



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

**INFORMATION TECHNOLOGY EDUCATION
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 Board acknowledges the hard work done by the Institutional Accreditation Working Group who drafted the instrument and the Board of Trustees' Standards Committee

The revision workshops and meetings for the 2021 version of the Information Technology Education survey instrument were held on:

- September 5, 2019 with CITE Commissioners Dr. Nelson Marcos (Chair), Sr. Marivic Galamay (Vice-Chair), Ms. Rosanna Adao, Dr. Gilbert Tumibay, Engr. Mia Eleazar, Ms. Jennifer Maninang, and Ms. Josephine de la Cuesta.
- August 15, 2020, November 11, 2020, and February 8, 2021, with CITE Commissioners Dr. Nelson Marcos (Chair), Sr. Marivic Galamay (Vice-Chair), Ms. Rosanna Adao, Dr. Gilbert Tumibay, Engr. Mia Eleazar, Dr. Elmer Haro, and Mr. Bernie Jereza.

1. ACCREDITATION OF INFORMATION TECHNOLOGY EDUCATION 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 Information Technology Education program. This practice is the reason why in conducting the accreditation for this program, only the following areas are considered:

- Area 3. Resource Management (3 subareas)
 - Sub-area 3.1 Human Resources
 - Sub-area 3.2 Program Administration
 - Sub-area 3.3 Physical Facilities and Learning 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 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 Information Technology Education 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.

The sub-area Financial resources is expanded to include standards on administrative resources at the program level.

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 1 | Resource Management - Human Resources - Program Administration |
| Accreditor 2 | Resource Management - Learning, Physical and IT Resources |
| Accreditor 3 | Teaching-Learning - Curricular Programs - Teaching and Learning Methods - Assessment Methods Results - Education |
| Accreditor 4 | External Relations - Networks, Linkages, and Partnerships - Community Engagement and Service Research - Research Management and Collaboration - Intellectual Property Rights and Ethics in Research Results - Community Engagement and Service Results - Research Results |

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 five 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 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 faculty members are qualified and competent to perform their teaching functions. | |
| 2. Recruitment, selection, and hiring policies are formulated and communicated and are consistently applied. | |
| 3. Ranking and promotion policies are clear, well-disseminated, and implemented consistently. | |
| 2. The system for assigning teaching loads considers qualifications and expertise, teaching performance, number of preparations, and class schedule. | |
| 3. A performance management system assesses the competencies expected of a faculty includes rewards and recognition and is implemented regularly. | |
| 4. Training and development programs are comprehensive, based on needs and work performance, and applied to both full-time and part-time faculty. | |
| 5. Salaries, incentives, and benefits are set at levels that ensure the Program's ability to attract and retain qualified faculty. | |
| 6. Provisions for resignation, termination, and retirement are in place. | |
| 7. A Faculty Manual that defines faculty duties, responsibilities, benefits, privileges, and other faculty policies are accepted, published, and well-disseminated. | |
| 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 faculty qualified, competent, and sufficient in number?
- How are the recruitment, selection, and hiring policies formulated and consistently applied?
- Are ranking and promotion policies clear, well-disseminated, and implemented consistently?
- How are teaching loads, the number of preparations, and class schedules determined?
- Is there a performance management system that assesses the expected competencies of the faculty and includes reward and recognition?
- What measures are undertaken to ensure that training and development plans for the faculty are comprehensive, participative, relevant, and based on need and performance?
- Are there explicit provisions for resignation, retirement, and termination?
- Is the Faculty Manual updated, accepted, and well-disseminated?
- Are there contracts that define the job functions, terms of employment, and tenure of the faculty?
- What are the provisions for faculty orientation and discussion of faculty-related issues and concerns?
- How are the plans, programs, and policies regularly evaluated for improvement?

Supporting Evidence:

- Faculty Qualifications
 - Faculty 201 File (TOR, updated resume, certificates, etc.)
 - Summary of faculty profile (degree, ongoing graduate studies, certifications, teaching and industry experience, etc.)
- Recruitment, Selection, and Hiring Criteria
 - Policy (included in the Faculty Manual)
 - Notarized faculty contracts
- Ranking and Promotion
 - Policy and scheme
 - Documentation of orientation on the policy and scheme
 - List of Faculty ranks
 - Promotion policies
- Teaching Loads and Assignments
 - Summary of teaching loads and assignments
 - Class schedule of faculty
- Performance Management
 - Accomplished evaluation/appraisal instruments and results
 - Classroom observation forms (by peers, Chair, Dean)
 - Instruments and results of students' evaluation of the faculty
 - Summary of faculty evaluations
 - Faculty awards and recognition package and documentation
 - List of Recipients of Faculty awards

- Training and Development
 - Training Needs analysis
 - Faculty Development Plan (with budget)
 - Monitoring report on Faculty Development Plan implementation
 - Certificates of participation in training
- Salaries and Benefits
 - Salary Scale
 - Benefits
- Faculty Mobility
 - Resignation, termination, and retirement policies
 - Reports on retention and turnover, resignation, retirement, termination, etc.
- Faculty Manual
 - Updated Faculty Manual
 - Documentation of orientation on the Faculty Manual
- Minutes of Faculty meetings

Sub-area 3.2 Program Administration

STANDARD 8A.

Qualified program administrators supervise the program to ensure that program objectives are met. Program administrators are provided with enough resources and support. There is a training and development plan as well as a succession plan for program administrators.

| Criteria | Rating |
|---|--------|
| 1. The program administrators are qualified and competent to perform their functions. | |
| 2. An instructional supervision program is in place and implemented. | |
| 3. There are adequate resources and support provided to program administrators to perform their functions. | |
| 4. A participative budgeting process is in place, which includes regular budget performance reports and analysis. | |
| 5. A management training and development plan are in place. | |
| 6. A succession plan is in place. | |
| Average Rating | |

Explanation:

Qualified and competent program administrators will provide good leadership and management for the degree programs from planning to implementation. Top management support for program administrators will enable and encourage them to fulfill their duties.

Guide Questions:

- Are the program administrators qualified and competent?
- Is there a curriculum and instructional supervision program in place and being implemented?
- What resources and support (e.g., deloading and honorarium provisions, staff assistants) are provided to program administrators to perform their functions?
- Is there a management training and development plan for program administrators?
- Is there a succession plan for program administrators?

Supporting Evidence:

- Qualifications
 - 201 files of program administrators
 - Job functions of program administrators
- Supervision
 - Instructional supervision program
 - Post-evaluation conference documentation
- Support
 - The organizational chart of the Department/College concerned
 - Appointment letters indicating deloading and honorarium

- Training and Development
 - Management training and development plan
- Succession
 - Succession plan

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. IT facilities and infrastructures are adequate and relevant to support teaching and research, and are secured. | |
| 2. Laboratories, hardware, and software are adequate, accessible, up-to-date, and secure. | |
| 3. Classrooms, lecture halls, seminar rooms, computer rooms, consultation rooms, and faculty rooms are adequate, kept clean, free from distractions, and conducive for teaching and learning. | |
| 4. There is an infrastructure and laboratory development plan, with a sufficient the budget that is documented, evaluated and regularly updated. | |
| 5. Qualified and adequate staff are deployed in managing the IT facilities and laboratories. | |
| 6. Policies and guidelines are in place to ensure proper laboratory maintenance and operations and student needs are well-served. | |
| 7. A Learning Management System (LMS) provides a platform for online collaboration among faculty and students and provides learning resources that students can access. | |
| 8. Library collections and resources are adequate, accessible, up-to-date, and with a budget for development. | |
| 9. There are sufficient safety provisions in the use of the facilities and resources for students and staff and security of facilities and equipment. | |
| 10. Stakeholders can provide feedback on the different services provided by the physical facilities, laboratories, and learning resource units. | |
| 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:

- Are IT infrastructures such as networks, internet, systems, etc., adequate and relevant to support teaching and research?
- Are the laboratories, hardware, and software adequate, accessible, and up-to-date?
- How are IT facilities and infrastructures, and resources secured?

- Are the classrooms, lecture halls, seminar rooms, computer rooms, consultation rooms, laboratories, faculty rooms adequate, kept clean, free from distractions, and conducive for teaching and learning?
- Is there an infrastructure and laboratory development plan with a sufficient budget that is periodically evaluated and updated?
- Are the laboratory staff sufficient, with the required qualification, up-to-date, and continually being trained?
- Is there a development plan in place that is regularly evaluated to assess and develop the skills required from the IT personnel?
- How sufficient are the IT support, hardware, and software, to meet teaching, learning, and research requirements?
- How are the policies and procedures related to laboratories defined, documented, disseminated, and implemented?
- Is Learning Management System available and accessible to meet users' online academic needs and requirements?
- Is there an LMS plan available to develop and improve academic content and online tools for academic delivery?
- Are the library collections and resources adequate, accessible, up-to-date, and with sufficient budget for the development?
- Are there regular safety, cleanliness, and maintenance inspections for all facilities?
- Is there a mechanism that allows feedback from stakeholders? If yes, how are these evaluated and used for improvement?

Supporting Evidence:

- Infrastructure
 - IT Infrastructure and security
 - Internet bandwidth agreement
- Laboratories
 - List of facilities, equipment, hardware, and licensed and open-source software acquired in the last 3-5 years
 - Actual receipts/invoices of acquisition
 - Actual software licenses
 - Laboratory facilities and resources (indicating courses being conducted in the laboratories) with Inventory and Software Installed
 - Open laboratories
 - Security measures for laboratories
- Instructional Venues
 - List of classrooms and corresponding classroom sizes
 - List of consultation rooms
 - Faculty rooms and facilities

- Budget
 - Budget for IT facilities and infrastructure
 - Infrastructure Development Plan with a budget
 - Laboratory Development Plan with budget
 - LMS Development Plan with budget
 - Laboratory Fee Utilization Report and Rate
 - Evaluation of Laboratory Development Plan
- Staff
 - Qualifications of laboratory staff
 - 201 Files of laboratory staff
 - Laboratory Personnel Development Plan
 - LMS Administrator and Support Development Plan
 - Profile and Training Attended by Laboratory and LMS Personnel
 - Duties and Responsibilities of Laboratory and LMS Personnel
- Policies and Guidelines
 - Laboratory Policies and Guidelines
 - Laboratory schedules
 - Lab utilization statistics and reports
 - Maintenance and Repair reports
- LMS
 - Learning Management System (LMS) /Infrastructure
 - LMS Policies and Guidelines
- Library
 - Library collections and resources list and statistics
- Safety and Security
 - Security and safety policies and procedures
 - Provisions for safety and security
- Feedback
 - Stakeholders' feedback results and report

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 is established in the designing, developing, reviewing program offerings. | |
| 2. | Students and 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. | |
| 2. | The program and course objectives, including the expected learning outcomes, are established. | |
| 3. | Delivery plans and syllabi are developed for each course and communicated based on expected learning outcomes. | |
| 4. | The system of managing program offerings is regularly assessed for improvement and updating. | |
| 5. | The curricular program integrates industry-related practices to guarantee industry-ready graduates. | |
| | 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 are 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 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 that its curricula are relevant and comparable to institutions?
- What process is undertaken to review and assess the relevancy and attractiveness of program offerings?
- What arrangements are made with industry partners and other interested institutions to allow student-trainees to join project teams in "problem-solution" activities?
- Do learning outcomes cover core competencies in the field of study as well as soft skills?
- Are students oriented about the programs?
- How often are the review and revisions done at the program and course level?
- Who approves new programs and revised programs?
- Who approves new courses and revised courses?
- Is a standard course syllabi format followed?
- Are the courses in the curriculum logically sequenced and integrated?
- What is the system for offering electives?
- Are updated references reflected in the course syllabi?
- Are there clear specifications for course requirements?

Supporting Evidence:

- Review process
 - Curriculum committee composition and functions
 - Curricular development and review process
- Involvement of Stakeholders
 - Curriculum review and revision minutes of meetings
 - Faculty and student feedback on program and course offerings
 - Employer feedback on graduates' report
 - Curricular evaluation reports
 - Curriculum review by external stakeholders
 - Reports of external examiners or accrediting agencies
 - Orientation for students on programs
- Alignment to vision-mission
 - Institutional vision, mission, goals, graduate attributes
 - Program-level learning outcomes, graduate attributes, and mapping to institutional level
- Course learning outcomes and syllabi
 - Curricular offerings
 - Bulletin of Information
 - Career options and job opportunities for graduates
 - Curriculum map
 - Course syllabi development process

- Course syllabi, course learning outcomes, and mapping to program learning outcomes
- Curriculum breakdown/checklist against minimum requirements
- Curriculum flowchart showing proper sequencing and progression of courses
- System for offering electives
- List of Electives
- Industry
 - Academe-industry engagement agreement (MOA)

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. There is a system to select, develop, use and evaluate appropriate teaching and learning methods and activities. | |
| 2. The methods and activities employed are aligned with the educational philosophy of the institution. | |
| 3. Stakeholders' feedback is considered in selecting, developing, and using teaching and learning methods and activities. | |
| 4. The methods and activities adopted to promote the achievement of the learning outcomes and promote life-long learning. | |
| 5. There are regular monitoring and evaluation of the methods and activities deployed for improvement using current innovation and trends in teaching-learning modalities. | |
| 6. Provide alternative teaching and learning approaches (online/flex, module) to facilitate varied delivery platforms. | |
| 7. Activities and requirements/projects are relevant to develop and enhance skills and competencies of students. | |
| 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 is the process undertaken to select, develop, deploy and evaluate teaching and learning methods and activities?
- What are the different methods and activities adopted?
- How are the methods and activities aligned with the expected learning outcomes for the program and the course?
- What methods and activities promote life-long learning?
- How does IT facilitate teaching and learning?
- How are teaching and learning methods and activities evaluated and improved?

- What technology options are considered to facilitate alternative teaching and learning activities?
- Are activities and requirements/projects of students relevant to enhance their skills and competencies?
- What are online modes of learning adopted?
- How is service-learning implemented at the program and course level?
- How are consultation and mentoring done outside the class?
- What are the support mechanisms provided for the learning of students with academic difficulties?
- Are lab manuals developed for regular lab classes?
- Is integrated lecture and laboratory design of courses implemented instead of separate lecture and laboratory classes?
- Are class sizes appropriate?
- Are class schedules of students conducive to learning?
- Is student load reviewed?
- Do students participate in various competitions?
- Are there feedback mechanisms on the teaching and learning process provided to the faculty?

Supporting Evidence:

- Teaching methods
 - Teaching strategies and instructional methods
- Educational philosophy
 - The educational philosophy of the institution
- Feedback
 - Faculty and student feedback on teaching and learning strategies employed
 - Evaluation reports on teaching and learning methods and activities
- Lifelong-learning
 - Reports on practical training, projects, and other action-learning activities
 - Practicum reports
 - Practicum companies and MOAs
 - Practicum guidelines
 - The final project, capstone, thesis guidelines
 - Service-learning activities
 - Community service reports
 - Record and statistics of alternative courses offered
 - Material repository of alternative courses offered
- Alternative delivery platforms
 - Online learning platforms and instructional strategies
 - Online teaching-learning policies

- Activities and requirements
 - Sample class activities, projects, requirements
 - Lab exercises and manuals
 - Internal and external student competitions
- Class attendance policies
- Consultation hours
- Support for students with academic difficulty
- Actual class sizes
- Class schedules of students

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 an established system to track students' progress from admission and their progression from one level to the other up to the time of graduation. | |
| 2. Various assessment methods are used to determine the achievement of the expected learning outcomes. | |
| 3. Results of the assessment are utilized to validate learning outcomes that are valid, reliable, and fair. | |
| 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 and evaluated for improvement. | |
| Average Rating | |

Explanation:

Student assessment provides the link between student performance and learning outcomes. It is the gauge of how the curricular programs and the delivery of instruction helped the students achieve the expected learning outcomes. Since assessment provides the evidence to document and validate students' 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 evaluation, 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?

- Do assessment instruments measure what it intends to measure and vary depending on the mode of delivery (in-class, flexible learning, in-the-field)?
- Do assessments measure the achievement of program and course learning outcomes?
- How often are tracer studies conducted?
- How is feedback from employers of the graduates gathered?
- What are the admission and retention policies?
- Are students provided timely feedback on an assessment?
- How are students informed as to how they will be assessed?
- Are steps taken on attrition and completion rate concerns?
- Are course and program requirements enough to ensure the readiness of graduates in pursuing the target careers?
- What indicators are used to check the employability of graduates in the intended workplace, and how is this monitored?
- How are online assessments done?
- How is student progress in classes monitored?

Supporting Evidence:

- Student Progress
 - List of assessments used from student entry, progression up to exit before graduation
 - Admission and retention policies
 - Progression, attrition, and completion rates
- Assessment Methods
 - Program and course specifications, including learning outcomes
 - Rubrics used in the courses
 - Grading system in the courses
 - Sample exams
 - Sample projects
 - Practicum reports
 - Thesis and capstone documents
 - Practicum guidelines
 - The final project, capstone, thesis guidelines
 - Online assessments
 - Assessment tools, its results, and interpretation
- Integrity of Assessment
 - Appeal Process on grades
 - Student Manual / Handbook
 - Tracer Studies
 - Reports and studies on employer's satisfaction on graduate performance
 - Employment surveys and reports
 - Employment statistics
- Exit Interview
 - Exit Interview Reports

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. A plan is in place to network, link, and partner with various agencies and groups at the local, national, regional, and international levels for mutual benefits and pursuance of its goals and objectives. | |
| 2. Appropriate structure and mechanisms are in place to carry out such 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 to improve its deliverables, making it sustainable and relevant. These activities include fellowships, staff and student exchanges, mobility programs for students, international internships, dual degree programs, joint research activities, twinning programs, sharing of resources, fund sourcing, etc. Appropriate mechanisms should support these activities to ensure their effectiveness and relevance to intended purposes.

Guide Questions:

- Are there existing grants/projects/MOU's/MOA's such as research collaboration, conference partnership, or human resource development initiative with the government, non-government, or other academic institutions, whether local or international?
- What steps are taken to select the institutions or groups the institution would like to collaborate with?
- What priority areas did the institution consider in forging linkages or fostering networks with their selected partners? (e.g., faculty immersion, faculty development, research collaboration, practicum/internship, curriculum development)
- 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.) is given by the institution to those participating in collaboration 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? Who is involved in establishing linkages and partnerships?
- What can the external partners benefit from this?

Supporting Evidence:

- Networking plan
 - Written policies, guidelines, and processes related to the establishment of linkages and partnerships
- Structure
 - Office in charge of external relations, tasks, and functions
 - Support provided by the institution for external relations activities
 - Minutes of meetings of concerned offices
- Agreements
 - Notarized MOUs/MOAs
 - Sources of financial grants and other gains generated by the partnerships
 - List of Practicum / Internship Companies per AY (for the last three years)
 - Certificate of Membership of Faculty Members to Professional Organizations
 - Participation or Involvement of Administrators and Faculty Members to Professional Organization Activities
 - Faculty Immersion Program
 - Curriculum Development and Review Process
 - Curriculum Workshop Documentations
- Evaluation
 - Surveys measuring the effectiveness and benefits of the partnerships/linkages/networks
 - Evaluation and assessment data on linkages, networks, and similar activities
 - Awards, citations, recognition granted to the institution as a valued partner

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 institution has an institution-wide and strategic plan for community engagement and service aligned to its vision, mission, and goals. | |
| 2. Community engagement and service activities are implemented to provide benefits and promote the development of its targeted clients and beneficiaries. | |
| 3. Community engagement and services utilize the competencies of the different academic programs and the non-academic departments of the institution. | |
| 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:

- How does the institution come up with a strategic plan for community engagement and service?
- 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 by the institution, and what are the agreed-upon conditions between the institution and its partners?
- What competencies are utilized in the various community engagement and service activities?
- What are/were the regular projects or initiatives to help the communities/groups in need?
- 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 concerned sectors?
- What benefits are derived from the 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 engagement plan
 - Community service and engagement plans, policies, guidelines, projects, etc.
- Activities and beneficiaries
 - List of adopted communities, service recipients, beneficiaries, etc.
 - Memorandum of Understanding (MOU)/Agreement (MOA)
- Faculty Engagement
 - List of Researches Conducted by Students and Faculty Members related to community engagement and services
 - Documentation on Faculty Community Service
- Structure and support
 - Job descriptions of individuals overseeing community service and engagement activities, if applicable
 - List of resources and facilities in support of community engagement and service
- Evaluation
 - 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. A defined research agenda, both institutional and programmatic, with defined goals, plans, policies, and activities are crafted. | |
| 2. The research program complies with institutional and regulatory requirements. | |
| 3. An appropriate structure with qualified staff is established. | |
| 4. Funds and other resources are adequate in the promotion and conduct of research such as deloading, honoraria, financial support, etc. | |
| 5. The conduct of research is part of the criteria for faculty promotion, awards, and for which they are adequately compensated. | |
| 6. Research linkages, collaboration, and partnerships are established in pursuit of research goals. | |
| 7. 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 process is being followed in determining the research agenda of the institution and its various academic programs?
- How are research activities aligned with the research agenda?
- 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?
- How are research grants classified, and what are the specific provisions under each?
- What are the incentives, rewards, and benefits given to faculty and staff who conduct research activities?
- 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?
- How are conference activities monitored and assessed for improvement?
- Are the research papers presented in reputable peer-reviewed/refereed national, regional, and international conferences?
- Are the research papers published in reputable peer-reviewed/refereed national, regional, and international journals?

Supporting Evidence:

- Research Agenda
 - Research agenda and plan
- Research program
 - Research manual including the related policies and guidelines
- Structure
 - Research office and staff
- Budget
 - Research budget and support
- Incentives
 - Faculty Manual
- Linkages
 - List of relevant institutions and organizations with established research partnership and collaboration
- Assessment
 - List of research activities and completed in recent five years
 - List of conferences, symposiums, fora participated in recent five years
 - Institutional research journal
 - 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 expected institutional and expected program and course learning outcomes are defined, monitored, and assessed for improvement. | |
| 2. All programs and courses' pass and dropout rates are identified, monitored, and assessed for strategy formulation and interventions. | |
| 3. The average time to graduate for all programs is identified, monitored and assessed for improvement. | |
| 4. The employability of graduates of all programs is established, monitored and assessed for improvement. | |
| 5. Key stakeholders' satisfaction levels and feedback on the quality of graduates are established, monitored, and assessed for improvements of the program and course learning outcomes. | |
| 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 are utilized to determine whether learning outcomes set on the institutional and programmatic level 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 conducted on dropout rates have been done to improve the sustainability of the programs?
- What is the average time for graduates to find employment, and what are the reasons why graduates are not immediately employed?
- How does the institution track the faculty, students, alumni, and employers' satisfaction with the program of studies, teaching-learning process, resources provided, competencies acquired, strengths of graduates, etc.?

Supporting Evidence:

- Learning Outcomes
 - Reports on the regular review of the institutional, program, and course learning outcomes
- Reports
 - Performance reports (e.g., failure rates, dropout rates, attrition rates, graduation rates)
- Employability
 - Tracer studies of graduates
 - Employment surveys and statistics
 - Graduates, alumni, and employer surveys
 - Awards and recognitions of students
 - Notable alumni
- Stakeholders
 - Stakeholders' satisfaction results
 - 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. The nature and volume of community engagement and service activities are identified, monitored, and assessed for improvement and alignment with the institution's mission and vision. | |
| 2. The societal impact and achievements of these activities are identified, monitored and assessed for improvement. | |
| 3. The impact on the institution, faculty, staff, and students is identified, monitored, and assessed for improvement. | |
| 4. The impact on these activities' beneficiaries and other stakeholders is identified, monitored, and assessed for improvement. | |
| Sub-area 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 institution's community engagement and service activities, department, 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:

- Plans and activities
 - Strategic plans and goals on community engagement and service
 - List and documentation of community engagement and service activities
- Societal Impact
 - Performance and post-evaluation reports of community engagement and service activities

- Impact on institution
 - Faculty and staff feedback
 - Students reports and feedback
 - Minutes of Meetings related to community engagement and service
- Impact on Beneficiaries
 - Community reports and feedback
 - Partners and stakeholder's feedback
 - Analysis, Evaluation, Recommendations on past and ongoing community projects and activities

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 nature and number of research outputs done by faculty members and staff is documented, monitored, and assessed for improvement. | |
| 2. The nature and number of research done by research teams and students are documented, monitored, and assessed for improvement. | |
| 3. The nature and number of research publications are documented, monitored, and assessed for improvement. | |
| 4. The nature and number of successfully registered intellectual properties are documented, monitored, and assessed for improvement. | |
| 5. The impact of research outputs and their publications are identified, monitored and assessed for improvement. | |
| 6. The impact of research outputs on the community engagement activities and partner community is identified, monitored, and assessed to guide further improvement of the research agenda and community engagement plan. | |
| 7. Research outputs are used to enhance teaching and learning. | |
| 8. The stakeholders' satisfaction in research activities and outputs is determined to guide further research development in the institution. | |
| Sub-area 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 institutions' research activities done by faculty, staff, research teams, and students?
- What criteria are used in selecting these types of research activities?
- Are the activities aligned with the research agenda of the institution?
- What is the nature and number of research publications?
- How are research outputs monitored and assessed for improvement?

- What are the impacts of these research outputs to partner communities and community engagement activities of the institution?
- How is research output applied to teaching and learning?
- Are there applications/registration on copyrights, trademarks, and patents?
- What impact have these activities had on society, the target beneficiary of the research, the institution, and the research proponents?

Supporting Evidence:

- Research Output
 - List and statistics of research outputs by faculty and students
- Research Activities
 - Performance reports on research activities and outputs of the institution
- Publications
 - List and statistics of research publications
- Intellectual Property
 - Application and Registration of copyrights, trademarks, and patents
- Impact
 - Publications and citations
- Impact on community engagements
 - Research agenda
 - Research funds and related resources
 - Research outputs with impact on the community
- Teaching
 - Course syllabi showing the use of research outputs
- Stakeholders
 - Reviews, analysis, and evaluation of the research project in terms of impact and relevance
 - Feedback from stakeholders on research outputs

STATISTICAL SUMMARY OF RATINGS

| Statistical Summary of Ratings | Ratings (in two decimal places) |
|---|--|
| Area 3. Resource Management | |
| Sub-area 3.1 Faculty Resource | |
| Sub-area 3.2 Program Administration 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 6. External Relations | |
| Sub-area 6.1 Networks, Linkages, and Partnerships | |
| 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 | |