



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

**ARCHITECTURE PROGRAM
SURVEY INSTRUMENT**

2021

Philippine Accrediting Association of Schools, Colleges, and Universities

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GUIDELINES TO ACCREDITATION

INTRODUCTION

The purpose of the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU) is to support member schools in their journey towards quality improvement founded on the institution's educational philosophy and its unique vision and mission. This purpose is grounded on the fundamental principle that quality is primarily the school's responsibility and that the external quality assurance initiative complements this. PAASCU envisions accreditation as a continuous development process that engages the entire school community and its stakeholders in a careful and thorough evaluation of its objectives, plans, programs, systems, resources, and results through self-survey and an external review by peer educators.

The accreditation process involves assessing different areas: Leadership and Governance, Quality Assurance, Resource Management, Teaching-Learning, Student Services, External Relations, Research, and Results. The interrelationship among these areas is vital in ensuring the school's programs' quality towards achieving the school's vision and mission. PAASCU believes that the quality of the school's programs and services determines the overall quality of the institution that offers such programs and services.

In recent years local and international agencies have defined standards to be used in quality assurance processes. PAASCU now shifts to principles-based standards in the accreditation process that focuses on principles rather than a list of good practices in the various areas to be assessed in the accreditation process.

ACKNOWLEDGEMENT

The PAASCU Board of Trustees acknowledges the hard work done by the Institutional Accreditation Working Group who drafted the instrument, and the Board of Trustees' Standards Committee. Special thanks to Ar. Margret D. Rosario and Ar. Lord Byron F. Gonzales, who prepared this standards-based survey instrument for the Architecture program.

1. ACCREDITATION OF ARCHITECTURE PROGRAM

1.1. Quality Assurance

PAASCU has adopted 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. Implementation of the vision, mission, and goals of the school
4. Responsiveness to stakeholders

1.2. Accreditation

Educational accreditation is a quality assurance process where an external body evaluates the operations of educational institutions or programs to determine if standards are met as the basis for granting an accreditation status. Accreditation is 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 program (Van Damme, UNESCO Higher Education in the Age of Globalization, 2001).

An accredited status from PAASCU indicates that an educational institution or program has met its defined standards. There is a sufficient basis for assuming that the educational institution or program will continue doing so in the future.

The PAASCU accreditation process does not prescribe any specific way of proceeding. It seeks to encourage institutions or programs to aspire for and work towards higher levels of excellence as defined in its quality standards. The focus is on the context and needs of the institution or program under survey; hence, the process allows these institutions and programs to be innovative in exploring solutions to the challenges they face.

2. ACCREDITATION FRAMEWORK

2.1. 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 shows that there are eight areas to be assessed. These areas include three areas under Strategic and Systemic Quality Assurance, four areas under Process Quality Assurance, and the area covering the Results. The arrows denote the constant interplay among the different areas in continuously upgrading educational quality and services.

2.2. Program Accreditation Framework

The eight areas and 23 sub-areas 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 sub-areas. The accreditation of any of these programs is necessary before undertaking the accreditation of the Architecture program. This accreditation is the reason why in conducting the accreditation for this program, only the following areas are considered:

- Area 1. Leadership and Governance (2 sub-areas)
 - Sub-area 1.2 Leadership and Management
 - Sub-area 1.4 Policy Formulation and Implementation

- Area 3. Resource Management (2 sub-areas)
 - Sub-area 3.1 Human Resources
 - Sub-area 3.2 Learning, Physical and IT Resources

- Area 4. Teaching-Learning (3 sub-areas)
 - Sub-area 4.1 Curricular Programs
 - Sub-area 4.2 Teaching and Learning Methods
 - Sub-area 4.3 Assessment Methods

- Area 5. Student Services

- 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 (1 sub-area)
 - 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. Also, the Architecture program will be conducted in the first two years after the awarding of such status. Suppose the survey on this program will be visited three years after. In that case, the institution will be requested to prepare a Progress Report on implementing the recommendations given by the last survey team in the other areas and sub-areas not included in the above.

2.3. Alignment of PAASCU Framework with other QA Frameworks

The framework adopted by PAASCU is aligned with regional and international frameworks on quality assurance. The following were used as benchmarks in the preparation of the instrument:

1. ASEAN Quality Assurance Framework (AQAF) Internal Quality Assurance Principles
2. ASEAN University Network (AUN) Guide to Assessment at the Institutional Level
3. Commission on Higher Education (CHED) Institutional Sustainability Assessment Self-Evaluation Document (ISA-SED)
4. Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Standards and Guidelines for Internal Quality Assurance

2.4. Development of the 2021 Principles-Based Standards

The evolving and challenging higher education landscape globally and the continuing evolution of accreditation in form and substance served as an impetus in pivoting PAASCU's approach to program accreditation from functional to one that uses principle-based standards. The program accreditation standards are designed to ensure the provision of high-quality educational experiences. These standards reflect principles of good practice and are supported by a set of criteria that subscribes to the Plan-Do-Check-Act (PDCA) cycle. The standards are not prescriptive as PAASCU understands that high-quality education can be achieved in various ways. However, the standards and how the program executes them should allow for consistency in the quality of program delivery. The program standards define the quality, effectiveness, and continuous improvement expected of accredited programs. They serve as indicators of a program's ability to fulfill its unique purpose, deliver quality education, and promote student achievement is comprehensively examined.

Each of the standards articulates a dimension of the quality of a program. In applying the Standards, PAASCU assesses and decides the effectiveness of the program as a whole. A program that meets the Standards indicates that:

- its purposes are clearly defined and appropriate to an institution of higher learning;
- defined learning outcomes are achieved;
- its practices are aligned with defined standards and criteria; and
- it is unceasingly striving for continuous improvement.

Therefore, it is essential to understand that a program must demonstrate substantial compliance with the standards regardless of location or delivery modalities to earn accreditation.

2.5. The Survey Instrument

The survey instrument consists of the following:

1. the main area for review and evaluation;
2. the standards under each area;
3. a set of criteria against which the achievement of the standard is measured;
4. a brief explanation of the standard;
5. a series of guide questions to assist the institution in assessing its compliance with the standards and criteria; and
6. a suggested the list of evidence.

The set of criteria will be rated using the guidelines provided below in the Self-Survey Report section of this guideline.

3. PROGRAM ACCREDITATION

Program accreditation applies to academic programs, departments, institutes, or schools that are parts of an institution. The accredited unit may be as large as a college, or school within a university, an academic program, or course within a discipline. The accredited status of one department or specific program/course does not extend to other programs within the same department or departments in the institution.

This survey instrument is for program accreditation.

4. THE SELF SURVEY REPORT

The first and critical component of the accreditation process is a rigorous and comprehensive self-evaluation of the institution's educational resources, methods, 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 completed by a diverse group of key stakeholders (i.e., administrators, faculty, students, staff, alumni, etc.) knowledgeable about the institution and its academic programs. 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 standard guides what to account for in the institution's quality system.

The SSR is 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 softcopy to the PAASCU Secretariat two months before the site visit.

4.1. 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 Survey Instrument, 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 under survey (3-year data for a preliminary visit, 2-year data for a formal visit, and 5-year for resurvey visit)
7. Description of the regulatory environment in which the institution operates

8. Identified strategic challenges, including planned and implemented strategies to address the same.

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

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

A write-up 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 partially or did not comply with the criteria.
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 based on evidence that is presented immediately after such information. The evidence should be clickable to ensure immediate access. Each standard provides a checklist of suggested evidence. The institution may present other additional evidence to 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 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 of the practice related to 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 program's compliance with the standards
2. Summary of the strengths per area
3. Summary of planned initiatives to address weaknesses identified per area

PART 5: Appendices

This section contains the evidence that is identified in the self-survey report. This section consists of the following:

1. List of the supporting evidence
2. The actual evidence

For virtual visits, these supporting documents are accessed using the digital storage facility of the school. Therefore, when evidence is cited in the narrative, reference to that evidence is clickable, so the actual evidence can immediately be viewed.

PART 6: Summary of Ratings

5. THE SURVEY VISIT

The **site visit** will be scheduled in advance and not earlier than two months after submitting the SSR to the PAASCU Secretariat. External accreditors assigned by PAASCU will undertake the two-day visit.

The typical PAASCU Survey Team will be composed of accreditors who will be assigned to handle the following areas:

| | |
|---------------|---|
| Accreditor 1a | Leadership and Governance Results: Financial and Competitiveness |
| Accreditor 1b | QA Systems Resource Management |
| Accreditor 2a | Teaching-Learning Results: Education |
| Accreditor 2b | Student Services |
| Accreditor 3a | External Relations Results: Community Engagement and Service |
| Accreditor 3b | Research Results: Research |

The number of accreditors may change depending on the number of programs being accredited.

The visit usually includes the following activities:

1. Accrediting Team meetings
2. Interviews and meetings with various stakeholders groups
3. Observations
4. Review of exhibits
5. Writing of report
6. Wrap-up session
7. Debriefing to Management and Self Survey Team

6. PAASCU SURVEY REPORT

The site visit will result in a survey report that represents the institution's assessment against the checklist. The report is used as the basis for determining the accreditation status to be granted.

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 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:
 - f. Evidence – a short description of the evidence gathered
 - g. Analysis – a consideration of the extent of alignment of practice with the criteria based on the evidence presented
 - h. Commendations, if any
 - i. Recommendations, if any

The ratings of the criteria under each standard are averaged to arrive at the **average rating per standard**.

The average ratings per standard in an area are averaged to arrive at the **average area rating**.

The seven area average ratings are averaged to arrive at the **overall survey rating**.

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

Additional 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 as 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 master's degree holders must teach 40% of all General Education courses 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 is submitted to the Commission and the Board for review and final approval.

8. 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.

9. RELEASE OF ACCREDITATION DECISION TO THE INSTITUTION WITH THE SURVEY TEAM REPORT

The PAASCU Secretariat will inform the school of the accreditation decision and provide the accreditation report after the Board's approval and the FAAP certification.

SURVEY INSTRUMENT

AREA 1. LEADERSHIP AND GOVERNANCE

Sub-area 1.2. Leadership and Management

STANDARD 2.

The institution practices responsible management and models leadership that results in effective and efficient operations.

| Criteria | Rating |
|---|--------|
| 1. The administrators possess the required credentials and relevant experience to function effectively in their respective roles. | |
| 2. Program management promotes good governance, integrity, and accountability. | |
| 3. Policies and procedures are client-focused and enforced with transparency. | |
| 4. Succession planning is established, and leadership training is provided. | |
| 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 style, significantly affects teaching and learning and is a critical factor in the smooth operations of any institution. Management should promote good governance, and leadership should be proactive to respond to changes in the environment. There is a succession plan in place.

Guide Questions:

- Is the Board of Trustees and administrators composed of academically qualified and experienced academics and professionals?
- How does management promote good governance, integrity, and accountability?
- How does leadership anticipate and respond to changes in the environment?
- Are the policies, guidelines, and programs clearly articulated and applied with transparency, consistency, and fairness?
- What are the provisions for succession planning and leadership training?

Supporting Evidence:

- Organizational Chart
- Qualifications of the Board of Trustees and the Administrative Staff
- Administrative Manual
- Succession Planning Program

Sub-area 1.4. Policy Formulation and Implementation

STANDARD 4.

The institution has a system for formulating and implementing policies that reflect institutional values, promote its unique culture, make operations efficient, and conform to government regulations and standards.

| Criteria | Rating |
|---|--------|
| 1. There is a system that is followed in policy formulation and implementation. | |
| 2. Programs promote the institutional graduate attributes in the development of its unique culture. | |
| 3. Policies are learner-focused and enforced with transparency, consistency, and fairness. | |
| 4. The program practices synergy and efficiencies in operation with other sectors of the institution. | |
| 5. Policies for teaching-learning, research, community engagement, and services are articulated and documented. | |
| 6. Programs are compliant with government regulations and standards. | |
| Average Rating | |

Explanation:

Policies serve as the backbone of an institution's operations. If properly articulated, communicated, and implemented, they will guarantee success in achieving the institution's goals and objectives and promote institutional, departmental, and program values and its unique culture. There should be a system of formulating, implementing, and evaluating policies participated in by key stakeholders. Conformance with government regulations and standards should also be ensured in its formulation and implementation.

Guide Questions:

- Is the Plan-Do-Check-Act cycle followed in policy formulation and implementation?
- What process is being followed in the formulation of policies, and are various stakeholders involved?
- Are the policies and procedures aligned with institutional/departmental/program values, and do they promote the institution's unique culture?
- What practices ensure that policies and procedures are understood and accepted by those affected by them?
- How does the institution ensure transparency, consistency, and fairness in the implementation of policies?
- Is feedback on policies and procedures welcomed, listened to, and utilized for policy improvement?
- Are the policies and procedures for managing academic programs, support services, research programs, and community service initiatives defined and documented?

- Are policies aligned with government regulations and standards promoting responsible citizenship?

Supporting Evidence:

- Institutional policies for academic programs, support services, research, and community service
- Minutes of meetings
- Manuals of operations
- Programs and activities on policy development and review

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.

| Criteria | Rating |
|--|--------|
| 1. The institution's human resource plans, policies, and programs to achieve quality teaching, quality research, and community service are in place. | |
| 2. Needs and performance-based training & development programs are provided for permanent and non-permanent personnel. | |
| 3. The school initiates a performance management system to cover job evaluation, reward, recognition, coaching and mentoring. | |
| 4. The school recommends the appropriate faculty level with fair salaries, incentives, and benefits to attract and retain qualified staff. | |
| 5. The program has an adequate number and qualified non-teaching personnel. | |
| 6. There is a sufficient staff to attend to the needs of the program. | |
| 7. Human Resource policies, plans, and programs are periodically assessed to promote the well-being of employees. | |
| Average Rating | |

Explanation:

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 dramatically enhances the delivery of services in an institution. Management should take responsibility for ensuring the safety, growth, and well-being of its human resources.

Guide Questions:

- Are the HR plans, policies, and programs on human resources defined, communicated clearly, and supportive of institutional goals?
- How are the recruitment, selection, and hiring policies formulated and applied?
- Are there specific contracts that define the job functions, terms of employment, and tenure for all personnel?
- How does the institution ensure that the training and development plans for the academic and non-academic staff are participative, relevant, and needs-based?
- Do personnel participate in the formulation of their career goals and plans?

- Are deployment, promotion, and succession policies clear to all concerned?
- How does the institution ensure the consistency of the teaching and work assignments with the staff's qualifications and capabilities?
- Are there explicit provisions for resignation, retirement, and termination?
- Is there a performance management system that covers reward, recognition, coaching, and mentoring?
- What are the provisions for staff orientation and discussion of staff-related issues and concerns?
- How are the plans, programs, and policies regularly evaluated for improvement?

Supporting 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

Sub-area 3.3. Learning, Physical and IT Resources

STANDARD 10.

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

| Criteria | Rating |
|---|--------|
| 1. There is a physical development plan with a sufficient budget, documentation and is regularly updated. | |
| 2. There is an office responsible for the development, maintenance, and safety of the physical facilities | |
| 3. There are adequate and relevant areas to support teaching, research, and community service. | |
| 4. There are adequate physical facilities such as classrooms, computer rooms/laboratories, drafting rooms, and design studios which are kept clean, free from distractions, and conducive for learning. | |
| 5. Qualified staff is assigned to the library and laboratories. | |
| 6. Information Communication Technology facilities, both software and hardware, are adequate. | |
| 7. There are provisions for facilities that cater to people with special needs. | |
| Average Rating | |

Explanation:

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

Guide Questions:

- Is there a campus development plan that is periodically updated?
- How sufficient is the budget allocated to physical plant development and maintenance?
- Which office is responsible for physical facilities?
- How are the policies and procedures related to physical facilities defined, documented, and subscribed to?
- How adequate are the physical facilities and equipment to sufficiently cater to stakeholders' requirements?
- 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, and with sufficient budget for developing collections?

- Are the library and laboratory staff sufficient, with the required qualification, up-to-date, and continually being trained?
- How sufficient are the IT support, hardware, and software to meet teaching, learning, and research requirements?
- Are there regular safety, cleanliness, and maintenance inspections for all facilities?
- Are there provisions to cater to special needs?
- Is there sufficient insurance coverage for the physical plant?

Supporting Evidence:

- Campus development plan
- Budget for physical facilities and equipment
- List of facilities, equipment, hardware, and software
- Library collections
- Laboratory collections
- Qualifications of library and laboratory staff
- Safety and maintenance policies and procedures
- Inspection reports
- Maintenance reports
- Safety, health, and environmental policies
- Stakeholder's feedback
- Certificates of compliance with regulatory agencies
- Insurance coverage for the physical plant

AREA 4. TEACHING-LEARNING

Sub-area 4.1. Curricular Programs

STANDARD 11.

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

| Criteria | Rating |
|---|--------|
| 1. The program consistently implements institutional policies on curricular development, delivery, review, and improvement. | |
| 2. Key stakeholders participate in the design, development, review, and periodic updating of program offerings. | |
| 3. The program offerings are aligned with the vision, mission, and goals of the institution | |
| 4. The Program Educational Objectives are aligned with the Student Learning Outcomes. | |
| 5. Syllabi are developed for each course based on the attainment of student learning outcomes. | |
| 6. Managing program offerings is regularly reviewed and assessed for learning outcomes updates and improvements. | |
| Average Rating | |

Explanation:

A system to ensure that program offerings are designed, developed, reviewed, and updated is established and functioning effectively. In creating 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 defining the learning outcomes and determining the program structure and content. The achievement of the learning outcomes, including the review of the curriculum, is regularly done.

Guide Questions:

- What process does the institution follow in curricular development, review, and revision?
- Who is responsible for designing and developing the curriculum?
- Who is involved in the process of curricular design, development, review, and revision?
- How are the institutional vision, mission, and goals reflected in the various curricula/course offerings?
- How are the learning outcomes established and communicated?
- Who is responsible for implementing the curriculum?
- How are the programs and courses evaluated?
- What benchmarking activities does the institution engage in to ensure its curricula are relevant and comparable with comparable institutions?

- What process is undertaken to review and assess the relevancy and attractiveness of program offerings?

Supporting Evidence:

- Curricular development and review process
- Curriculum committee composition, functions, and minutes of meeting
- 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
- Report on academe-industry dialogue

Sub-area 4.2. Teaching and Learning Methods

STANDARD 12.

A system to select, develop, and evaluate the appropriate teaching and learning methods and activities is established to achieve the desired learning outcomes.

| Criteria | Rating |
|---|--------|
| 1. Teaching-learning activities are aligned with the educational philosophy of the institution. | |
| 2. Syllabi are designed to achieve constructive alignment. | |
| 3. Syllabi are made available to students at the beginning of the semester or period of study. | |
| 4. Appropriate technology is applied in the course. | |
| 5. A system of conducting regular monitoring and evaluation is established. | |
| Average Rating | |

Explanation:

The learning facilitation approaches need to reflect the institution's educational philosophy, achieve the expected learning outcomes, and promote lifelong learning. A system should be established to ensure appropriate teaching and learning methods and approaches are selected, deployed, and regularly evaluated by relevant stakeholders.

Guide Questions:

- What is the educational philosophy of the institution and the program?
- What process is undertaken to select, develop, deploy, and evaluate learning facilitation methods and activities?
- What are the different methods and activities adopted for teaching and learning?
- What learning management system and new modalities in flexible learning are adopted?
- How are the methods and activities aligned with the expected learning outcomes?
- What methods and activities promote life-long learning?
- How does the usage of information and communication technologies facilitate teaching and learning?
- How are learning facilitation methods and activities evaluated and improved?

Supporting Evidence:

- The educational philosophy of the institution and the program
- Course Syllabi and Course Guides
- 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
- In- Campus and Off-campus teaching exposure reports for education program

Sub-area 4.3. Assessment Methods

STANDARD 13.

A system is in place to plan and select the most appropriate assessment types to achieve the expected learning outcomes.

| Criteria | Rating |
|--|--------|
| 1. There is a system of tracking the students' progress from admission up to graduation | |
| 2. The college defines and implements learning outcomes assessment methods and instruments. | |
| 3. Assessment results are used to validate learning outcomes. | |
| 4. Exit interviews of graduating students are regularly conducted to serve as inputs for assessment methods and course improvements. | |
| 5. Methods for assessment and results are regularly reviewed, evaluated, and assessed. | |
| Average Rating | |

Explanation:

Student assessment provides a 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' learning, assessment should start from admission and continue as the student progresses from one level to another until the student graduates. The types and methods of evaluation must be constantly reviewed to ensure validity, reliability, and fairness.

Guide Questions:

- What are the assessment types and methods used?
- How are assessment methods differentiated considering the differences in programs, courses, and learning outcomes?
- What is the process for designing assessment methods?
- Are rubrics employed, and how are they designed and used?
- How is assessment during admissions done on new students?
- How is exit assessment done on graduating students?
- Who conducts the assessment, and what controls are instituted to ensure its validity, reliability, and fairness?
- How satisfied are the students and key stakeholders with the assessment methods used?
- Is there an appeal process as regard assessment results?
- How are the assessment results utilized for quality improvement?
- How often are the assessment methods reviewed, analyzed, and improved?

Supporting Evidence:

- List of assessments used from student entry, progression up to exit before graduation
- Program and course specifications, including learning outcomes
- Rubrics and other scoring guides
- 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 5. STUDENT SERVICES

STANDARD 14.

Services to students may include guidance, career and placement, student discipline, library, clinic, information technology, and student affairs to assist the students in achieving their educational plans and goals.

| Criteria | Rating |
|--|--------|
| 1. Essential services such as guidance, career and placement, student discipline, library, clinic, information technology, and student affairs are in place. | |
| 2. The policies, procedures, and guidelines of the student services are clearly defined. | |
| 3. Measures are regularly undertaken to review the effectiveness of the student services. | |
| 4. Student services are established and well-defined to meet the learner's academic and non-academic needs. | |
| 5. Student services are improved to meet the learner's academic and non-academic needs. | |
| 6. There are available physical resources and qualified personnel to provide effective and efficient student services. | |
| Average Rating | |

Explanation:

Quality student services complement the academic program and contribute to the learners' learning experience and academic success. A student monitoring system is in place to track and monitor the learners' academic performance and well-being to administer appropriate interventions on time.

Guide Questions:

- How does the school measure the effectiveness of the student services programs?
- How does the school measure student satisfaction with the student services?
- Are the student services programs managed by adequate and qualified staff?
- Are the physical resources adequate to support the management of student services programs?

Supporting Evidence:

- Manual of Operating Procedures and Guidelines on guidance, career and placement, student discipline, library, clinic, information technology, and student affairs
- Students' satisfaction survey results
- Student handbook
- Academic advising documents
- Student records

- Documentation of student services review conducted
- Monitoring report on student services implementation
- List of IT infra and capacities
- List of student services
- Evaluation of student services programs

AREA 6. EXTERNAL RELATIONS

Sub-area 6.1. Networks, Linkages, and Partnerships

STANDARD 16.

The institution establishes networks, linkages, and partnerships with local, national, regional, and international agencies and groups to pursue its vision, mission, and goals.

| Criteria | Rating |
|---|--------|
| 1. School/college/program facilitates the establishment of network, linkages, and partnership with various agencies, institutions, and groups at the local, regional, national, and international levels for mutual benefits and pursuance of its goals and objectives. | |
| 2. There is an appropriate structure and mechanisms in place to carry out engagements on the institutional level. | |
| 3. Appropriate agreements and contracts support linkages and partnerships. | |
| 4. Networks, linkages, and partnership activities are regularly evaluated to help achieve the vision and mission. | |
| Average Rating | |

Explanation:

The institution recognizes that establishing linkages, networks, and partnerships are critical in achieving its vision, mission, and goals. Through a broad range of activities, the institution is helped improve its deliverables, making it sustainable and relevant. These activities include fellowships, staff and student exchanges, mobility programs for faculty, international internships, dual degree programs, joint research activities, twinning programs, sharing of resources, fund sourcing, etc. Moreover, the activities should be supported by an appropriate mechanism to ensure their effectiveness, and the same should be evaluated to ensure

Guide Questions:

- What steps are taken to select the institutions, associations, groups the institution would like to link /partner/collaborate with?
- What priority areas did the institution consider in forging linkages or fostering networks with their selected partners?
- What benefits so far have the institution derived from collaboration, partnerships, and linkages?
- How often are the MOUs/MOAs reviewed? Who is involved in the review?
- How functional are these MOUs/MOAs?
- What kind of support (i.e., financial, staff, technological, etc.) are given by the institution to those participants in collaborative activities, networks, and linkages?
- Who has the decision-making role as far as the external relations activities of the institution are concerned?

- How have the effectiveness data been utilized to improve the institution's networking and linkages?
- What office/person is responsible for linkages?
- What can the external partners benefit from this?

Supporting Evidence:

- MOUs/MOA
- 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 institution commits to conduct community engagements and service activities as part of its social responsibility and corporate citizenship.

| Criteria | Rating |
|---|--------|
| 1. The school/college has strategic plans for community engagement and service aligned with the vision, mission, and goals. | |
| 2. Community engagement and service activities are implemented to provide benefits and promote the development of their targeted clients and beneficiaries. | |
| 3. Community engagement and services utilize the competencies of its members and the expertise of the college/department/unit as a whole. | |
| 4. Appropriate structures with adequate resources are in place to support community engagement and service activities. | |
| 5. Community engagement and service activities are systematically monitored and evaluated against established criteria. | |
| Average Rating | |

Explanation:

An educational institution exists to perform teaching, learning, research, and service to the community and society. This commitment necessitates engaging with many stakeholders and the community to establish and sustain constructive and productive collaboration. Such partnership aims to bring about a mutually beneficial exchange of knowledge and resources within the context of cooperation and reciprocity. Community service and engagement cover community outreach, consultancy, and other kinds of professional services.

Guide Questions:

- What mechanisms exist for partnering with community partners/stakeholders?
- What criteria are used in the selection of the institution's partners?
- What services are provided, and what are the agreed-upon conditions between the institution and its partners?
- Who participates in the institution's engagement and service activities, and what is the extent of their involvement?
- What mechanisms and guidelines are in place to monitor and evaluate community engagement and service plans, activities, and performance results?
- Who is involved in monitoring and evaluation?
- How does the institution gather feedback regarding the effectiveness of its services/engagement activities?
- How are feedback results utilized in the areas of planning, QA, and quality enhancement?

- How are feedback results disseminated to the concerned sectors?
- What benefits are derived from community service and engagement activities?
- What support is available for the institution's community service and engagement plans, projects, and activities (i.e., human, financial, physical, etc.)?
- What office manages the community engagement of the institution?

Supporting Evidence:

- Community 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)
- Community/client surveys (performance feedback documents)
- Community engagement and service assessment tools

Area 7. RESEARCH

Sub-area 7.1. Research Management and Collaboration

STANDARD 18.

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

| Criteria | Rating |
|--|---------------|
| 1. The school/college research agenda has defined goals, plans, policies, and activities. | |
| 2. The program complies with the research policies and guidelines set by the institution. | |
| 3. The school/college has a structure with qualified people. | |
| 4. The college proposes adequate funding and resources in the promotion and conduct of research. | |
| 5. The conduct of research is part of the criteria for faculty promotion and recognition | |
| 6. The college has established linkages, collaboration, and partnerships in pursuit of research goals. | |
| 7. There is a regular assessment using performance indicators, and stakeholder needs satisfaction from which the progressive improvement of the program ensues. | |
| Average Rating | |

Explanation:

The institution 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 a qualified staff, adequate funds, and policies and guidelines. The faculty staff researching are provided incentives, rewards, and benefits. Local and international linkages, collaborations, and partnerships with educational institutions and agencies are established to conduct research activities. The program and the various activities are regularly assessed for improvement.

Guide Questions:

- What process is being followed in determining the research agenda of the institution and its various academic programs?
- How does the research program comply with institutional and regulatory requirements?
- Is there an office created with qualified personnel who manages the research agenda of the institution?
- How adequate are the funds and other resources in the promotion and conduct of research activities?

- What are the incentives, rewards, and benefits of faculty and staff who conduct research activities/art and creative works?
- Are there established linkages, partnerships, and collaboration in researching with local and international academic institutions and associations, professional and research bodies, government and non-government organizations, and business and industrial entities?
- How are the research activities monitored and assessed for improvement?

Supporting Evidence:

- Research program.
- Research manual including the related policies and guidelines
- Research budget
- List of research activities and completed in the last five years
- List of relevant institutions and organizations with which the school has established research partnership and collaboration
- Evaluation results on research activities
- Policy and program on art and creative works and scholarly productions

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, 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.

| Criteria | Rating |
|--|--------|
| 1. The programs are defined, monitored, and assessed for improvement of the student and course learning outcomes. | |
| 2. An established retention policy, monitoring, and assessment to improve the programs' pass and dropout rates are in place. | |
| 3. The average time to graduate from the program is identified, monitored, and assessed for improvement. | |
| 4. The passing percentage of graduates in board examinations is identified, monitored, and assessed for improvement | |
| 5. The quality of graduates and satisfaction levels are established, 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 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 key stakeholder's satisfaction with the institution's graduates. The information is gathered, analyzed, and used to improve the programs.

Guide Questions:

- What are the indicators and the methods used in determining, monitoring, and assessing the quality of graduates?
- What measures are utilized to determine whether learning outcomes set on the institutional and programmatic levels are achieved when students graduate?
- If the results of the pass and dropout rates are unsatisfactory, what measures have been undertaken to improve the same?
- How satisfactory are the graduation rates per course offerings? What measures have been undertaken when graduation rates are low?
- What studies were made on dropouts, and how are results used to improve the sustainability of the programs?

- What measures have been undertaken to improve the performance of graduates in board examinations?
- How does the institution track students, alumni, and employers' satisfaction with the program of studies, teaching-learning process, resources provided, competencies acquired, strengths of graduates, etc.?

Supporting Evidence:

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

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.

| Criteria | Rating |
|---|--------|
| 1. All community engagement and service activities are identified, monitored, and assessed for improvement. | |
| 2. The school/college identifies the social impact and achievements of the activities and assesses for improvement. | |
| 3. The impact on the school/college/program, faculty, staff, and students is identified, monitored, and assessed for improvement. | |
| Average Rating | |

Explanation:

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

Guide Questions:

- 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?
- Are the activities aligned with the vision and mission of the institution?
- How are community engagement and service activities assessed for improvement and matched with best practices?
- What impact have these activities had on society, the institution, faculty, staff, students, the target beneficiaries, and other stakeholders?

Supporting 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 stakeholder's feedback

Sub-area 8.3. Research Results

STANDARD 22.

The institution has produced research outputs through new knowledge embodied in publications, citations, journals, research-informed teaching, technology transfers, innovations, inventions, creative works, etc.

| Criteria | Rating |
|---|--------|
| 1. The research outputs of research teams, faculty, and staff are documented, monitored, and assessed. | |
| 2. The research outputs and publications in the program are documented, monitored, and assessed. | |
| 3. The intellectual property of the faculty & students in the program is documented, monitored, and assessed. | |
| 4. Stakeholders are satisfied with the research activities and publications of the institutions. | |
| Average Rating | |

Explanation:

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

Guide Questions:

- What is the nature of the research activities carried out by the institution?
- What criteria were used in selecting these types of research activities?
- Are the activities aligned with the research agenda of the institution?
- How are research outputs monitored and assessed for improvement?
- What impact have these activities had on society, the target beneficiary of the research, the institution, and the research proponents?

Supporting 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) |
|---|------------------------------------|
| Area 1. Leadership and Governance | |
| Sub-area 1.2 Leadership and Management | |
| Sub-area 1.4 Policy Formulation and Implementation | |
| Area 1 Average Rating | |
| Area 3. Resource Management | |
| Sub-area 3.1 Human Resource | |
| Sub-area 3.3 Learning, Physical and IT Resources | |
| Area 3 Average Rating | |
| Area 4. Teaching-Learning | |
| Sub-area 4.1 Curricular Programs | |
| Sub-area 4.2 Teaching and Learning Methods | |
| Sub-area 4.3 Assessment Methods | |
| Area 4 Average Rating | |
| Area 5. Student Services | |
| Area 5 Average Rating | |
| Area 6. External Relations | |
| Sub-area 6.1 Network, Linkages, and Partnership | |
| Sub-area 6.2 Community Engagement and Service | |
| Area 6 Average Rating | |
| Area 7. Research | |
| Sub-area 7.1 Research Management and Collaboration | |
| Area 7 Average Rating | |
| Area 8. Results | |
| Sub-area 8.1 Educational Results | |
| Sub-area 8.2 Community Engagement and Service Results | |
| Sub-area 8.3 Research Results | |
| Area 8 Average Rating | |
| Overall Average Rating | |