



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

**GRADUATE EDUCATION PROGRAMS
(Hospitality Management and Tourism Management)
SUPPLEMENT SURVEY INSTRUMENT**

2024

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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 toward 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 done 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 focus 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 diligent work done by the PAASCU Standards Committee, and (2) the Graduate Education Commission working with selected seasoned accreditors, colleagues, and practitioners in the hospitality, travel, and tourism industry which formulated this standards-based accreditation instrument for graduate education programs.

1. ACCREDITATION OF GRADUATE EDUCATION 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).

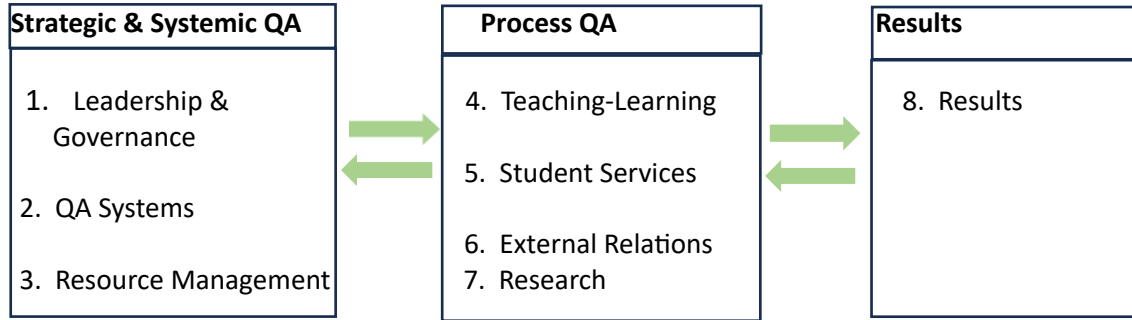
An accredited status from PAASCU indicates that an educational institution or program has met its defined standards. There is a sufficient basis for assuming that the educational institution or program will continue doing so in the future.

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:



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 twenty-three sub-areas were all looked into when the school initially had its 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 Hospitality and Tourism Management 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 1.5. Risk Management

Area 3: Resource Management (3 sub-areas)

Sub-area 3.1. Human Resources

Sub-area 3.2. Financial 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 (2 sub-areas)

Sub-area 5.1 Student Recruitment, Admission, and Placement
Sub-area 5.2. Student Services Programs and Support

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 (2 sub-areas)

Sub-area 7.1. Research Management and Collaboration
Sub-area 7.2. Intellectual Property Rights and Research

Area 8: Results (3 sub-areas)

Sub-area 8.1 Educational Results
Sub-area 8.2 Community Engagement and Service Result
Sub-area 8.3 Research Results

However, it should be noted that the survey visit will be limited to the above areas and subareas when an institution has been awarded "clean" accreditation in any of the programs previously visited, (i.e., Arts, Sciences, Business, and Education, etc.). Please refer to the GED Commission guidelines (**Appendix A - GUIDELINES FOR "PIGGY-BACKING" IN THE ACCREDITATION OF GRADUATE PROGRAMS**) on programs seeking accreditation for the first time (i.e., a preliminary visit).

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 Program 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 Program 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 subscribe 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 all of which are 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 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 a 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 toward 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 scheduled survey visit.

Contents of the Self-Survey Report

The SSR has six parts: School Profile, Follow-up Action on the Recommendations of Previous Survey (only for formal and resurvey visits), 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 data for a 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 the 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, whether blended, purely online, or purely onsite, 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 normally 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: Educational
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 stakeholder groups
3. Class observations and for accreditors onsite, a visit to school facilities
4. Review of digital documents and exhibits
5. Report writing
6. Wrap-up session
7. Debriefing to school management
8. Post-visit meeting of the 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 assessment of the visit.

The survey report should contain the following:

1. Chair's report containing the following:
 - a. Introduction
 - b. Summary of Area Reports
 - c. Preparation of the Program Self-Survey by the Institution
 - d. Recommendation of the Team
 - e. Conclusion
2. Summary of Ratings
3. Write-up per area containing the following:
 - a. Evidence – a short description of the evidence gathered
 - b. Analysis – a consideration of the extent of alignment of practice with the criteria based on the evidence presented
 - c. Commendations, if any
 - d. 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 eight 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 Head or Coordinator)

Program administrators must possess the required academic degrees/qualifications as stipulated in the most recent CHED Policies, Standards, and Guidelines (PSGs) of the program being accredited.

II. Faculty Requirements and Teaching Assignments

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

III. 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 PAASCU guidelines on performance in licensure examinations will be followed.

Please refer to **APPENDIX B – Exclusion/Eligibility Criteria for the Grant of Accreditation for Graduate Programs**.

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 FOR
HOSPITALITY MANAGEMENT / TOURISM MANAGEMENT**

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.

NOTE: Criteria for this standard are pertinent to program administrators.

CRITERIA	RATING
1. Systematic leadership processes are in place and implemented that promote performance excellence for a dynamic and continuous improvement of program offerings, services, and operations.	
2. Program administrators are empowered and given sufficient operational independence consistent with the institution's vision-mission and objectives to enable the program to successfully achieve its goals and objectives.	
3. Program administrators (i.e., Dean, Head, Chair, or Coordinator) are academically qualified and possess relevant education, industry experience, and practice to provide effective leadership for the program, its faculty, and students.	
4. Program administrators effectively supervise faculty and students to achieve program goals and learning outcomes.	
5. Program administrators undergo a feedback-based review/appraisal process to assess their work performance based on set indicators.	
6. Leadership development and succession planning programs are in place.	
7. Program administrators are proactive, exercise good governance, and administer important activities such as faculty evaluation, program assessment, and planning, monitoring of students' academic progress, fiscal management, and allocation of resources, among others.	
8. Stakeholders are provided meaningful roles in the program's planning, review and evaluation, and decision-making processes that promote a culture of participation, responsibility, and ownership.	
Average Rating	

Explanation:

Leadership and governance are critical factors for the smooth operations of the institution and its program offerings. A governance structure is in place that exhibits transparency, inclusiveness,

and autonomy with leadership responsibilities and authority assigned, delegated, and shared. Leadership roles are clear and designed to facilitate decisions that support teaching and learning and efficient operations. Good governance is promoted, and leadership is proactive in responding to environmental changes. All sectors are clear on the substantive roles they play and the influence they have in program governance. A review and evaluation of the governance structure are periodically conducted with stakeholder participation and collected feedback used for improvement. Management development and succession planning are in place.

Guide Questions:

- How qualified and experienced are the Graduate School administrators (i.e., Dean, Chair, Coordinator)? [***Please use the PAASCU Faculty Profile Template to provide data on this***]
- How do administrators demonstrate proactive, transparent, consultative, ethical leadership, and responsibility with accountability?
- What mechanisms or processes are in place to gather feedback from different stakeholders on the effectiveness and efficiency of programs, services, and activities? What mechanisms are in place to ensure a culture of participation, responsibility, and ownership?
- How are the governance or management structure or processes and system of program leadership reviewed, evaluated, and improved? How often is this done, and who participates in the review process and evaluation?
- How are administrators assessed on their work performance?
- What structure is in place (i.e., management/leadership development program) to enhance leadership skills and competencies and keep administrators abreast with new trends in leadership and governance?
- What are the program's significant strengths as they relate to this standard?
- What concerns prevent the program from realizing more than satisfactory compliance with this standard?
- What significant changes or improvements are needed to ensure quality improvement vis-à-vis this standard?

Supporting Evidence:

- Current institutional and program (graduate school) organizational charts
- Qualifications of key administrative officials and mid-level supervisors (i.e., program chairs, coordinators, or heads, etc.)
- Teaching assignments of program administrators at the institutional and program levels, if any (please indicate all teaching assignments regardless of office, unit, or college represented - undergraduate and graduate) [refer to **APPENDIX C – Program Faculty Profile Template**]
- Samples of evaluation of the administrative performance of the Dean, Chair, or Head, if any, including the tool/metrics used for evaluation/assessment of performance
- Samples of appointment papers of administrative personnel (especially at the program level)
- List of Committees, Councils, and the like where stakeholders especially of the program under survey are represented
- Training Needs Analysis conducted for administrators, leadership/management development programs for institutional and program administrators including budget allotment

- Sample evaluation of outcomes (i.e., improvement in management and supervisory performance, enhancement of leadership skills and competencies, etc.) of administrators' development programs
- Succession program for administrators including budget allotment
- Formal and documented evaluation surveys/studies (i.e., student satisfaction surveys, evaluation of learning management system, evaluation of faculty and leadership development programs, etc.)
- Samples of evaluation of teaching performance done by Dean, Program Chair, etc.)
- Relevant minutes of meetings of the Graduate School (GS) administrative team, GS Council and/or committees, GS faculty association, if any, and the like (*please identify sector represented by the attendee, i.e., administrator, faculty, graduate student, alumni, etc.*)
- Samples of documented consultations/dialogues made by GS administration with faculty, students, alumni, industry partners, etc. (*please identify the sector represented by attendee, i.e., administrator, faculty, graduate student, alumni, etc.*)
- Budget performance reports of the GS
- Administrative Manual, GS Faculty Manual, GS Student Manual/Handbook, etc.

AREA 1: LEADERSHIP AND GOVERNANCE

Sub-area 1.5. Risk Management

STANDARD 5. A risk management system is in place to ensure that the program is aware of and manages present and future risks.

CRITERIA	RATING
1. The program has a risk operating model/risk management system with clear and well-documented plans, programs, and strategies to prevent, manage, and mitigate present, emerging, and future unforeseen events/disruptions.	
2. Risk management programs, policies, protocols, and strategies are implemented with budgetary support and communicated to stakeholders.	
3. Stakeholders participate in implementing the risk management plans, policies, and protocols guided by leaders who assume primary responsibility for proactively identifying and effectively managing and mitigating present, emerging, and unforeseen risks.	
4. Safeguards and effective risk controls are in place to ensure that the institution’s resources are protected, effectively utilized, and insured to attenuate the impact of unforeseen events.	
5. Risk management plans, policies, and protocols are regularly revisited and evaluated with stakeholder participation to assess their effectiveness and with results used to guide improvement efforts.	
Average Rating	

Explanation:

Programs need to be aware of present and future disruptions. Disruptions can result in risks to any undertaking if not foreseen, identified, evaluated, and addressed. It is the responsibility of top management and the Board to manage risks. Risk management requires risk assessment, communication of such risks, and implementation of initiatives that will monitor, mitigate, and control the impact of risks. It also involves the effective use and safeguarding of institutional assets. A risk management program should be in place, with supporting policies, structures, resources, and monitoring systems.

Guide Questions:

- What are the risk management programs that identify, communicate, and mitigate current and potential risks?
- What are the policies and established protocols to forestall any identified risks?
- Who takes primary responsibility for risk management?
- Which office(s) or office head(s) take(s) the lead and support(s) the institution’s actions in addressing risks?

- How are the various sectors of the community, including key stakeholders, made aware of identified risks?
- What provisions are in place to effectively safeguard the assets and resources of the institution against present and potential risks?
- How is the implementation of the risk management program monitored and improved?
- What are the institution's significant strengths as they relate to this standard?
- What concerns prevent the institution from realizing more than satisfactory compliance with this standard?
- What significant changes or improvements are needed to ensure quality improvement vis-à-vis this standard?

Supporting Evidence:

- Risk management plan and program
- Risk management policies and protocols
- Crisis preparedness and response documents
- Risk registers/risk-specific frameworks (e.g., financial, non-financial, strategic)
- Program/Business continuity plan
- Incident response plan
- Risk assessment reports, audit reports, EQA reports, and the like
- Internal safeguards and risk control system
- Policies on safety, maintenance, and insurance
- Minutes of meetings where matters related to risk management, reporting, and assessment are discussed (e.g., Board level, GS level, relevant councils or committees, etc.)

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. Human resources (HR) policies and programs are aligned with the institution’s HR plans, are implemented to achieve its teaching, research, and community service objectives, and are regularly monitored and evaluated according to set goals.	
2. Teaching and non-teaching personnel are adequate and possess the required academic and professional experience and acumen, expertise, and skills to effectively serve the needs of the learners and the program	
3. There is a considerably diverse mix of specializations among qualified faculty to carry out a substantive share of the institution’s teaching, research innovation, and service activities.	
4. Policies and procedures for recruitment, hiring, selection, ranking, and promotion are articulated, documented, widely disseminated, consistently applied and regularly updated.	
5. Training needs analysis are regularly done and training and development programs are provided to teaching and non-teaching personnel supported by an adequate budget.	
6. A comprehensive career pathing program/roadmap is in place and serves as the basis for personnel skills development, career advancement, and/or transitioning to different roles within the institution.	
7. A multi-source and feedback-based performance appraisal/assessment system is in place that measures the work performance of all personnel/staff based on set indicators.	
8. Timely and individual (one-on-one) performance feedback sessions are conducted by unit heads and used as the basis for personnel decisions (i.e., retention, promotion, administrative appointment, merit, etc.) and delivery of support programs (i.e., coaching, mentoring, etc.).	
9. A rationalized and competitive compensation, incentives, and benefits package is implemented, regularly reviewed, and upgraded, if needed, to attract and retain qualified and deserving personnel.	
10. Retirement, resignation, and termination from employment policies and procedures are in place, regularly updated, published, and applied fairly.	

11. Human resource policies and procedures comply with regulatory requirements and are implemented to ensure a safe and risk-free work environment.	
12. Human resource plans, processes, policies, and procedures are periodically reviewed and evaluated with the participation of concerned stakeholders for improvement and updates on monitored developments and accomplishments.	
Average Rating	

Explanation

The institution ensures a good mix and a sufficient number of human resources that effectively perform and support the core functions of teaching, research, and service. Personnel, both fulltime and part-time, teaching and non-teaching, possess the required educational background, field experience, and skills to match institutional and program requirements. Clear policies and criteria for hiring, retention, promotion, recognition, evaluation, resignation, and termination are established, disseminated, and implemented. A performance management system with feedback mechanisms in place ensures the systematic assessment of personnel performance and nurtures personnel development through coaching and mentoring. Adequate and equitably administered incentives, compensation and fringe benefits, and relevant training, capacity building, and career-pathing programs are provided that can attract and retain qualified and needed personnel. Human resources policies, processes, and procedures are periodically evaluated with the participation of stakeholders, and evaluation results are used for their improvement and future planning.

Guide Questions:

- How are the HR plans, policies, and programs defined, communicated, and supportive of the institution’s vision-mission, goals, and program?
- What are the processes and the criteria for recruiting, selecting, deploying, and promoting personnel (e.g., administrators, faculty, and staff)? Who is involved in these processes?
- How are recruitment, hiring, selection, deployment, promotion, resignation, retirement policies, and provisions formulated, disseminated, and applied?
- To what extent do stakeholders develop, monitor, review, and evaluate human resources/personnel plans, processes, policies, and strategies?
- How does the institution or program ensure that teaching and work assignments match personnel qualifications and capabilities, both teaching and non-teaching?
- How are the development, growth, career path, career-life balance, and other personnel needs determined and met?
- What performance management system is in place, and what are the components (i.e., performance evaluation, coaching and mentoring, rewards and recognition, etc.)?
- How often are personnel evaluated? How are performance results fed back to them?
- How often are the compensation and benefits package, incentives, and rewards revisited and evaluated? Who participates in the review and evaluation?

- What are the provisions for orientation/reorientation of new and regular personnel and discussion of personnel-related issues and concerns?
- How are the HR plans, programs, and policies evaluated for improvement? What evaluation cycle is followed and who participates in the evaluation process?
- What are the institution's significant strengths as they relate to this standard?
- What concerns prevent the institution from realizing more than satisfactory compliance with this standard?
- What significant changes or improvements are needed to ensure quality improvement vis-à-vis this standard?

Supporting Evidence:

- Vision-mission and core values of the institution
- Current institutional and program (graduate school) organizational charts
- Human resources plan/s, programs, and policies
- Employee profiles (administrative, teaching, and non-teaching. [for teaching staff, use **APPENDIX C – Program Faculty Profile Template**])
- Samples of employment contracts of faculty and non-teaching personnel
- Turnover ratios across program levels (administrators, faculty, staff)
- Training Needs Analysis conducted for teaching and non-teaching staff including documented faculty and staff training and development plans, activities, and budget
- Sample evaluation of outcomes (i.e., improvement in work performance, instructional delivery, research and publication, community service, etc.) of faculty and staff development programs
- Personnel orientation program and budget
- Career path program for teaching and non-teaching personnel
- Tools/instruments for hiring, regularization, ranking, promotion, and recognition
- Samples of 201 files
- Personnel awards, recognition
- Salary table/plantilla (institutional and program levels)
- Performance management system and appraisal/evaluation tools (faculty and staff)
- Sample teaching performance evaluation results and other relevant evaluation reports of teaching and non-teaching staff; for teaching personnel include those made by the different raters (i.e., Dean, Chair, students, etc.)
- Stakeholder surveys (needs assessment, satisfaction surveys, employer surveys, exit interviews, and the like)
- Current Manuals (i.e., Faculty, Personnel/Non-teaching, Student Handbook, etc.)
- Sample minutes of meetings called by the Dean, Chair, or Coordinator (*please identify the sector represented by attendee, i.e., administrator, faculty, graduate student, alumni, etc.*)
- Budget allotment for faculty and staff development

AREA: RESOURCE MANAGEMENT

Sub-area 3.2: Financial Resources Intended for the program

STANDARD 9. A system is in place to manage the institution's financial resources, including efficient sourcing, allocation, use, safeguarding, and accounting.

CRITERIA	RATING
1. Financial management system and plans are designed to provide sufficient resources for realizing the institution and program’s vision-mission and goals, mainly the core functions of teaching, research, and service.	
2. Adequate financial support is made available, and fund-sourcing strategies are in place to ensure the program’s viability and continuity of operations.	
3. Accountabilities and responsibilities for the care, use, and control of program assets and resources are clearly defined and communicated.	
4. The budgeting process of the Graduate School is participative and includes the regular release of analyzed budget performance reports to key program administrators.	
5. Accounting internal controls are in place to sustain the successful and cost-effective delivery of programs and services and show compliance with regulatory requirements.	
6. Internal and external audits are regularly conducted to ensure the completeness and reliability of the financial reports of the program.	
7. The financial plan, policies, protocols, practices, and utilization of funds are monitored, regularly evaluated with stakeholder participation, and improved.	
Average Rating	

Explanation:

Financial resources are vital to any institution to realize its vision-mission, goals, and objectives and ensure the viability and sustainability of its program offerings, activities, and operations. Its financial resources must be sufficient to support its operations and its strategic and operational plans. Financial controls require developing a system that includes a financial budget, identifying financing sources, the proper use and management of assets, and the reliable recording and reporting of financial results. Financial policies, procedures, strategies, and utilization of funds are regularly evaluated by stakeholders and improved.

Guide Questions:

- How does the institution promote the efficient and effective use of financial resources to support its goals and programs?
- How adequate are the institution’s financial resources to sustain its operations and programs?

- How defined are lines of authority for the management of financial resources?
- What systems are in place to ensure that financial resources are being utilized efficiently by program administrators and that all financial reporting requirements are met?
- What financial contingency plans are in place based on the program's risk assessment to mitigate identified and possible future risks?
- What is/are the processes/es followed in budgeting, program funding, and funds disbursement at the Graduate School level?
- How regularly are internal and external audits done to ensure that recording and reporting standards are in order?
- How is the effectiveness of financial procedures, policies, and strategies assessed?
- How are assessment results communicated to key managers, especially at the program level? For what purpose/s are assessment results utilized?
- How are critical assets protected?
- What are the institution's significant strengths as they relate to this standard?
- What concerns prevent the institution from realizing more than satisfactory compliance with this standard?
- What significant changes or improvements are needed to ensure quality improvement vis-à-vis this standard?

Supporting Evidence:

- Audited financial reports
- Internal and external audit reports
- Annual GS and/or program/budget and budget performance analysis reports
- Policies on fiscal authority and responsibility
- Financial plans (institutional and program, where applicable)
- Conflict of interest policies
- Finance Manual and/or Operations Manual of the Business/Finance Office
- Risk assessment reports (institutional and program levels) including contingency plans, if any
- Evaluation/assessment data of financial procedures, policies, strategies, etc.
- Sample minutes of meetings (institutional and program levels) related to budget preparation and hearings

AREA: RESOURCE MANAGEMENT

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. The program has physical, learning, and IT resource development plans with appropriated budgets that are documented, implemented, regularly updated, and include provisions for individuals with special needs.	
2. The program has access to appropriate learning and physical resources and available facilities and equipment to satisfactorily meet the program’s mission, objectives, goals, and learning outcomes.	
3. Classrooms, lecture, seminar, audio-visual rooms, and/or laboratories are accessible, adequate, ICT equipped with up-to-date hardware and licensed software, regularly maintained and inspected to ensure compliance with statutory and government requirements.	
4. The program is strongly supported by a flexible, reliable, and secure ICT infrastructure and information management system.	
5. A Learning Management System (LMS) is available, efficiently managed, and regularly upgraded to support users' e-learning and other needs and requirements.	
6. The institution’s internet speed and bandwidth capacity are sufficient to respond to the program’s academic needs and improve operational efficiency.	
7. The library’s print, non-print, and online resources are sufficient in quality, diversity, and currency, are readily available, utilized, regularly updated, and with a budget for developing its collections.	
8. Resource-sharing initiatives and networks are established to enhance user access to learning resources.	
9. Services from these resources are readily available, delivered by knowledgeable staff, and support traditional, blended, and flexible modes of teaching and learning.	
10. There are preventive maintenance and emergency preparedness plans to optimize overall equipment effectiveness, respond to disasters, and reduce potential future risks.	
11. The adequacy, availability, quality, currency, and effective utilization of the facilities, learning, and IT resources are regularly evaluated by users for improvement and greater user satisfaction.	
Average Rating	

Explanation

Planning for needed physical facilities, learning, and IT resources is vital in providing the educational experiences and opportunities required to fulfill the institution's needs and programs. With adequate budget commitment, the institution sees that these resources are accessible to all, sufficient in quality and quantity, updated and upgraded over time to effectively support the institution's traditional and flexible teaching-learning activities, research, and community service requirements. Maintenance and disaster/emergency preparedness plans are developed to, respectively, ensure the reliability, performance, and lifecycle of buildings, facilities, and equipment, and ensure a healthy, safe, and secure environment for all. A periodic review to assess the adequacy and efficient utilization of these resources is regularly implemented. Stakeholders participate in this evaluation.

Guide Questions:

- How are physical, learning, and IT resource needs identified?
- What policies and procedures are in place for physical facilities, learning, and IT resources?
- How adequate is the budget to ensure that physical facilities, learning, and IT resources address users' needs or requirements?
- How sufficient are the IT support, hardware, software, and internet bandwidth to respond to teaching, learning, research, innovation, and service requirements?
- How adequate, qualified, and trained are the library, IT, and laboratory personnel?
- How accessible are the library and laboratories, and how up-to-date or current are the collections?
- How do the learning and technology resources support the teaching-learning modality used by the program?
- How regular are safety, cleanliness, and maintenance inspections of facilities?
- What kind of training and development is provided to the staff in charge of learning, physical, and IT resources to address the various needs of users?
- How and how often are these resources evaluated for effectiveness?
- What are the institution's significant strengths as they relate to this standard?
- What concerns prevent the institution from realizing more than satisfactory compliance with this standard?
- What significant changes or improvements are needed to ensure quality improvement vis-à-vis this standard?

Supporting Evidence:

- Physical, learning, and IT resources development plans
- Policies and Procedures Manual/SOPs for these resources
- Preventive Maintenance and Emergency Preparedness Plans including orientation documents / Crisis and Disaster Management Manual
- Safety, health, environmental, and maintenance policies and procedures
- Maintenance, inspection, and calibration schedules
- Qualifications of the library, IT, and laboratory staff

- Library, IT, and laboratory budget and budget performance analysis reports
- Staff and user orientation, training, and continuing education documents, including who participated
- Inventory of the acquisitions from the last survey visit (library, laboratories, IT hardware, software, etc.) as evidence for improvements made
- List of library and audio-visual collections
- List of Laboratory equipment (where appropriate)
- List of software and hardware
- List of classrooms and special rooms dedicated for the use of graduate students
- Documents showing partnerships, linkage, and/or consortium arrangements with other libraries, etc. for resource-sharing purposes
- Samples of Reports (e.g., inspection, maintenance, safety and security, health, and the like)
- Stakeholders' feedback/satisfaction survey results
- Certificates of compliance with regulatory agencies
- Utilization data of these resources
- Sample minutes of meetings of offices that supervise and oversee these resources (*please identify the sector represented by attendee, i.e., administrator, faculty, graduate student, alumni, etc.*)

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. Program development and design are innovative, creative, and forward-thinking to ensure that the program proactively responds to emerging developments and trends in the discipline and field.	
2. Academic officials ensure that program objectives and learning outcomes are aligned and consistent with the school’s vision-mission and program offerings are regularly reviewed and evaluated based on stakeholders’ needs and requirements.	
3. Faculty, students, alumni, and other key stakeholders participate in designing, developing, and evaluating program offerings.	
4. The program objectives and learning outcomes are clearly articulated, cascaded, translated into course learning outcomes, and integrated into instruction and course requirements.	
5. Program objectives and learning outcomes are periodically assessed with stakeholder participation to ensure the realization of the institution’s and program's vision-mission and goals.	
6. The program of studies complies with regulatory requirements and ensures mastery of core and specialized fields of study including various problem-solving skills that equip graduate students with professional, technical, and lifelong learning skills and competencies.	
7. Courses are logically structured and sequenced, progressing from foundation to advanced studies appropriate for graduate education.	
8. The contribution of each course in achieving program learning outcomes is stipulated in the syllabi and properly communicated to students.	
9. Program delivery plans are developed, and all course syllabi are prepared following the institution–required format and are approved and communicated to students.	
10. The system for program development and the program objectives and learning outcomes are revised, as appropriate, and improved based on the current trends and needs of the industry.	
11. The program of studies and program delivery are regularly monitored, evaluated, and improved with the participation of stakeholders.	
Average Rating	

Explanation:

A system is in place to ensure that program offerings align with the institution's vision-mission and goals and are designed and developed, considering stakeholders' needs and expectations. The program of study must show the interdependence among the foundation and advanced / specialization courses that realize the program's learning outcomes. Overall, the courses offered exhibit range, depth, coherence, content, and rigor characteristic of graduate education and the level of skills and competencies needed for problem-solving, innovative and critical thinking, and life-long learning. Developing the program includes determining its structure and content and defining the expected learning outcomes. Reviewing the curriculum design, process, courses, and learning outcomes is carried out regularly in collaboration with concerned stakeholders for improvement, updating, and keeping abreast/attuned to current trends and industry needs.

Guide Questions:

- What process is followed in the design, development, review, and evaluation of the program of studies? Who is involved in this process?
- How does the development and review cycle ensure a curriculum that is relevant, attractive, and updated?
- How are evaluation data and feedback from stakeholders utilized?
- Who has the primary responsibility for implementing the curriculum?
- How are the institution and program vision-mission and goals reflected in the various curricula/course offerings?
- How are the learning/expected program outcomes and objectives established and communicated?
- How does the sequencing of courses show the progression from acquiring foundation skills to more complex competencies and skills?
- What are the considerations in the selection and offering of cognate courses?
- What recent improvements have been made to the program/s of studies, and what were the reasons for the changes?
- What benchmarking activities does the institution or program engage in to ensure that its curricula are at par with comparable institutions?
- What are the institution's significant strengths as they relate to this standard?
- What concerns prevent the institution from realizing more than satisfactory compliance with this standard?
- What significant changes or improvements are needed to ensure quality improvement vis-à-vis this standard?

Supporting Evidence:

- Program curriculum/curricula (for multiple programs), both previous and current
- Curricular design, development, review, and evaluation process
- Curriculum implementation or delivery plan

- Curriculum committee composition, functions, terms of office, etc.)
- Faculty, students, alumni, industry partners, etc. documented feedback on the curriculum and course offerings
- Curriculum evaluation reports
- Reports of external QA reviews
- GS Bulletin of Information / Graduate Viewbook/Brochure/Catalogue
- Sample minutes of Curriculum Committee meetings (*please identify sector represented by attendee i.e., administrator, faculty, graduate student, alumni, industry representative, employer, etc.*)
- Sample minutes of meetings called by the Dean, Chair, or Coordinator and relevant committees or councils [Academic Council, etc.) to discuss curriculum matters (*please identify sector represented by attendee i.e., administrator, faculty, graduate student, alumni, industry representative, employer, etc.*)

AREA 4: TEACHING-LEARNING**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 suitable to graduate-level learning and the teaching modality existing in the institution.	
2. The institution’s educational philosophy and program vision-mission and purpose are well articulated and guide the teaching-learning process.	
3. Teaching methods and strategies are adapted to graduate level, outcomes-focused, appropriate to the course content and delivery modality, and afford the students a broad conceptual mastery of the field of professional practice.	
4. Stakeholders’ feedback is considered in selecting, developing, and using teaching and learning methods and activities.	
5. The teaching-learning modalities, strategies, and activities promote expected learning outcomes, various problem-solving skills, and life-long learning.	
6. Teaching-learning activities include social involvement and independent study opportunities, academic consultation to address difficulties, and mentoring to encourage advanced or specialized studies.	
7. Evidence-based and comprehensive policies and guidelines on the responsible and ethical use of new technology-mediated/enhanced teaching and learning tools are in place to improve the quality of learning and to make education more accessible to a broader population of students.	
8. Monitoring and evaluating implemented teaching-learning modalities, methods, strategies, and activities including the effectiveness of the learning management system are conducted with the participation of stakeholders to improve the teaching-learning process.	
Average Rating	

Explanation:

The teaching and learning approach, methods, activities, and tools are at the core of implementing the program. Thus, guided by the institution’s educational philosophy and program mission and purpose, their appropriate selection and use are of particular importance in ensuring alignment with the vision-mission and core values of the institution as well as the program objectives and outcomes. A system should be established to provide relevant stakeholders opportunities to select, deploy, and regularly evaluate proper and innovative teaching and learning technology tools, methods, and approaches, including those used for non-traditional or alternative modalities. Feedback from stakeholders, especially the students, is regularly gathered,

analyzed, and used to improve further the teaching-learning approach, delivery methods, and activities.

Guide Questions:

- What is the process undertaken to select, develop, deploy, and evaluate teaching and learning modalities, approaches, strategies, and activities? Who is involved in the process?
- What teaching and learning innovations along the lines of strategies and activities have been introduced and used to increase the engagement of graduate students in their learning?
- How are these innovations aligned with the learning outcomes?
- How are users trained in the use of the institution's learning management system (LMS)?
- What steps have been taken to evaluate the effectiveness of the LMS in meeting the requirements of users? Who participates in the evaluation?
- What policies and guidelines are in place on the use of new technology-mediated instructional and learning tools in the institution? How are these disseminated to concerned stakeholders (i.e., faculty, students, academic administrators, etc.)?
- How proactive are administrators and faculty in addressing ethical concerns related to the use of new technologies to safeguard the interests of all stakeholders involved?
- How are academic managers, faculty, students, and staff oriented and trained on the responsible and ethical use of new technology-mediated tools in teaching and learning?
- What steps have been taken to evaluate the delivery mode (i.e., purely online, blended, hybrid, etc.) used in the GS? Who participates in the evaluation?
- What are the institution's significant strengths as they relate to this standard?
- What concerns prevent the institution from realizing more than satisfactory compliance with this standard?
- What significant changes or improvements are needed to ensure quality improvement vis-à-vis this standard?

Supporting Evidence:

- The educational philosophy, vision-mission, and core values of the institution and program, where applicable
- Sample of different course syllabi (master's and doctoral levels if doctoral programs are being assessed)
- Samples of e-learning course design, synchronous, and asynchronous tasks
- Monitoring and evaluation reports/stakeholder feedback on the effectiveness of teaching and learning modalities, methodologies, strategies, and activities (i.e., exit interviews, tracer studies, data culled from student and administrator's evaluation of teaching performance, etc.)
- Training sessions with faculty, students, and other users of the digital platform being used for teaching and learning
- Formal evaluation reports on the effectiveness of the learning management system
- Samples of students' and administrators' accomplished evaluation of the teaching performance of faculty

- Policies and guidelines on the use of new technology-mediated teaching and learning tools and documentation on how these are disseminated to concerned sectors
- Documented orientation and/or training on the use of new technology-mediated tools
- Stakeholder surveys (needs assessment, satisfaction surveys, employer surveys, exit interviews, and the like)

AREA 4: TEACHING-LEARNING**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 implemented to track students' progress from admission, their progression from one level to the next, up to the time of graduation.	
2. The student assessment scheme is constructively aligned to the achievement of expected learning outcomes using various assessment methods.	
3. The assessment scheme communicated to students includes clear timelines, methods, regulations, rubrics, and grading.	
4. Provisions are in place to ensure the integrity and fairness of student assessment, including procedures for appeal.	
5. Feedback on student assessment is timely to improve learning.	
6. Exit interviews of graduating students are regularly conducted, documented, and analyzed to serve as inputs for assessment methods and course improvements.	
7. Assessment results are analyzed and utilized to improve the assessment scheme and its constructive alignment with expected learning outcomes.	
Average Rating	

Explanation:

The assessment of learning outcomes logically follows from the teaching-learning approach, methods, and activities to deliver the program of studies. While assessment types and practices vary, the objective and fair evaluation of student achievement of learning outcomes are critical in designing, selecting, and utilizing a combination of student assessments. These assessment methods must be constantly reviewed by those concerned and evaluated to ensure their integrity, validity, reliability, and fairness.

Guide Questions:

- What is the process used in designing assessment methods/tools?
- What are the types and methods of assessment used?
- How are the assessment methods differentiated considering the variation in students' abilities, the learning outcomes across the courses in the program of studies, and the modality used?
- How is assessment during admissions done on new students?

- How is exit assessment done on graduating students?
- Who conducts the assessment, and what controls are instituted to ensure its validity, reliability, and fairness?
- How satisfied are the students and key stakeholders with the assessment methods used?
- How often are the types and assessment methods reviewed, evaluated, analyzed, and improved? Who participates in these activities? How are evaluation results utilized?
- What provisions are in place to address appeals on assessment results?
- What is the process of getting feedback from students related to assessing their achievement of learning outcomes?
- How is the achievement of required competencies by all students assessed and assured upon completion of the program?
- What mechanism or process is in place to monitor or track students' academic progress from entry into the program until program completion or graduation?
- What are the institution's significant strengths as they relate to this standard?
- What concerns prevent the institution from realizing more than satisfactory compliance with this standard?
- What significant changes or improvements are needed to ensure quality improvement vis-à-vis this standard?

Supporting Evidence:

- Samples of assessment used from student admission, progression up to exit before graduation
- Assessment plan, if any, which details program assessment guidelines, resources, coordination, and support for assessment as well as assessment activities and initiatives that are presently underway
- Program and course specifications, including learning outcomes
- Guidelines/Policies on the use of e-assessment/e-testing
- Progression, attrition, and completion rates
- Rubrics and grading system
- Official reports on board examination results (the last 3 – 5 years where applicable)
- Stakeholder surveys (needs assessment, tracer studies, satisfaction surveys, employer surveys, exit interviews, and the like)
- Results of evaluation done to assess the effectiveness of assessment methods used
- Relevant minutes of department/faculty meetings, etc. on matters related to assessment of learning outcomes (*please identify the sector represented by attendee i.e., administrator, faculty, graduate student, alumni, industry representative, employer, etc.*)

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. Policies and procedures are appropriately updated in support of achieving the objectives for student recruitment, selection, and admission in compliance with regulatory requirements.	
2. Selection and admission criteria are well defined to ensure proper matching of students' qualifications, skills, aptitude, and interests to their programs.	
3. Retention and graduation policies and criteria are delineated, widely disseminated, consistently applied, comply with regulatory requirements, and regularly monitored and evaluated.	
4. Student admission, drop-out, and completion rates are regularly monitored/tracked, documented, analyzed, and disseminated to concerned officers for appropriate action.	
5. Key stakeholders regularly appraise the effectiveness of recruitment, selection, admission, retention, and graduation policies, criteria, and procedures and effect upgrades and improvements as needed.	
6. Evaluation results measure the achievement of goals and are used as bases for the improvement of policies and procedures for greater student satisfaction and future planning.	
Average Rating	

Explanation:

The quality of graduates is significantly affected by the quality of students that an institution recruits and admits. The students are correctly selected and placed where their academic, technical, and professional requirements are matched with their programs. Recruitment, admission, retention, promotion, and graduation policies, criteria, and requirements reflect the institution's objectives and those of the different programs. Likewise, these are transparent, inclusive, disseminated to all concerned stakeholders, consistently applied, and comply with regulatory requirements. Provisions are in place to track the students' academic progress and monitor the attrition and completion rates. Stakeholders evaluate these policy criteria and conditions, and results are utilized for their improvement.

Guide Questions:

- What process is followed in formulating, evaluating, and updating the recruitment, selection, admission, retention, promotion, and graduation policies, procedures, and criteria? Who is involved in the process?
- How are these policies and criteria disseminated to stakeholders?

- Who defines the selection criteria for incoming and regular students and those in special groups?
- What offices/persons are in charge of student recruitment, selection, admission, retention, and graduation?
- How are new students oriented and regular students reoriented in the recruitment, selection, admission, retention, and graduation policies and procedures?
- What other matters are covered in student orientation activities so students are well-informed of expectations and requirements?
- What indicators are used to monitor student progress and performance?
- What monitoring system is implemented to determine student attrition, retention, and completion rates? Which office or offices are given these monitoring reports?
- How are monitoring data utilized?
- How are learners given feedback on their progress and performance? What support is provided to improve their performance?
- How often are recruitment, admission, selection, retention, promotion, and graduation processes, policies, procedures, and/or guidelines evaluated? Who participates in this activity?
- How are evaluation results utilized?
- What are the institution's significant strengths as they relate to this standard?
- What concerns prevent the institution from realizing more than satisfactory compliance with this standard?
- What significant changes or improvements are needed to ensure quality improvement vis-à-vis this standard?

Supporting Evidence:

- Student Handbook/Viewbook/Catalogue, and Bulletin of Information
- Recruitment Plan or program including marketing collaterals
- Enrollment data (3-year data for a preliminary visit, 2-year data for a formal visit, and 5-year for a resurvey visit) per degree program under survey to include the number of applicants who were accepted vis-à-vis number of those who enrolled
- Student recruitment, admission, selection, retention, and graduation criteria, policies, and/or procedures
- Office and committee reports on student recruitment, admission, selection, retention, and graduation
- Records of attrition and completion rates per degree program (last five years regardless of type of survey – preliminary, formal, or resurvey)
- Evaluation results of/stakeholder feedback on the effectiveness of the recruitment, admission, retention, and graduation process/es, policies, criteria, etc.
- Sample office/committee minutes of meetings (i.e., Admissions, Registrar, Marketing, etc.)

AREA 5: STUDENT SERVICES**Sub-area 5.2. STUDENT SERVICES PROGRAMS AND SUPPORT**

STANDARD 15. The institution ensures that student services and support are adequate and readily accessible to support students in their academic and non-academic pursuits and promote personal well-being.

Criteria	Rating
1. There is a transparent and comprehensive plan with monitoring and evaluation mechanisms implemented to meet student's academic and non-academic needs.	
2. Academic and non-academic needs are met through an array of well-crafted and needs-based support services, programs, and activities.	
3. The institution has adequate financial and physical resources allocated for, and qualified personnel to effectively deliver support services, programs, and activities.	
4. Key stakeholders regularly review and evaluate, among others, the quality, coverage, monitoring system, and effectiveness of student support plans, programs, and activities.	
5. Evaluation results are used as bases for the improvement of student support programs, services, policies, and procedures for greater student satisfaction and future planning.	
Average Rating	

Explanation:

The institution emphasizes supporting its educational mission and remains committed to enhancing student learning and development. Provisions for student services programs and support should be designed to complement the academic program and assist the students in achieving their learning goals. These programs are adequate, accessible to diverse students with varying needs, expectations, and objectives, and supported by sufficient resources. A monitoring system that tracks the students' well-being allows the institution to institute timely interventions to respond to their needs. Periodic monitoring and review of these support programs and services should be undertaken and results used to raise student satisfaction and the standards as these relate to student support programs and services.

Guide Questions:

- How adequate are the financial and physical resources to support the management of student services programs for the graduate school?
- Who or which office administers the student development and support services programs for graduate students?

- What types and ranges of development and support programs are accessible and made available specifically for graduate students?
- What are the co-curricular programs and activities, if any, that may provide leadership training and enhance the professional growth of graduate students?
- What types of academic-related support are provided to graduate students?
- What mechanisms are implemented to ensure the effective delivery of these development programs and support services?
- What provisions are in place to address student grievances?
- How often are the review and evaluation of the effectiveness of student development, support programs, and services? Who participates in the review and evaluation process?
- How are evaluation results, especially student satisfaction data on these services, utilized?
- What are the institution's significant strengths as they relate to this standard?
- What concerns prevent the institution from realizing more than satisfactory compliance with this standard?
- What significant changes or improvements are needed to ensure quality improvement vis-à-vis this standard?

Supporting Evidence:

- List and description of support programs and services specific to graduate students
- Budget for support programs and services including budget performance reports of the office/s overseeing support programs and services
- The organizational chart of the office/unit overseeing student support and services
- Scholarship and financial aid program including policies, guidelines, and procedures (include a master list of graduate students enjoying scholarships and/or financial aid/grant)
- List and description of co-curricular activities, community service, industry collaboration activities, and the like specific to graduate students
- Evaluation reports on the effectiveness of support programs and services
- Analyzed results of stakeholder satisfaction surveys, tracer studies, exit interviews, etc.
- Photos/videos of student support activities, fire and shake drills, etc.
- Sample minutes of meetings of relevant offices and committees that oversee student development and support services (*please identify the sector represented by attendee i.e., administrator, faculty, graduate student, etc.*)
- Graduate Student Handbook and Student Publication of the Graduate School, if any

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. There is a well-articulated and planned strategic approach to network, link, and partner with a range of reputable local, national, regional, and/or international groups and agencies to pursue the institution and program goals and objectives.	
2. Appropriate mechanisms, sufficient resources, procedures, and formal agreements are in place to support and execute such engagements at the program level.	
3. Well-coordinated opportunities and avenues are made available for faculty, students, and staff participation/involvement in external engagement activities.	
4. The institution and its partners jointly evaluate network, linkage, and partnership activities for mutual benefits and to assess how they help achieve the institution’s vision, mission, goals, and program’s goals and objectives.	
5. Evaluation results are disseminated and utilized to update and improve the institution’s network, linkage, and partnership activities.	
Average Rating	

Explanation:

The institution recognizes that establishing linkages, networks, and partnerships is critical in achieving its vision, mission, and goals. Guiding the school in this effort is a deliberate approach to identifying and selecting viable academic networks/partnerships and linkages, especially in teaching, learning, and research. Faculty, students, and staff are given the encouragement, opportunities, and support to participate in and benefit from a broad range of activities these engagements provide. Through these activities, the institution is assisted in improving its deliverables, and at the same time, making it sustainable and relevant. Appropriate mechanisms should support these activities to ensure their effectiveness and relevance to intended purposes.

Guide Questions:

- Which office/unit or who takes care of the institution’s and/or program’s network, partnership, and linkage activities?
- Organizational chart of the office overseeing networks, partnerships, and linkages including job description of staff
- Who has the decision-making role as far as the external relations activities of the institution and/or program are concerned?

- What kind of and how extensive is the support provided (i.e., financial, staff, technological, etc.) to ensure the effective implementation of network, linkage, and partnership agreements?
- How engaged are the Graduate School and its academic programs in networks, partnership, and linkage activities?
- What strategic approach or steps are taken to select the institution, association, or agencies the school would like to network, link, and partner with?
- What priority areas did the school and/or program consider in forging linkages or fostering networks with their selected partners?
- What benefits so far have both the school and specifically the program/s under survey and its partners derived from collaboration, partnerships, and linkages?
- What kind or types of support is given to those (i.e., students, faculty, staff, etc.) participating in collaboration activities, networks, and linkages?
- How functional are the MOUs and/or MOAs and how often are they reviewed? Who participates in the review?
- How are the partnership/engagement/collaboration activities monitored and evaluated? Who participates in these monitoring and evaluation activities?
- How are evaluation results disseminated to concerned stakeholders?
- How have evaluation results been used for improving network, partnership, and linkage agreements?
- What are the institution's significant strengths as they relate to this standard?
- What concerns prevent the institution from realizing more than satisfactory compliance with this standard?
- What significant changes or improvements are needed to ensure quality improvement vis-à-vis this standard?

Supporting Evidence:

- External engagement plans including policy documents relating to external engagements
- Budget allocations for partnerships and linkages including other support provided for external relations activities
- Organizational chart of office or unit overseeing the institution's external engagement activities
- List of partners (indicate the nature of the relationship, extent of participation, and the mutual benefits derived by both parties)
- Membership in networks and associations (local and international)
- Notarized and official Memorandum of Agreement or Understanding (MOA/MOU) with signatures of those representing both parties and the date when the agreement was signed
- Contracts of those (i.e., faculty, student, administrator, staff) who have availed of these partnerships
- Surveys measuring the effectiveness, benefits, and/or outcomes of the partnerships/linkages/networks/evaluation and assessment data on linkages, networks, and similar activities

- Accomplished assessment tool used in measuring the effectiveness and outcomes of partnerships and linkages
- Sources of financial grants and other financial gains generated by the partnerships
- Sample minutes of meetings of office/s in charge of external relations
- Awards, citations, and recognition granted to the institution as a valued partner, if any

AREA 6: EXTERNAL RELATIONS**Sub-area 6.2. COMMUNITY ENGAGEMENT AND SERVICE**

STANDARD 17. The institution commits to conducting community engagements and service activities as part of its social responsibility and corporate citizenship.

Criteria	Rating
1. Well-formulated and strategic institutional and program-based community engagement plans reflect the institution and program’s vision, goals, and objectives.	
2. Appropriate structures and sufficient resources are provided for the effective implementation and sustainability of community engagement and service activities and programs.	
3. Community engagement and service activities provide mutual benefits and promote the development and empowerment of partner clients and beneficiaries.	
4. Community engagement and service activities enhance and utilize the expertise, competencies, and skills of the institution’s academic programs and various departments/sectors.	
5. The faculty, student, and staff experiences in community engagement activities are processed and integrated into instruction and student learning.	
6. Community engagement and service activities are regularly assessed with stakeholder participation using established indicators/measures of performance to determine their effectiveness, quality, and-outcomes.	
Average Rating	

Explanation:

An educational institution's teaching, learning, and research functions can be strengthened by how the institution commits to serving the community and society. This commitment entails engaging with a wide range of stakeholders and the community to establish and sustain productive collaboration. Such cooperation brings about a mutually beneficial exchange of knowledge and resources within the spirit of partnership and reciprocity. Community service and engagement cover community outreach, consultancy, and other kinds of professional services. Community engagement and service activities are regularly assessed, with assessment results used to provide information on how these activities can be improved for purposes of relevance, responsiveness, and impact.

Guide Questions:

- Which office or unit manages the community engagement and service activities of the institution and/or program?

- Who has the decision-making role as far as the external relations activities of the institution and/or program are concerned?
- 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/or program, and what are the agreed-upon conditions between the institution and/or program and its partners?
- Who participates in the 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 the monitoring and evaluation of community service activities?
- How does the institution and/or program gather feedback regarding the effectiveness of its services/engagement activities?
- How are feedback results disseminated to concerned sectors?
- How are evaluation/feedback results utilized in the areas of teaching-learning, planning, and quality enhancement?
- What benefits are derived from community service and engagement activities?
- What support is available for the institution's and/or program's community service and engagement plans, projects, and activities (i.e., human, financial, etc.)?
- What are the institution's significant strengths as they relate to this standard?
- What concerns prevent the institution from realizing more than satisfactory compliance with this standard?
- What significant changes or improvements are needed to ensure quality improvement vis-à-vis this standard?

Supporting Evidence:

- Community engagement plans, policies, guidelines
- Information about the partner communities
- Budget allotted for community extension
- Types/Kinds of community extension activities including relevant details
- Summary of significant involvement of faculty, students, and staff in community involvement activities
- Evidence of utilization of community engagement and service research, including faculty and student experiences in enhancing teaching and learning
- List of community engagement and service projects identifying the community/clients served including who were engaged in the project/s (i.e., program faculty, students, and staff)
- Memorandum of Understanding (MOU) or Memorandum of Agreement (MOA) with signatures of those representing both parties and the date when the agreement was signed, if any

- Organizational chart of the office overseeing community engagement and service including job description of staff, if a separate office
- Community/client surveys (stakeholder feedback documents) for the different community engagement and service activities
- Accomplished/Filled-in community engagement and service assessment tools
- Sample minutes of meetings of offices and/or committees in charge of community engagement and service
- Photos, videos, and publications showing evidence of participation of the different school sectors in community engagement and service activities

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 well-crafted research agenda with defined plans, goals, and activities at the institutional and program levels has been defined.	
2. Administrative officials ensure that the program’s project-based research, creative work, scholarship, and innovation thrusts and plans are aligned with the institution and program’s research agenda.	
3. Stakeholders participate in the planning and development of the program’s project-based research, creative work, scholarship, innovation thrusts, plans, and activities.	
4. The institutional policies, quality framework, standards, and procedures for research and publication, creative works, and innovation are updated, disseminated, and consistently applied in the program.	
5. A functional research structure with qualified staff is in place.	
6. A needs-based research capacity-building program with adequate support resources (human, financial, etc.) is in place and periodically evaluated for effectiveness.	
7. Resources, grants, and incentives, among others, are adequately provided to innervate faculty, students, and staff to undertake research, publish, and disseminate their research.	
8. Completed, presented, and published project-based research, creative works, and scholarship are used to rank, promote, award, and recognize faculty researchers.	
9. Linkages, networks, and partnerships are established to facilitate research collaboration, and access to resources, and strengthen research activities, publication, dissemination, and output utilization.	
10. Completed, presented, and published project-based research, creative works, scholarship, and innovation agenda, thrusts, plans, and activities, among others, are regularly evaluated using measurable quality indicators.	
11. Assessment/Evaluation results are used to continuously improve such research and research-related programs and activities and ensure relevance to stakeholder and industry needs.	
Average Rating	

Explanation:

The institutional agenda or strategic directions for research, creative work, scholarship, and innovations are adapted to the program's goals and learning outcomes. The research initiatives and activities of the program are accomplished by having a robust structure with qualified staff, adequate resources, and policies and guidelines. Local and international linkages and partnerships among educational institutions and agencies encourage more faculty, students, and staff to research and publish their works. Incentives, awards, and benefits are provided for meritorious research and scholarly achievements. To ensure that a climate of research is achieved, all research and research-related plans, programs, activities, and incentives, among others, are assessed with stakeholder engagement for improvement and to sustain a research culture.

Guide Questions:

- What process is being followed and what factors are considered in developing the research agenda of the institution and its various academic programs?
- Who is involved in the formulation of the institutional and program agenda?
- How is alignment between the institutional and program agenda ensured?
- How is alignment among the program research agenda, program thrusts, and learning outcomes ensured?
- What structure is in place, or which office takes care of the research and publication activities of the school and program?
- What is the process followed, and who evaluates the research, creative work, and innovation thrusts and plans?
- How adequate are the budget and support resources for research and publication activities?
- What incentives and benefits are provided to recognize meritorious achievements in faculty, student, and staff research and publication?
- What avenues are provided to enhance the research and publication competencies and skills of faculty, students, and staff?
- What opportunities are given to faculty, students, and staff to engage in collaborative, interdisciplinary, and intradisciplinary research?
- What linkages or partnerships have the school and program established to support their research and publication plans, programs, and activities?
- How are the research and publication activities monitored and evaluated? Who is involved in the process?
- How are the review and evaluation results utilized for improvement?
- What are the institution's significant strengths as they relate to this standard?
- What concerns prevent the institution from realizing more than satisfactory compliance with this standard?
- What significant changes or improvements are needed to ensure quality improvement vis-à-vis this standard?

Supporting Evidence:

- Research, creative works, and innovation agenda
- Research, creative work, and innovation thrusts and plans
- Research Manual
- Policies and guidelines on the development, review, and evaluation of program research and creative work thrusts and plans
- The organizational chart of the office/s tasked to oversee research activities including the job description of the staff
- Research budget over the last five years including the budget performance reports of the office in charge of research and publication activities
- List of relevant institutions and organizations with established research partnerships and collaboration
- Composition and functions of committees tasked to evaluate the research and publication thrusts, activities, plans, outputs, etc. including minutes of meetings of these committees
- List of research activities completed in the last five years (separate list for faculty, students, and staff, where appropriate) - use **APPENDIX D – Graduate Education Research, Scholarly, and Creative Works Template** for needed information)
- List of program faculty, student, and staff publications in the last five years (separate list)
- List of ongoing research including those awaiting publication
- Research capacity-building activities attended by program faculty, students, and staff
- Evaluation results on the following: research plans, programs, thrusts, quality of research and publication activities, research utilization, and capacity building activities,
- The tool used to assess the quality of research and publication including research utilization, if any
- Sample minutes of meetings of office/s and/or committees in charge of all matters related to research (*please identify sector represented by attendee i.e., administrator, faculty, graduate student, etc.*)

AREA 7: RESEARCH

Sub-area 7. 2. INTELLECTUAL PROPERTY RIGHTS AND ETHICS IN RESEARCH

STANDARD 19. The institution has a policy on intellectual property rights and adherence to ethical norms in research.

Criteria	Rating
1. There are established intellectual property policies to protect the interest of faculty, students, and staff concerning ownership and administration of intellectual property.	
2. Policies and guidelines on the ethical conduct of research and publication are established and disseminated.	
3. Assistance for intellectual property applications is provided and completed on time, with results officially and promptly communicated to concerned proponents.	
4. An independent body ensures the consistent, efficient, and strict implementation of ethical and intellectual property standards and compliance with applicable regulatory requirements.	
5. The management and implementation of intellectual property, including the policies and guidelines on research's ethical conduct, is periodically evaluated and improved.	
Average Rating	

Explanation:

Intellectual property rights allow the creators or owners to benefit from their work. Intellectual property can include research data and results, copyrighted works, patents, trademarks, inventions, and designs. Innovators and researchers are provided timely assistance in their applications for patents or copyrights for their outputs, and adequate provisions are necessary to recognize the parties' intellectual property rights. The institution should establish an effective system to manage intellectual property rights, including documentation, storage, and retrieval. An independent body ensures that research undertakings comply with ethical standards.

Guide Questions:

- What policies, guidelines, and procedures are in place regarding intellectual property rights?
- How are the intellectual property policies and guidelines disseminated to stakeholders?
- Which office oversees the management of the intellectual property?
- What was the process followed in establishing the code of ethics for research and dissemination of research outputs? Who was involved in the process?
- How were such ethics rules disseminated?
- How is the timely release of ethical review results to proponents assured?

- How functional is the Ethics Review Board or Committee?
- How are the management of intellectual property and the policies and guidelines pertinent to ethics in research assessed? Who is involved in the assessment?
- How are assessment results utilized?
- What are the institution's significant strengths as they relate to this standard?
- What concerns prevent the institution from realizing more than satisfactory compliance with this standard?
- What significant changes or improvements are needed to ensure quality improvement vis-à-vis this standard?

Supporting Evidence:

- Policies, guidelines, and procedures on ethics and intellectual property in research and other scholarly pursuits
- MOA/MOU of Research Ethics Board consortia, if any
- List of research publications, copyrights, patents, and trademarks in the last five years
- Code of Ethics on Research
- Composition and function of the Research Ethics Board/Committee (REB/C), Intellectual Property Office (IPO)
- Budget and documentation of other resources provided for the operations of the REB and IPO
- Documentation of ethical reviews conducted and application for copyright and patents
- Sample minutes of meetings of REB/C and IPO

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, program, and course learning outcomes are clearly defined, regularly monitored, and evaluated for improvement.	
2. Student attrition and retention rates are identified, systematically tracked, and evaluated for improvement.	
3. Student average time to graduate and completion rate (graduating within the prescribed time) are identified, systematically tracked, and evaluated for improvement.	
4. The employment advancement of graduates is established, systematically monitored, and evaluated for improvement.	
5. The institution regularly collaborates with the hospitality, travel, and tourism industries and relevant professional associations to support student learning and advance improvement efforts.	
6. The satisfaction levels of key stakeholders on the quality of students and graduates are established, systematically monitored, and evaluated for improvement.	
Average Rating	

Explanation:

Educational results are the indicators 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 career advancement 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 methods used by the institution and program 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?
- How does the institution and/or program collaborate with industry partners and relevant professional bodies to ensure the alignment of learning outcomes with professional and industry needs?
- What measures are undertaken if the results of the pass and dropout rates are unsatisfactory so improvements can be realized?
- How satisfactory are the graduation rates of the program?
- What measures have been undertaken when graduation rates are low?
- 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.?
- What measures are taken to gather information on such matters as the quality of graduates, their career advancement, etc.?
- What are the institution's significant strengths as they relate to this standard?
- What concerns prevent the institution from realizing more than satisfactory compliance with this standard?
- What significant changes or improvements are needed to ensure quality improvement vis-à-vis this standard?

Supporting Evidence:

- Performance reports – attrition/drop-out rates, graduation rates
- Documented interventions to improve pass, drop-out, and graduation rates
- Stakeholders' satisfaction results
- Tracer studies of graduates
- Employment surveys and statistics
- Graduates, alumni, and employer surveys
- Sample minutes of consultation meetings with industry partners, professional bodies, etc.
(please indicate the name of the attendee and sector represented – i.e., administrator, faculty, industry representative, etc.)

AREA 8: RESULTS

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, scope, volume, and type of community engagement and service programs/ activities and their selection and renewal process are monitored, reviewed, and evaluated for improvement.	
2. The achievements and impact/outcomes of these community engagement and services programs and activities on society are identified, tracked over time, and evaluated for improvement.	
3. The benefits and impact/outcomes of the community engagement and services programs/activities on the institution and its different sectors are identified, monitored, and evaluated for improvement.	
4. The impact/outcomes on these activities' beneficiaries and other stakeholders are identified, monitored, and evaluated for improvement.	
5. The satisfaction levels of key stakeholders in the quality, relevance, and extent of influence of community service activities are established, systematically monitored, and evaluated to further develop these activities at the levels of the institution and program.	
Average Rating	

Explanation:

The outcomes of community engagement and service activities should produce results that make them more mutually constructive, productive, and impactful. The institution, faculty, staff, students, partners, beneficiaries of these activities, and other stakeholders should experience these activities' positive and significant impact. Efforts are taken by all involved stakeholders to jointly monitor and assess the quality, effectiveness, and relevancy of these engagements and their effects and benefits. Stakeholder assessment and feedback on these activities and initiatives are collected, analyzed, and utilized for improvement.

Guide Questions:

- What is the nature of the community engagement and service activities carried out by the institution, the program, faculty, staff, students, and other concerned stakeholders?
- What criteria and standards were and continue to be used in selecting these types of activities?
- How are the alignment of these activities with the institution and program vision and mission ensured?
- What criteria and standards were and continue to be used in selecting these types of activities?

- How are the alignment of these activities with the institution and program vision and mission ensured?
- How are community engagement and service activities sustained?
- How are community engagement and service activities assessed for improvement and matched with best practices? Who is involved in the process?
- How are assessment results utilized for the improvement of these engagement activities?
- What gains/benefits have these activities given to the institution's/program's faculty, staff, students, partners, and other stakeholders?
- What are the institution's significant strengths as they relate to this standard?
- What concerns prevent the institution from realizing more than satisfactory compliance with this standard?
- What significant changes or improvements are needed to ensure quality improvement vis-à-vis this standard?

Supporting Evidence:

- Strategic plans and goals on community engagement and service, including action plans for improvement
- Performance and evaluation or assessment reports of community engagement and service activities
- Reports on outcomes or benefits of community engagement and service activities (including a description of the benefits derived from these activities by participants)
- Studies and research conducted related to community engagement and service activities
- Status reports on these engagement and service activities
- Documented feedback/reports on satisfaction levels of those engaged in the institution's or program's community engagement and service programs and activities (i.e., administrators, faculty, students, staff, alumni, beneficiaries, partners, etc.)

AREA 8: RESULTS

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/type, quality, and quantity, of program faculty, staff, and student intellectual contributions are documented, monitored, and evaluated for improvement.	
2. The nature/type, quality, and quantity of interdisciplinary, intradisciplinary, and collaborative research are documented, monitored, and evaluated for improvement.	
3. The nature, quality, quantity, and reach of published and disseminated research reports and other technical publications are identified, monitored, and evaluated for improvement.	
4. The nature, quality, quantity, and reach of creative work and intellectual properties are documented, monitored, and evaluated for improvement.	
5. The nature and number of external research funding and grants are identified, monitored, and evaluated for improvement.	
6. The number of faculty, staff, and/or students' external research awards and recognition is identified, monitored, and evaluated for improvement.	
7. The number of research outputs utilized by beneficiaries and/or industry is identified, monitored, and evaluated for improvement.	
8. The satisfaction of relevant stakeholders in research and publication activities is determined and utilized to further develop these activities at the levels of the institution and program.	
Average Rating	

Explanation:

Research is one of the core functions of any educational institution. Thus, it becomes imperative to drive not only quality research but quality publication as well to establish and maintain its good reputation. Results in research and publication may be measured based on widely accepted indicators such as the creation of new knowledge, invention, or innovation. The indicators may also include the variety, quality, and quantity of research outputs, or other target outcomes including their “reach”, and the extent and breadth of the audience, communities, or sectors that benefit from research outcomes. Results are identified, monitored, and assessed for improvement and impact.

Guide Questions:

- What is the nature of the institution's research activities?
- What criteria were used in selecting these types of research activities?
- What steps are taken to ensure that research activities are aligned with the institution's and program's research agenda?
- To what extent has the institution or program enjoyed external research funding and grants due to its track record in research?
- What indicators have the institution and program selected to assess the "reach" and/or impact of research and publication activities?
- How does the institution or program monitor the utilization of research?
- What benefits have these activities had on the target beneficiary of the research, the institution, and the research proponents?
- How are research, intellectual contributions, and/or publication activities monitored and evaluated vis-à-vis nature/type, quality, quantity, reach/impact, etc.? Who is involved in monitoring and evaluation?
- What are the institution's significant strengths as they relate to this standard?
- What concerns prevent the institution from realizing more than satisfactory compliance with this standard?
- What significant changes or improvements are needed to ensure quality improvement vis-à-vis this standard?

Supporting Evidence:

- Performance reports on research and publication activities of the institution/program (*please provide separate lists for single-authored research and publication by faculty, staff, student, if any, co-authored/collaborative research, etc.*)
- Document showing the types of research conducted (i.e., multi-, inter-, trans-disciplinary, etc.) including the names of research proponents (*please identify the proponent if program faculty or student*)
- Research Agenda at the institutional and program levels
- Research budget, internal research funds, and/or related resource support
- List of those who were given research and publication awards by the institution and by outside agencies
- List of those who received external funding and grants and the research they conducted
- List of commissioned research requested by external groups or agencies done by the institution/program within the last five years (*please indicate if completed or ongoing and the researchers conducting the study*)
- List of publications and citations
- Research utilization reports
- Registration of copyrights, trademarks, and patents
- Documented feedback on the satisfaction of relevant stakeholders in the institution and program's research, scholarly works, and publication activities

Statistical Summary

Statistical Summary of Ratings	Ratings (in two decimal places)
Area 1. Leadership and Governance	
Sub-area 1.2 Leadership and Management	
Sub-area 1.5 Risk Management	
Area 1 Average Rating	
Area 3. Resource Management	
Sub-area 3.1 Human Resources	
Sub-area 3.2 Financial 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	
Sub-area 5.2 Student Services Programs and Support	
Area 5 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	
Sub-area 7.2 Intellectual Property Rights and Ethics in Research	
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	

APPENDIX A

GUIDELINES FOR “PIGGY-BACKING” IN THE ACCREDITATION OF GRADUATE PROGRAMS

“*Piggy-backing*” in accreditation is the process where additional programs being submitted for accreditation (at any level) will utilize only applicable supplements (covering areas or standards specific to programs) instead of using the full PAASCU instrument and preparing full self-assessment reports.

It should be noted that Level I (Initial) Accreditation is valid for three (3) years and succeeding reaccreditations (Levels II, III, or IV) are valid for five (5) years.

In addition, a program must have government recognition, graduated at least two batches of students, and where applicable, two batches must have taken licensure exams to be eligible for a preliminary survey.

1. For an institution offering graduate programs to be eligible to avail of “piggy-backing”, it must have at least one graduate program that had completed a formal survey using PAASCU’s [new] full instrument. This program shall be referred to as the “anchor program”.

Note: In most cases, anchor programs in Graduate Schools are the Master of Arts in Education (MAED), Master in Public Administration (MPA), or Master in Business Administration (MBA) since the first PAASCU instruments were developed for these programs. However, institutions may have anchor programs in other disciplines (e.g. Master of Arts in Nursing, etc.).

2. If the anchor program is only on Level I (Initial) accreditation, approved applications for preliminary surveys of other (additional or new) programs must be scheduled during the first two years of the anchor program’s period of accreditation¹. These other programs shall be referred to as “piggy-backing” programs.
2. If the anchor program is on at least Level II (i.e. has completed at least one resurvey), approved applications for preliminary, formal, or resurveys of piggy-backing programs must be scheduled no later than the third year of the validity of accreditation of the anchor program(s). Otherwise, the institution shall be required to prepare follow-up action reports on the previous recommendations given for the anchor program(s) in the areas or standards not covered in the supplements (for the piggy-backing programs). These follow-up action reports must be submitted together with the self-survey reports for the piggy-backing programs but the status of their implementation will only be noted and/or utilized as important contexts for the evaluation of the piggy-backing program(s) but not officially assessed by or included in the observation reports of the PAASCU Survey Team.

¹ If the requested schedule for the preliminary visit of the piggy-backing program is in the final (3rd) year of the anchor program’s accreditation, simultaneous preliminary and resurvey visits may be the more efficient option.

3. If the anchor program is accredited but with a required Interim Visit, the visits to piggy-backing programs shall preferably be scheduled together with the Interim Visit. If the piggy-backing visit is scheduled after the Interim Visit, the PAASCU Survey Team shall have access to the report of the Interim Visit (if already available) or the school's self-survey report for the Interim Visit. However, if the schedule after the Interim Visit is also after the 3rd year of the validity of accreditation of the anchor program(s), #3 above will apply for the areas or standards neither covered in the Interim Visit nor the supplement for the piggy-backing programs.
4. If the accreditation of the anchor program is deferred, any application for preliminary, formal, or resurvey visit of piggy-backing programs will be for deliberation by the Graduate Education Commission. Ideally, such piggybacking visits cannot proceed until such time that the accreditation status of the anchor program(s) is cleared. Thus, for such accreditation visits to proceed while the accreditation of the anchor programs remains deferred, a favorable recommendation by the Commission and approval by the PAASCU Board shall be required.
5. If the accreditation of the anchor program(s) has lapsed, no piggy-backing surveys shall be allowed until the accreditation status of the anchor program(s) is regained. The institution, however, may still be allowed to have the preliminary, formal, or resurvey of other programs provided that it completes a self-survey report using the full instrument² for the program.

²The full instrument may be the Graduate Program Instrument (for Arts/Science/Education) with some standards replaced by those from the appropriate supplement instrument (e.g. for Health Sciences, etc.).

APPENDIX B

PAASCU GRADUATE EDUCATION COMMISSION EXCLUSION/ELIGIBILITY CRITERIA FOR THE GRANT OF ACCREDITATION

Accreditation is a confirmation of the quality of an accredited program. The Graduate Education Commission considers as essential the guidelines enumerated in this document that institutions seeking accreditation or reaccreditation should strictly comply with. It is to be noted that the guidelines may change over time based on new policies, standards, and guidelines made by PAASCU and the Commission on Higher Education (CHED).

A. ADMINISTRATION

1. Graduate School (GS) Dean

- 1.1. For institutions with a separate/stand-alone Graduate School, the GS Dean or Academic Head shall have a doctoral degree in the discipline or allied fields.
- 1.2. For institutions where the graduate programs are vertically aligned (i.e., the same Dean overseeing tertiary and graduate school programs), the doctoral degree will not be required of the Dean. However, at the very least, the Graduate Program Head or Program Chair should be a doctoral degree holder in the discipline or allied fields.

2. GS Department Chair / Program Head / Coordinator

A Department Chair, Program Head, or Coordinator must be a doctoral degree holder in the discipline or allied fields.

3. **For a Professional Master's Program**, the Dean or Head shall be a doctoral degree holder in the discipline or allied fields or at least a master's degree in the discipline or allied fields with relevant professional practice outside of academe.

B. ACADEMIC QUALIFICATIONS AND NUMBER OF FACULTY

1. For Doctoral Programs

All faculty teaching in the doctoral program whether full-time, part-time, or adjunct should have doctoral degrees in the discipline or allied fields per program.

2. For Master's Programs

a. For the Thesis Track

- 1) At least four (4) full-time faculty with doctoral degrees in the discipline per program; **or**
- 2) In instances where there is a dearth of doctoral degree holders in the discipline, one (1) full-time doctoral degree holder in the discipline **and** at least three (3) full-time faculty with master's degrees in the discipline

b. For the Non-Thesis Track

- 1) At least four (4) full-time faculty with doctoral degrees in the discipline per program; **or**
- 2) In instances where there is a dearth of doctoral degree holders in the discipline, one (1) full-time doctoral degree holder in the discipline **and** at least three (3) full-time faculty with master's degrees but with doctoral units in the discipline.
- 3) For industry-oriented programs, at least three (3) full-time faculty with master's degrees and with extensive industry experience.

NOTE: If a faculty member does not possess the required academic qualification (e.g., doctoral or master's degree), the team can take into consideration levels of equivalency (i.e., the stature of the faculty in terms of awards received, reputation/recognition in his/her field - reputation for outstanding research, scholarship or artistic creativity, distinguished record of teaching and service to the profession, and the like). The institution should provide evidence of this for the team to assess compliance with the academic requirements of faculty.

C. PERFORMANCE IN LICENSURE EXAMINATIONS AND LICENSE OF FACULTY

1. For programs requiring graduates to take a licensure examination, the GED Commission will use the PAASCU BOT-approved guidelines on licensure examinations
2. The Commission will require the updated license of concerned faculty teaching courses covered by the PRC board examinations (i.e., faculty teaching in both undergraduate and graduate programs where licensure examinations are required).

For example, faculty teaching the following subjects listed below in the graduate programs in Psychology and Guidance and Counseling should have their license renewed per PRC requirements.

- Advanced Theories of Personality

- Advanced Abnormal Psychology
- Advanced Psychological Assessment
- Psychological Counseling and Psychotherapy

The same requirement (current license) holds for programs where faculty members are required to update their license where appropriate (i.e., those teaching professional courses in their respective programs as defined by the institution such as Education, Nursing, etc.).

NOTE: It is the responsibility of the institution/program to guarantee that concerned faculty members have their updated license at the time of the accreditation visit.

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APPENDIX C. FACULTY PROFILE TEMPLATE
Hospitality Management and Tourism Management

GRADUATE PROGRAM FACULTY PROFILE¹

_____ Semester/Term, Academic Year _____

Department of _____

Name of Faculty (Please list faculty alphabetically by last name)	Years of Service	Area of Specialization	Educational Qualifications / Credentials (Please indicate the school where the degree was earned)			License, if any (Please indicate latest renewal date)	Specialized Training and/or Certification Received, if any (Please indicate date of completion)	Current Membership in Professional Association/s (Please indicate the name of association or organization, position, and membership number, when applicable)	Teaching Load and Other Responsibilities/Assignments [Please indicate course code and name/s of subject/s, and other responsibilities/ assignments, if any (e.g., Administrator, Counselor, Senior HS Faculty)]								
			Earned Master's Degree	Earned Doctoral Degree	On-going Doctoral Studies				Graduate Program Subjects	Units	Undergraduate Program Subjects, if any	Units	Number of Preparations	Other Responsibilities / Assignments ²	Equivalent Units, if any	Total No. of Units, if any	
FULL-TIME																	
PART-TIME																	

NOTES:

¹ For multiple programs, please prepare a separate table for each program under the survey (for example, one table each for MAEd, MSMath, MBA, etc.).

²For administrators with teaching loads, please indicate the position and unit equivalent for the position, if any.

Data found in this table will be used for accreditation purposes only. Confidentiality of data will be respected at all times.

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APPENDIX D. GRADUATE EDUCATION RESEARCH, SCHOLARLY, AND CREATIVE WORKS TEMPLATE

RESEARCH, SCHOLARLY AND CREATIVE WORKS

Name of Institution: _____

_____ **Semester/Term, Academic Year** _____

Department of _____

Faculty Member (Please list faculty alphabetically by the last name)	Status (FT/PT)	Portfolio of Research/Scholarly Contributions					Types of Scholarly Contributions							
		Basic/Discovery Research (Scholarship of Discovery)	Applied or Action Research (Scholarship of Application)	Academic Research (Scholarship of Teaching)	Interdisciplinary Research (Scholarship of Integration)	Total	Paper/s Presented		Unpublished Articles, Monographs, Manuscripts, Books, etc.	Peer-Reviewed Studies/Articles	Conference Publications	Published Monographs, Manuscripts, Books, Novel, Essays, etc.	Creative Works and Other Contributions (Exhibits, Inventions, Theater Play, etc.)	Total
							International	Local						

NOTES:

- (1) The summary of the research and scholarly contributions are those done from the most recent completed accreditation survey.
- (2) Please prepare a table on a per-program basis.
- (3) Please include details of paper presentations (when and where presented); and titles of published and unpublished works, including the name of the journal where published.
- (4) Creative works in the arts and humanities should be included as appropriate and details provided as well.
- (5) Scholarship of discovery involves engaging in research activities that expand knowledge.
- (6) Scholarship of application involves discovering ways that new knowledge can be used to solve real-world problems.
- (7) Scholarship of teaching involves the search for innovative approaches and best practices to develop teaching and learning skills.

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