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

ENGINEERING PROGRAMS
SURVEY INSTRUMENT

2021

Philippine Accrediting Association of Schools, Colleges, and Universities

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2021 Revised Edition

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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 Dr. Rosemary Seva (Chair), Engr. Carlito Gutierrez (Vice-Chair), Dr. Manuel Belino, Dr. Cynthia Posadas, Engr. Jose Rizaldy De Armas, and Engr. Einstein Yong, who prepared this standards-based survey instrument for Engineering programs.

1. ACCREDITATION OF ENGINEERING PROGRAMS

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 2. QA Systems 3. Resource Management	→ ←	4. Teaching-Learning 5. Student Services 6. External Relations 7. Research	→ ←	8. Results
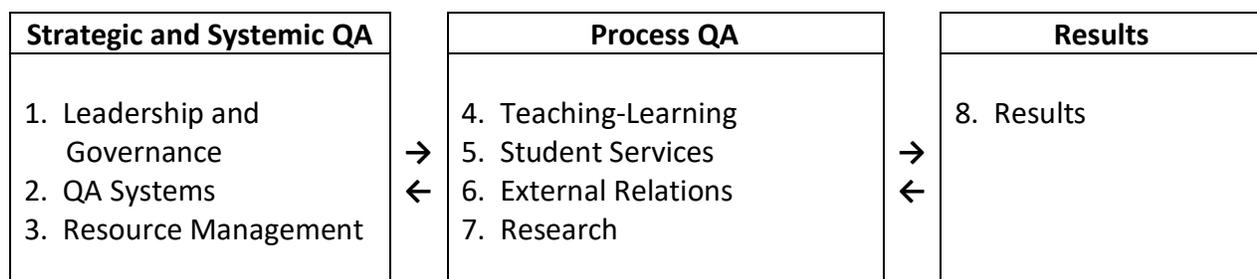
The framework shows that there are eight areas to be assessed. These areas include three areas under Strategic and Systemic Quality Assurance, four areas under Process Quality Assurance, and the area covering the Results. The arrows denote the constant interplay among the different areas in continuously 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 Engineering programs.   This practice is the reason why in conducting the accreditation for these programs, 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 3.3 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 (1 sub-area)
             Sub-area 5.1 Student Recruitment, Admission, and Placement

Area 7.   Research (1 sub-area)
             Sub-area 7.1. Research Management and Collaboration

Area 8.   Results (1 sub-area)
             Sub-area 8.1. Educational 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 Engineering 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 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 six 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 program administration level is well-qualified with relevant experienced personnel who can function in their respective roles.	
2. The leadership is open and proactive in anticipating and responding to changes in the environment.	
3. Administrators have a periodic performance evaluation process at different levels to promote responsibility, accountability, and transparency.	
4. Leadership training and succession planning are provided for.	
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:
- Are administrators at different levels in the institution academically qualified and experienced academics and professionals?
- How does the management promote good governance responsibility, accountability, and transparency?
- Is leadership open and proactive in anticipating and responding to changes in the environment?
- Are policies, guidelines, and programs applied with transparency, consistency, and fairness?
- Are there provisions for leadership training and succession planning?

Supporting Evidence:
- Organizational chart
- Administration Manual
- Curriculum Vitae of administrators
- Performance evaluation process
- Leadership and 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. Policies and procedures promote institutional values and their unique culture.	
3. Policies and procedures are customer-focused and enforced with transparency, consistency, and fairness.	
4. Policies and procedures consider interdependencies among the institution's various sectors, promoting efficiency in operations.	
5. Policies for teaching-learning, research, community engagement, and services are articulated and documented.	
6. Policies and procedures comply 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:
- What process is being followed in the formulation of policies, and are various stakeholders involved?
- Are the policies and procedures aligned with institutional values, promoting the institution's unique culture?
- Are policies and procedures understood and accepted by those that will be affected by them?
- Are there transparency, consistency, and fairness in the implementation of policies?
- Is feedback on policies and procedures welcomed, listened to, and utilized for policy improvement?
- Are 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 program has an adequate number and qualified teaching personnel.	
2. The program has an adequate number and qualified non-teaching personnel.	
3. Recruitment, selection, hiring, and deployment policies and practices are in place. These are formulated, communicated to all concerned, and consistently implemented.	
4. Development and training programs for teaching and non-teaching personnel are needs-based and are made available to both full-time and part-time personnel.	
5. Career pathing programs and provisions for advancement are in place.	
6. The program implements a performance management system that includes coaching and mentoring, regular performance evaluation, and recognition for meritorious performance.	
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 policies and programs which apply to teaching personnel aligned with the school's vision, mission, and goals? Are these clearly defined, documented, and communicated to all concerned?
*   Are the policies and programs which apply to non-teaching personnel aligned with the school's vision, mission, and goals? Are these clearly defined, documented, and communicated to all concerned?
*   Are the policies and practices related to the recruitment, selection, hiring, and deployment of personnel clearly formulated, communicated to all concerned, and consistently implemented?

- Are all personnel appointments covered by applicable employment contracts that define specific job functions, terms of employment, and tenure?
- Are the development and training programs for the academic personnel relevant, needs-based, and available to all?
- Are the development and training programs for the non-academic personnel relevant, needs-based, and available to all?
- Do the personnel participate in the formulation of the development and training programs intended for them?
- Do the personnel participate in the formulation of their career goals and plans?
- Are career pathing programs and provisions for advancement available and communicated to all concerned? Are the policies, guidelines, and procedures related to these formulated and documented?
- Are teaching and work assignments consistent with the individual qualifications and capabilities of personnel? Is the workload consistent with government regulations?
- Are the policies and practices related to resignation, termination of employment, and retirement clearly formulated, communicated to all concerned, and consistently implemented?
- Is there a performance management system that includes provisions for coaching and mentoring, regular performance evaluation, and recognition for meritorious performance?
- How are new personnel oriented about the school's vision, mission, goals, policies, programs, and services?
- What are the provisions for addressing personnel-related issues and concerns?
- Are the policies and programs related to the recruitment, selection, hiring, deployment, development, and retirement of personnel periodically evaluated and improved?

Supporting Evidence:
- 201 files of all school personnel
- Job descriptions for all personnel
- Employment contracts
- Information on salaries and benefits for personnel
- Organizational chart
- Manual for personnel (both teaching and non-teaching)
- Policies and procedures on the recruitment, selection, hiring, and deployment of personnel
- Policies and procedures on the resignation, termination of employment, and retirement of personnel
- Ranking and promotion scheme
- Performance management system
- Performance evaluation reports
- Reports on training needs of personnel
- Personnel development programs
- Budget provisions for personnel development
- Mentoring program, supervisory program, and other related programs
- Succession plans
- Reports on professional development activities
- Reports on faculty retention and turnover

- Minutes of faculty meetings
- Minutes of non-teaching personnel meetings

Sub-area 3.3.   Learning, Physical & 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. Physical facilities are adequate and conducive to teaching and learning, research work, and community service activities.	
2. There is an office or personnel responsible for overseeing physical facilities' maintenance, safety, and development.	
3. Classrooms, lecture halls, and special-purpose rooms are adequate, kept clean, free from distractions, and conducive to teaching and learning.	
4. The library facilities and audio-visual rooms are adequate, accessible, safe, and up-to-date.	
5. The laboratories are adequate, accessible, safe, and up-to-date.	
6. The space requirements for the different administrative offices are adequately met.	
7. The Information Communication Technology (ICT) infrastructure and facilities, both hardware and software, are adequate and up-to-date.	
8. There are sufficient provisions in the school's physical facilities for ensuring the safety, security, health, and well-being of learners and personnel.	
9. The school is compliant with regulatory and statutory government requirements as far as the program's physical facilities are concerned.	
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:
* How adequate are the physical facilities and equipment to meet the requirements of the different programs and service areas?
* How does the school ensure the maintenance and upkeep of physical facilities? Is a sufficient budget allocated for this purpose?
* Are the classrooms, lecture halls, and special-purpose rooms conducive for teaching and learning, adequate, and kept clean and free from distractions?

- Are the library facilities and audio-visual rooms adequate, accessible, safe, and up-to-date?
- Are the laboratories and computer rooms adequate, accessible, safe, and up-to-date?
- How adequate and up-to-date are Information Communication Technology (ICT) infrastructure and facilities, both hardware and software?
- Which office is responsible for the implementation, monitoring, and evaluation of the physical facilities development plans?
- Are there policies, guidelines, and procedures related to physical facilities? Are these documented and implemented consistently?
- What are the provisions for members of the school community and guests with special needs?
- What are the critical components of the program's development plan? Is the plan regularly reviewed and periodically updated?
- Are the facilities regularly inspected in terms of safety, cleanliness, and necessary repairs or improvements?
- Are the space requirements for the different offices adequately met?
- Is there a sufficient supply of potable water for the learners and personnel?
- Are regulatory and statutory government requirements for physical facilities consistently followed?
- Does the school have an emergency preparedness plan?
- Are there adequate insurance provisions for the school's physical facilities?

Supporting Evidence:
- Physical facilities development plan
- Campus development plan
- Information Communication Technology development plan
- List of facilities
- Inventory of equipment in the different facilities
- Inventory system or procedures
- Policies, guidelines, and procedures related to the program's physical facilities
- Preventive maintenance program
- Reports on the inspection of physical facilities
- Reports on the maintenance of physical facilities
- Certificates of compliance with regulatory agencies
- Emergency preparedness plan
- Documentation of disaster preparedness drills
- Budget for physical facilities and equipment
- Insurance coverage for physical facilities
- Feedback from stakeholders on the adequacy and condition of facilities
- Minutes of meetings related to the maintenance and development of physical facilities

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. A system with defined policies, guidelines, and processes in the program's design, development, review, and periodic updating is established.	
2. Students and key stakeholders participate in the design, review, and periodic updating of the program.	
3. The program educational objectives (PEOs) are aligned with the student outcomes (SOs).	
4. Syllabi are developed for each course based on the attainment of student outcomes.	
5. The curriculum has more than an adequate number of courses to develop knowledge, skills, and attitudes.	
6. All courses in the curriculum were arranged with consideration to appropriate pre-requisite requirements.	
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 is the process undertaken to design, develop, review, and update the program?
•   What is the review cycle of the program?
•   How are stakeholders involved in the design and review of the program?
•   How are the PEOs and SOs identified and aligned?
•   How are student outcomes considered in the design of syllabi?
•   How are the courses arranged in the curriculum?

Supporting Evidence:
- Curriculum map
- Mapping of PEO and SO
- MOM of stakeholders meeting
- Documentation of review of student outcomes,
- Proof of periodic review
- Monitoring report of student outcomes
- Syllabi

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. Syllabi were designed to achieve constructive alignment.	
2. Syllabi are made available to students at the beginning of the study period.	
3. Teaching and learning methods and activities are aligned with the institution's educational philosophy.	
4. A variety of appropriate teaching methodologies are used to deliver the course materials and promote lifelong learning.	
5. Technology is appropriately used in the delivery of course materials.	
6. Learning methods consider the level of competence required for the course.	
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 institution's educational philosophy, and how is it considered in the teaching and learning process?
- What is the process undertaken to select, develop, deploy and evaluate teaching and learning methods and activities?
- How are the methods and activities aligned with the student outcomes?
- What methods and activities promote life-long learning?
- How does technology facilitate teaching and learning?
- How are teaching and learning methods and activities evaluated and improved?

Supporting Evidence:
- Curriculum map
- Learning Management System (LMS)
- Online course materials
- Manuals (if applicable)
- 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

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 to monitor the student's progress in the attainment of student outcomes.	
2. Courses employ a variety of methods to assess SOs.	
3. Assessments are constructively aligned to SOs and teaching and learning activities.	
4. Assessment results are provided to students within acceptable time standards and are used to promote continuous improvement.	
5. Methods for assessment are regularly reviewed and evaluated for improvement.	
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:
• How are assessments aligned with the difficulty of the course?
• How are assessment methods differentiated in terms of student outcomes?
• What is the process for designing assessment methods?
• Are rubrics employed, and how are they designed and used?
• How is exit assessment is done on graduating students?
• What are the controls instituted to ensure the validity, reliability, and fairness of assessment?
• 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:
• Program and course specifications, including learning outcomes
• Rubrics
• Grading system
• An official report on board examination results
• Tracer Studies
• Appeal procedure
• Studies on employer's satisfaction on graduate performance

AREA 5.   STUDENT SERVICES

Sub-area 5.1.   Student Recruitment, Admission, and Placement

STANDARD 14.
The institution has effective recruitment, admission, and placement of students with defined criteria that are valid and reliable.

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 learners' academic and non-academic needs.	
5. Student services are improved to meet the learners academic and non-academic needs.	
6. There are available physical resources and qualified personnel to provide effective and efficient student services.	
Average Rating	

Explanation:
The quality of graduates is significantly affected by the quality of students that an institution recruits and admits. The recruitment and admission program of the institution should provide for the proper selection and placement of students. The related plan, structure, and policies should reflect the objectives of the institution and the various programs and meet regulatory requirements. Through well-defined, reliable, and valid admissions criteria, the institution should select and classify students who show a reasonable chance for success in their chosen programs.

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 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. There is a defined research agenda with defined goals, plans, policies, and activities.	
2. Resources are provided in the conduct of research.	
3. The conduct of research is part of the criteria for faculty promotion and for which they are adequately compensated.	
4. Research outputs are used to enrich instruction.	
5. 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.	
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 is the program research agenda, and how was it formulated?
- What is the research goal of the program?
- What resources are provided by the institution for conducting research?
- What incentives, rewards, and benefits are given to faculty and staff who conduct research activities?
- 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 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, 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 learners' performance in entrance tests and board examinations is monitored, reviewed, and evaluated for improvement.**	
2. **There is a process of collecting feedback about the program from stakeholders.**	
3. **Feedback from key stakeholders, colleges and universities, and the community on the quality of graduates and education is utilized for improvement.**	
4. **All subjects' pass and failure rates are consistently monitored, reviewed, and evaluated to improve learning across all subjects.**	
5. **The promotion and retention rates per year level are monitored, reviewed, and evaluated 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 satisfaction levels of key stakeholders on 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 and norms are utilized to determine whether learning outcomes are achieved when learners graduate?
- If the results of the pass and failure rates are unsatisfactory, what measures have been undertaken to improve these?
- What studies have been made regarding failure rates, and how have these studies been used to improve student performance?

- How does the school gather feedback from key stakeholders about the curriculum and programs, teaching-learning process, resources provided, competencies acquired, and strengths of graduates?
- How successful are the graduates in meeting the college readiness standards and being accepted in their preferred college course?
- How successful are the graduates in being accepted in their college or university of choice?
- How does the school use the results of feedback from its key stakeholders to improve the quality of education it offers?

Supporting Evidence:
- Profile of year-end academic performance of students in the different subjects
- Results of board examinations or certifications.
- Performance of students in inter-school activities and competitions
- Student disciplinary records
- Results of admission tests
- Tracer studies
- Employer survey
- Feedback from key stakeholders, graduates, and partner institutions
- Studies related to the performance of learners

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 Resources	
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	
Sub-area 5.1 Student Recruitment, Admission, and Placement	
Area 5 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	
Area 8 Average Rating	
Overall Average Rating	