> <li>How are the plans, programs, and policies regularly evaluated for improvement?</li> </ul>	
<b>Average Rating</b>		

**Sources of Evidence:**

- Employee profiles (including clinical preceptors)
- 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 (including clinical preceptors)
- Faculty retention and turnover reports

## AREA 4. TEACHING-LEARNING

### Sub-area 4.1. Curricular Programs

#### Standard 11.

**The Health and Allied Health Programs have an established system to design, develop, and review the program offerings, ensuring alignment with the institutional vision-mission and goals, with program objectives and learning outcomes, and 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 achieving learning outcomes are regularly carried out 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
<b>1. The program offerings are aligned with the vision, mission, and goals of the institution.</b>	
<ul style="list-style-type: none"> <li>• How are the institutional vision, mission, and goals reflected in the various curricula/course offerings?</li> </ul>	
<b>2. A system with defined policies, guidelines, and processes in the design, development, review, and periodic updating of program offerings is established.</b>	
<ul style="list-style-type: none"> <li>• What process does the health/allied health program follow in curricular development, review, and revision?</li> <li>• Who is responsible for designing and developing the curriculum?</li> <li>• Who is involved in the process of curricular design, development, review, and revision?</li> </ul>	
<b>3. The program and course objectives, including the expected learning outcomes, are established.</b>	
<b>3.1</b> The course offerings are adequate in scope and depth to achieve the program, course, and learning outcomes	
<ul style="list-style-type: none"> <li>• How are the learning outcomes established and communicated?</li> </ul>	
<b>4. Delivery plans and syllabi are developed for each course and communicated based on expected learning outcomes.</b>	
<ul style="list-style-type: none"> <li>• Who is responsible for implementing the curriculum?</li> <li>• What processes are in place for the development of the learning plans and syllabi?</li> </ul>	

<ul style="list-style-type: none"> <li>• What are the mechanisms to ensure learning plans and syllabi lead to the attainment of the learning outcomes?</li> </ul>	
<b>5. The system of managing program offerings is regularly reviewed and assessed for improvement and updating.</b>	
<ul style="list-style-type: none"> <li>• How are the programs and courses evaluated?</li> <li>• What benchmarking activities does the health/allied health program engage in to ensure its curricula are relevant and at par with the same program offered in comparable institutions?</li> <li>• What process</li> <li>• is undertaken to review and assess the relevancy and attractiveness of program offerings?</li> </ul>	
<b>6. Students and key stakeholders participate in the design, development, review, and periodic updating of program offerings.</b>	
<ul style="list-style-type: none"> <li>• 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?</li> </ul>	
	<b>Average Rating</b>

**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

**Sub-area 4.2a. Teaching and Learning Methods**

**Standard 12.**

**The Health and Allied Health Programs have a system to select, develop, and evaluate the appropriate teaching and learning methods and activities established, aligned with the institution's 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 expected learning outcomes and promote life-long learning. Therefore, a system should be established to ensure appropriate teaching, and learning methods and approaches are selected, deployed, and regularly evaluated by relevant stakeholders.

*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
<b>1. There is a system to select, develop, use, and evaluate appropriate teaching and learning methods and activities.</b>	
<ul style="list-style-type: none"> <li>• What is the existing framework used by the health program in achieving the desired learning outcomes?</li> <li>• How is the framework utilized to select, develop, use and evaluate appropriate teaching and learning methods and activities?</li> </ul>	
<b>2. The methods and activities employed are aligned with the educational philosophy of the institution.</b>	
<ul style="list-style-type: none"> <li>• How is the existing framework aligned with the educational philosophy of the institution?</li> <li>• What are the different methods and activities adopted?</li> <li>• How are the methods and activities aligned with the expected learning outcomes?</li> </ul>	
<b>3. Stakeholders' feedback is considered in selecting, developing, and using teaching and learning methods and activities.</b>	
<ul style="list-style-type: none"> <li>• How does the program gather and use feedback in selecting, developing, and using teaching and learning methods and activities?</li> </ul>	
<b>4. The methods and activities adopted to promote the achievement of the learning outcomes and life-long learning.</b>	
<ul style="list-style-type: none"> <li>• What methods and activities promote life-long learning?</li> <li>• What methods and activities promote the achievement of learning outcomes?</li> <li>• How do these methods and activities promote the achievement of the learning outcomes and promote lifelong learning?</li> </ul>	

<b>5. There are regular monitoring and evaluation of the methods and activities deployed for improvement.</b>	
<ul style="list-style-type: none"> <li>• What are the processes employed to monitor and evaluate the methods and activities deployed for improvement?</li> <li>• How are teaching and learning methods and activities evaluated and improved?</li> </ul>	
<b>Average Rating</b>	

**Supporting Evidence:**

- The educational philosophy of the institution
- Teaching strategies and instructional methods
- Faculty and student feedback on teaching and learning strategies employed
- Evaluation reports on teaching and learning methods and activities
- Reports on practical training, projects, and other action-learning activities
- Internship reports
- Community service reports

**Sub-area 4.2b. TEACHING-LEARNING in the laboratory, hospital, and community settings**

This sub-area refers to the laboratory, hospital, and community settings utilized for the teaching-learning opportunities of students enrolled in the various health programs. These settings allow for the development and strengthening of competencies needed to practice the profession.

*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
<p><b>1. A system with defined policies, guidelines, and processes is established in the design, development, review, and periodic updating of the Related Learning Experience (RLE)/Clinical Education (CE) /Internship program.</b></p> <ul style="list-style-type: none"> <li>• What process does the program follow in developing, reviewing, and revising the RLE/CE/Internship programs?</li> <li>• How does the program implement the general rules on RLE/CE/Internship training?</li> <li>• Who is responsible for designing, developing, and implementing the RLE/CE/Internship programs?</li> </ul>	
<p><b>2. The RLE/CE/Internship programs are developed for each course based on attaining the Level outcomes and competencies and anchored on the institutional vision and mission.</b></p> <ul style="list-style-type: none"> <li>• How are the programs developed for each course?</li> <li>• Who is involved in the development of the programs?</li> <li>• How are the activities in the training program designed to meet the attainment of the program outcomes and competencies?</li> </ul>	

<ul style="list-style-type: none"> <li>• What safeguards are done to ensure the development of competencies specific to the year level?</li> </ul>	
<p><b>3. The activities are aligned with the classroom concepts and offerings (for Nursing and Radiologic Technology programs).</b></p> <ul style="list-style-type: none"> <li>• What processes are utilized to ensure concurrency and timely accomplishment of learning outcomes in the RLE?</li> </ul>	
<p><b>4. There is an established system to monitor students' performance during the RLE/CE/Internship programs.</b></p> <ul style="list-style-type: none"> <li>• How are students' performance monitored?</li> <li>• What are the assessment instruments and mechanisms used? (e.g., rubrics, portfolios)?</li> <li>• Who is involved in determining assessment instruments and mechanisms?</li> <li>• How is the feedback mechanism utilized to provide students awareness of their performance?</li> </ul>	

**Supporting Evidence:**

- RLE/CE/Internship student handbook
- The master rotation plan (to include the ratio of patient/client to Intern/student)
- Planned clinical instruction program or RLE Focus
- Performance assessment tools
- Procedure manual
- Proceedings and attendance during consultative meetings with stakeholders
- Hospital-School MOA/proof of affiliation
- Sample attendance of students and clinical instructors, evaluation forms utilized
- Student's journal in the clinical area
- Pre-deployment documents of the interns (e.g., Vaccines/ Insurance/ Medical certificates)
- Accreditation and other relevant permits of the laboratory
- Instructional Design (role-specific)
- Clinical supervisor's / instructor's profile
- Inventory of equipment and supplies
- Facility floor plan

**Sub-area 4.3. Assessment Methods**

**Standard 13.**

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

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 evidence to document and validate students' meaningful learning, it should start from admission and continue as the student progresses from one level to another until 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
<b>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.</b>	
<ul style="list-style-type: none"> <li>• How is assessment during admissions done on new students?</li> <li>• How is the students' academic progress monitored from admission to graduation?</li> <li>• How are the results of the students' progress used to improve instructional delivery?</li> <li>• What steps are in place to address the unique learning needs of the students?</li> </ul>	
<b>2. Various assessment methods are used to determine the achievement of the expected learning outcomes.</b>	
<ul style="list-style-type: none"> <li>• How are assessment methods differentiated considering the uniqueness of the health program, courses, and learning outcomes?</li> <li>• What is the process for designing assessment methods?</li> <li>• What are the assessment types and methods used?</li> </ul>	
<b>3. Results of the assessment are utilized to validate learning outcomes</b>	
<ul style="list-style-type: none"> <li>• What are the controls instituted to ensure the validity, reliability, and fairness of the assessment tools?</li> <li>• How are the results used to validate learning outcomes?</li> </ul>	
<b>4. Exit interviews of graduating students are regularly conducted to serve as inputs for assessment methods and course improvements.</b>	
<ul style="list-style-type: none"> <li>• How is exit assessment done on graduating students?</li> <li>• How are the results utilized to improve the course and program?</li> </ul>	

<b>5. Methods for assessment and results are regularly reviewed and evaluated for improvement.</b>	
<ul style="list-style-type: none"> <li>• How often are the assessment methods reviewed, analyzed, and improved?</li> <li>• How satisfied are the students and key stakeholders with the assessment methods used?</li> <li>• What processes are in place to address concerns regarding assessment results?</li> <li>• How are the assessment results utilized for quality improvement?</li> </ul>	
<b>Average Rating</b>	

**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 6. EXTERNAL RELATIONS**

**Sub-area 6.1. Networks, Linkages, and Partnerships**

**Standard 16.**

**The health and allied health programs establish networks, linkages, and partnerships with local, national, regional, and international agencies and groups to pursue the its vision, mission, and goals.**

The health and allied health programs recognize that establishing linkages, networks, and partnerships are critical in achieving its vision, mission, and goals. Through a broad range of activities, the institution is helped improve its deliverables, making it sustainable and relevant. These activities include fellowships, staff and student exchanges, mobility programs for students, international internships, dual degree programs, joint research activities, twinning programs, sharing of resources, fund sourcing, etc.,

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 as regards the specific criterion.*

Criteria	Rating
<b>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 pursuance of its goals and objectives.</b>	
<ul style="list-style-type: none"><li>• What steps are taken to select the institutions, associations, groups the health and allied health program would like to link /partner/collaborate with?</li><li>• What priority areas did the health and allied health program consider forging linkages or fostering networks with their selected partners?</li></ul>	
<b>2. Appropriate structure and mechanisms are in place to carry out such engagements on the institutional level.</b>	
<ul style="list-style-type: none"><li>• What kind of support (i.e., financial, staff, technological, etc.) is given by the institution to those participating in collaboration activities, networks, and linkages?</li><li>• Who is involved in the decision-making process as far as the external relations activities of the health and allied health program are concerned?</li><li>• What office/person is responsible for program linkages?</li></ul>	

<b>3. Appropriate agreements and contracts support linkages and partnerships.</b>	
<ul style="list-style-type: none"> <li>● What benefits so far have the health and allied health program derived from collaboration, partnerships, and linkages?</li> <li>● How often are the MOUs/MOAs reviewed? Who is involved in the review process?</li> <li>● How functional are these MOUs/MOAs?</li> <li>● What do the external partners benefit from these arrangements?</li> </ul>	
<b>4. Networks, linkages, and partnership activities are regularly evaluated to help achieve the vision and mission.</b>	
<ul style="list-style-type: none"> <li>● How has the data been utilized to improve the effectiveness of the health and allied health program's networking and linkages?</li> </ul>	
<b>Average Rating</b>	

**Supporting Evidence:**

- MOU/MOA with partner organizations
- Surveys measuring the effectiveness and benefits of the partnerships/linkages/networks
- Evaluation and assessment data on linkages, networks, 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 6.2. Community Engagement and Service

### Standard 17.

**The health and allied health programs commit to conduct community engagements and service activities as part of its social responsibility and corporate citizenship.**

An educational institution exists to perform the functions of teaching, learning, and research and 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. Such partnership aims to bring about a mutually beneficial exchange of knowledge and resources within the context of collaboration and reciprocity. Community service and engagement cover community outreach, 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 as regards the specific criterion.*

Criteria	Rating
<b>1. The health and allied health programs have strategic plans for community engagement and service aligned to the institution's vision, mission, and goals.</b>	
<ul style="list-style-type: none"> <li>● What is the mechanism for planning the program's community engagement and service activities?</li> <li>● What criteria are used in the selection of the program's partners?</li> <li>● What mechanisms are existing for partnering with community partners/stakeholders?</li> </ul>	
<b>2. Community engagement and service activities are implemented to provide benefits and promote the development of their targeted clients and beneficiaries.</b>	
<ul style="list-style-type: none"> <li>● How does the program ensure the effective implementation of the plans?</li> <li>● What benefits are derived from community service and engagement activities?</li> </ul>	
<b>3. Community engagement and services utilize the competencies of the various sectors and stakeholders of the program.</b>	
<ul style="list-style-type: none"> <li>● How does the program optimize the involvement of the various stakeholders (students, parents, alumni, faculty, industry partners, government organizations, NGOs, etc.)</li> <li>● What kinds of services are provided by the program and the agreed-upon conditions between the program and its partners?</li> <li>● How does the program collaborate with other programs in promoting the institution's community engagement and service activities?</li> </ul>	

<b>4. Appropriate structures with adequate resources are in place to support community engagement and service activities.</b>	
<ul style="list-style-type: none"> <li>● Who participates in the program's engagement and service activities, and what is the extent of their involvement?</li> <li>● What support is available for the program's community service and engagement plans, projects, and activities (i.e., human, financial, physical, etc.)?</li> <li>● What office manages the community engagement of the institution?</li> </ul>	
<b>5. Community engagement and service activities are systematically monitored and evaluated against established criteria.</b>	
<ul style="list-style-type: none"> <li>● How does the program gather feedback regarding the effectiveness of its services/engagement activities?</li> <li>● Who is involved in monitoring and evaluation?</li> <li>● How are feedback results utilized in the areas of planning and quality enhancement?</li> <li>● How are feedback results disseminated to the concerned sectors?</li> </ul>	
<b>Average Rating</b>	

**Supporting Evidence:**

- Community service and engagement plans, policies, guidelines, projects, etc.
- Job descriptions of individuals overseeing community service and engagement activities, if applicable
- MOU/MOA with partner communities and organizations
- Community/client 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 7. RESEARCH**

**Sub-area 7.1. Research Management and Collaboration**

**Standard 18.**

**The health and allied health programs implement a research program aligned with the program goals, support its teaching-learning and community engagement functions, and address 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, 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 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
<b>1. The program has a defined research agenda with defined goals, plans, policies, and activities.</b>	
<ul style="list-style-type: none"> <li>• What process is being followed in determining the research agenda of the programs?</li> <li>• How is the program research agenda aligned with the institutional research agenda?</li> <li>• How does the research agenda reflect consistency with the program outcomes, goals, plans, policies, and activities?</li> </ul>	
<b>2. The research program complies with appropriate policies and requirements.</b>	
<ul style="list-style-type: none"> <li>• How does the research program comply with institutional, national, international, and regulatory requirements?</li> </ul>	
<b>3. An appropriate structure for Research is established at the program level.</b>	
<ul style="list-style-type: none"> <li>• Is there qualified personnel who manages the research agenda of the program?</li> <li>• How adequate are the funds and other resources in the promotion and conduct of research activities?</li> <li>• How effectively are funds allocated, distributed, and utilized for Research?</li> </ul>	
<b>4. The conduct of research is part of the criteria for faculty promotion and awards.</b>	
<ul style="list-style-type: none"> <li>• What are the provisions for including Research for faculty promotion and awards?</li> </ul>	

<ul style="list-style-type: none"> <li>• How adequate are the incentives, rewards, and benefits to faculty and staff who conduct research activities?</li> </ul>	
<p><b>5. Research linkages, collaboration, and partnerships are established in pursuit of research goals.</b></p>	
<ul style="list-style-type: none"> <li>• 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?</li> </ul>	
<p><b>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.</b></p>	
<ul style="list-style-type: none"> <li>• How does the research agenda reflect the program outcomes, goals, plans, policies, activities, timeline, and budget?</li> <li>• What provisions are in place for monitoring the progress and completion of research projects?</li> <li>• What are the mechanisms for peer and ethics review of accomplished research studies?</li> </ul>	
<b>Average Rating</b>	

**Supporting Evidence:**

- Research program.
- Research manual including the related policies and guidelines
- Research budget
- List of research activities and completed in recent five years
- List of relevant institutions and organizations with established research partnership and collaboration
- Evaluation results on research activities

**AREA 8. RESULTS**

**Sub-area 8.1. 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 crucial to evaluate the process and establish, monitor, and evaluate 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, their 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
<p><b>1. The expected program and course learning outcomes are defined, monitored, and assessed for improvement.</b></p> <ul style="list-style-type: none"> <li>● What are the indicators and the methods used in determining, monitoring, and assessing the quality of graduates?</li> <li>● What measures are utilized to determine whether learning outcomes set on the institutional and programmatic levels are achieved when students graduate?</li> </ul>	
<p><b>2. All programs and courses' pass and dropout rates are identified, monitored, and assessed for improvement.</b></p> <ul style="list-style-type: none"> <li>● What studies have been made regarding dropouts, and how were the results used to improve the program's sustainability?</li> <li>● If the results of the pass and dropout rates are unsatisfactory, what measures have been undertaken to improve the same?</li> </ul>	
<p><b>3. The average time to graduate for all programs is identified, monitored, and assessed for improvement.</b></p> <ul style="list-style-type: none"> <li>● How satisfactory are the graduation rates per course offerings? What measures have been undertaken when graduation rates are low?</li> </ul>	

<b>4. The employability of graduates of all programs is established, monitored, and assessed for improvement.</b>	
<ul style="list-style-type: none"> <li>• What is the average time for graduates to find employment, and what are the reasons why graduates are not immediately employed?</li> </ul>	
<b>5. Graduates' pass and failure rates in board examinations of board-related programs are identified, monitored, and assessed for improvement.</b>	
<ul style="list-style-type: none"> <li>• What measures have been undertaken to improve the performance of graduates in board examinations?</li> </ul>	
<b>6. The satisfaction levels of key stakeholders on the quality of graduates are established, monitored, and assessed for improvements.</b>	
<ul style="list-style-type: none"> <li>• How does the institution track faculty, students, alumni, and employers' satisfaction with the program of studies, teaching-learning process, resources provided, competencies acquired, strengths of graduates, etc.?</li> </ul>	
<b>Average Rating</b>	

**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

**Additional Evidence:**

- Program evaluation reports
- Job placement programs

**Sub-area 8.2. 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 positively and significantly impact society, the institution, faculty, staff, students, the beneficiaries of these activities, and other stakeholders. 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 as regards the specific criterion.*

Criteria	Rating
<b>1. The nature and volume of community engagement and service activities are identified, monitored, and assessed for improvement.</b>	
<ul style="list-style-type: none"> <li>• 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?</li> <li>• What criteria were used in selecting these types of activities?</li> <li>• How are community engagement and service activities assessed for improvement and matched with best practices?</li> </ul>	
<b>2. The impact and achievements of these activities on various stakeholders are identified, monitored, and assessed for improvement.</b>	
<ul style="list-style-type: none"> <li>• What impact do these activities have on society, the institution, faculty, staff, and students?</li> <li>• What impact do these activities have on the target beneficiaries and other stakeholders?</li> </ul>	
<b>Average Rating</b>	

**Sources of Evidence:**

- Strategic plans and goals on community engagement and service
- Performance reports of community engagement and service activities
- Faculty and staff feedback
- Students reports and feedback
- Community reports and feedback
- Partners and other stakeholders feedback

**Sub-area 8.3. Research Results**

**Standard 22.**

**The health and allied health programs have produced research outputs through new knowledge embodied in publications, citations, journals, research-informed teaching, technology transfers, innovations, 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
<b>1. The nature and number of research outputs done by faculty members and program research teams are documented and, if possible, published.</b>	
<ul style="list-style-type: none"> <li>• What is the nature of the research activities conducted by the institution, faculty, staff research teams, and students?</li> </ul>	
<b>2. The research outputs are disseminated through appropriate fora and media.</b>	
<ul style="list-style-type: none"> <li>• What criteria were used in selecting these types of research activities?</li> </ul>	
<b>3. Results of research projects are used for the enhancement of teaching-learning activities.</b>	
<ul style="list-style-type: none"> <li>• Are the activities aligned with the research agenda of the institution?</li> <li>• How are research outputs monitored and assessed for improvement?</li> </ul>	
<b>4. Completed research activities are used for further development of research and publications in the institution.</b>	
<ul style="list-style-type: none"> <li>• What impact have these activities have on society, the target beneficiary of the Research, the institution, and the research proponents?</li> </ul>	
<b>Average Rating</b>	

**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

## STATISTICAL SUMMARY OF RATINGS

Statistical Summary of Ratings	Ratings (in two decimal places)
<b>Area 3. Resource Management</b>	
Sub-area 3.1 Human Resources	
<b>Area 3 Average Rating</b>	
<b>Area 4. Teaching-Learning</b>	
Sub-area 4.1 Curricular Programs	
Sub-area 4.2a Teaching and Learning Methods 4.2b Teaching and Learning in the laboratory, hospital, and community settings	
Sub-area 4.3 Assessment Methods	
<b>Area 4 Average Rating</b>	
<b>Area 6. External Relations</b>	
Sub-area 6.1 Networks, Linkages, and Partnerships	
Sub-area 6.2 Community Engagement and Service	
<b>Area 6 Average Rating</b>	
<b>Area 7. Research</b>	
Sub-area 7.1 Research Management and Collaboration	
<b>Area 7 Average Rating</b>	
<b>Area 8. Results</b>	
Sub-area 8.1 Educational Results	
Sub-area 8.2 Community Engagement and Service Results	
Sub-area 8.3 Research Results	
<b>Area 8 Average Rating</b>	
<b>Overall Average Rating</b>	