



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

**GRADUATE EDUCATION PROGRAMS
(Engineering Education)
SUPPLEMENT SURVEY INSTRUMENT**

2025

Philippine Accrediting Association of Schools, Colleges, and Universities, Inc.

Contact Details:

PAASCU

Unit 107, The Tower at Emerald Square

J.P. Rizal cor. P. Tuazon Sts.,

1109 Quezon City

Tel.: 8913-1998

Email: info@paascu.org.ph

Website: www.paascu.org.ph

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GUIDELINES TO ACCREDITATION

INTRODUCTION

The Philippine Accrediting Association of Schools, Colleges, and Universities, Inc. (PAASCU) aims to support member schools in their journey toward quality improvement, founded on the institution's educational philosophy and 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 carefully and thoroughly evaluating 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 quality of the school's programs and in 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 for 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.

ACKNOWLEDGMENT

The PAASCU Board of Trustees acknowledges the diligent work done by the PAASCU Standards Committee and the Commissions on Engineering and Architecture Education and Graduate Education, which formulated this standards-based accreditation supplement instrument for graduate education programs in Engineering Education (EE).

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 an institution or program meets agreed standards of quality (Van Damme, UNESCO Higher Education in the Age of Globalization, 2001).

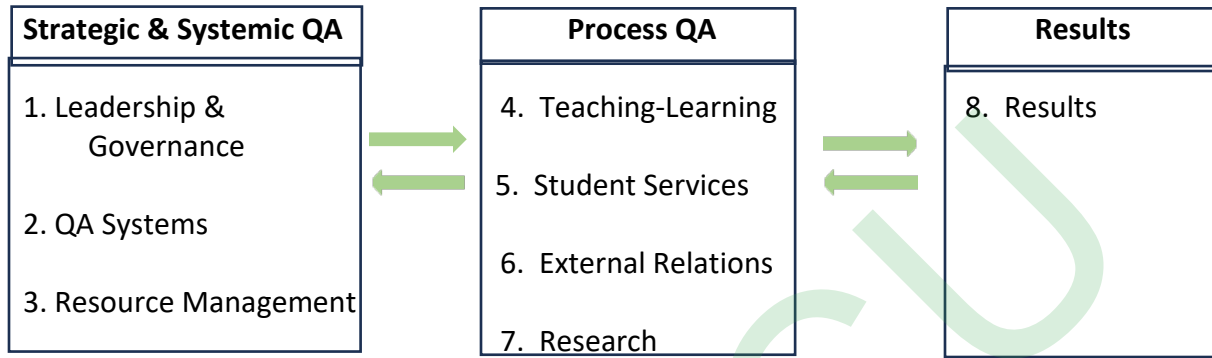
An accredited status from PAASCU indicates that an educational institution or program has met its defined standards. There is a sufficient basis for assuming that the educational institution or program will continue doing so.

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 their challenges.

2. ACCREDITATION FRAMEWORK

2.1. Accreditation Framework

In conducting institutional accreditation, the following framework is adopted:



The framework shows eight areas to be assessed. These include three areas under Strategic and Systemic Quality Assurance, four under Process Quality Assurance, and the area covering 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, or any program accredited by the PAASCU, considering all areas and sub-areas. Accreditation of any of these programs is necessary before undertaking accreditation for the graduate programs in engineering education. This practice is the reason why, in conducting the certification 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 previously visited programs (e.g., Arts, Sciences, Business, and Education, etc.). Please refer to the GED Commission guidelines (Appendix A - Piggybacking Guidelines) on programs seeking accreditation for the first time.

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 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 indicate a program's ability to fulfill its unique purpose, deliver quality education, and promote student achievement, all comprehensively examined.

Each of the standards articulates a dimension of the quality of a program. In applying the standards, PAASCU assesses and decides the program's overall effectiveness. 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 substantially comply 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 part of an institution. The accredited unit may be as large as a college or school within a university, academic program, or course within a discipline. The certified 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, not merely 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. 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 supporting evidence allow the institution to demonstrate to the survey team that it has complied with the standards.

The self-survey report (SSR) accounts for 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 survey visit.

4.1. Contents of the Self-Survey Report

The SSR has six parts: School Profile, Follow-up Action on the Recommendations of the Previous Survey, Analysis of School/Program Practices Using the Survey Instrument, Conclusion, Appendices, and Summary of Ratings.

PART 1: School Profile

This section provides the following information about the school:

1. A brief history of the school
2. Vision, mission, goals, objectives, and core values of the school
3. Organizational structure
4. Governing Board and list of top executives
5. Educational programs, including student population for each program and accreditation level
6. Enrollment data per year level of the program under survey (3-year data for a preliminary visit, 2-year data for a formal visit, and 5-year 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. If the school partially or did not comply with the criteria, an explanation should be provided.
2. The information should be presented based on the sequencing of the criteria. They should be written in whole sentences, but straightforward, concise, and factual. More importantly, the information should be based on evidence 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 proof once and list it under each relevant standard.
4. The write-up should be descriptive and analytical, citing the practice's strengths and weaknesses related to the criteria. The guide questions and explanations can assist in analyzing the institution's quality practices. When analyzing the institution's quality practices, it is also important to benchmark with the practices of other reputable institutions or those 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. Implementing the criterion has led to excellent results.
4	Very Good	The criterion has been effectively implemented, leading 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, and no evidence shows that initiatives have been taken 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

These supporting documents are accessed using the school's digital storage facility for virtual visits. Therefore, when evidence is cited in the narrative, the 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, 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 will usually be assigned to handle the following areas:

Accreditor 1a	Leadership and Governance Resource Management: Financial Resources Results: Financial and Competitiveness
Accreditor 1b	QA Systems
Accreditor 2a	Resource Management: Human Resources Teaching-Learning Results: Educational
Accreditor 2b	Resource Management: Learning, Physical, and IT Resources
Accreditor 2c	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 accredited programs.

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 the school facilities
4. Review of digital documents and exhibits
5. Report writing
6. Wrap-up session
7. Closing meeting with school management
8. Post-visit meeting of the survey team

6. PAASCU SURVEY REPORT

The site visit will result in a survey report representing the institution's assessment against the checklist. The report is used to determine the accreditation status to be granted. The Chair will be responsible for collating the inputs from each accreditor to produce a consolidated, coherent, and concise report corresponding 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 practice alignment with the criteria based on the evidence presented
 - c. Commendations, if any
 - d. Recommendations, if any

The criteria ratings 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 determine 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 stipulated in the accredited program's most recent CHED Policies, Standards, and Guidelines (PSGs).

II. Faculty Requirements and Teaching Assignments

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

III. Performance in the Licensure Examination

For programs with a licensure examination, graduates' performance 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.

NOTE: Please refer to APPENDIX B – Exclusion Requirements 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), which will certify 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.

PAASCU

**SUPPLEMENT SURVEY INSTRUMENT FOR ENGINEERING EDUCATION
(For Graduate Programs)**

AREA 1. LEADERSHIP AND GOVERNANCE

Sub-Area 1.2 Leadership and Management

The program has well-defined goals and objectives and a strategic plan supported by policies that enable administrators to exercise participative and ethical leadership for effective and efficient management.

Criteria	Rating
1. Program administrators are highly qualified, possess leadership skills and competencies, with relevant professional/field experience, and function effectively in their respective roles.	
2. Leadership is open to suggestions, uses a consultative and participative approach, involves relevant stakeholders in program activities such as decision-making, policy formulation, budgeting, program evaluation, among others, and utilizes stakeholders' feedback to improve program management and delivery.	
3. Administrators model responsibility, accountability, integrity, and professionalism, evidenced by a periodic performance evaluation process.	
4. Program administrators are proactive and creative in responding to relevant stakeholders' and industry needs and in managing internal and external changes for the continual improvement of program delivery and operations.	
5. Leadership development and succession planning programs are in place, implemented, and periodically evaluated for improvement.	
6. Program administrators regularly communicate with relevant stakeholders on various aspects of the program's performance (i.e., financial, academic, research, service, allocation of resources, among others).	
7. The effectiveness of the program's governance structure and management system is periodically and systematically monitored, reviewed, and evaluated with stakeholder engagement.	

8. Evaluation results are used to continually improve the effectiveness of program leadership and management systems and processes.	
Average Rating	

Explanation:

Leadership, management, and governance are critical factors for the smooth operations of the institution and its program offerings. Program administrators are highly qualified by education and experience and have the competencies and skills to manage the program effectively. Governance and management structures that exhibit transparency, inclusiveness, and autonomy with leadership responsibilities and authority assigned, delegated, and shared are in place. Leadership roles are clear and designed to facilitate decisions supporting education's trifocal functions. Administrators ensure the efficient allocation of resources to ensure the program's sustainability. Good governance is promoted, and leadership is proactive in responding to environmental changes, especially those pertinent to stakeholders' and industry needs. All sectors are clear on the substantive roles they play and the influence they have in program governance. 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 and evaluation?
- How are administrators assessed on their work performance? How often is the assessment done, and who assesses them? How are assessment results communicated to them?
- 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 is/are the institution's, GS', and/or program's significant strengths related to this standard?
- What concerns prevent the institution and/or 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
- Table of administrative officials at the institutional and program levels to include their years of service in the institution, academic qualifications, industry/professional experience [number of years], and other important data
- Table of members of the Board of Trustees to include their academic qualifications and industry/professional experience
- 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, graduate, etc.) [refer to **APPENDIX C – Program Faculty Profile Template**]
- Evaluation tool/metrics for assessing administrative performance, if any
- Samples of accomplished evaluation of the administrative performance of the Dean, Chair, Coordinator, or Head, if any
- 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, learning management system evaluation, faculty and leadership development programs, etc.)
- Samples of evaluation of faculty performance not only in teaching but also in their other duties and responsibilities done by the Dean, Program Chair, etc.
- Administrative Plantilla, including pay scale and honorarium given to administrators, if any
- 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 the attendee, i.e., administrator, faculty, graduate student, alumni, etc.)
- Administrative Manual, GS Faculty Manual, GS Student Manual/Handbook, Manuals of Operating Procedures and Guidelines, etc.

Sub-Area 1.5 Risk Management

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

Criteria	Rating
1. A risk management system is implemented to identify, monitor, assess, and mitigate risks that could impact the delivery of the program.	
2. Program risk management policies and protocols are well documented and disseminated to intended/relevant stakeholders.	
3. Risk management trainings are regularly conducted/made available to program internal stakeholders.	
4. The evaluation of the effectiveness of the risk management system is periodically conducted with stakeholder engagement, and the results are utilized for continual improvement	
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. The Board and top/key institutional and program management address and 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 have 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 community sectors, including critical stakeholders, made aware of identified risks?
- What risk management training is provided to the concerned sectors?
- 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 is/are the institution's, GS', and/or program's significant strengths related to this standard?
- What concerns prevent the institution and/or 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:

- Risk management plan and program
- Risk management policies and protocols
- Risk management training given to concerned sectors
- Crisis preparedness and response documents
- Risk registers/risk-specific frameworks (e.g., financial, non-financial, strategic)
- Institutional and/or 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 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

The institution has adequate and qualified teaching and non-teaching human resources that enable it to perform its teaching, research, and community service functions. It has programs for recruiting, selecting, hiring, deploying, training, and retiring personnel.

1. There are adequate and qualified teaching personnel to deliver the desired outcomes of the program.	
2. Graduate faculty with diverse specialties carry out a significant share of the program’s teaching, research, and service activities.	
3. Non-teaching personnel who support program delivery are qualified and adequate to meet the program’s needs and requirements.	
4. Program-specific recruitment, selection, hiring, and promotion policies for teaching and non-teaching personnel are implemented and disseminated to all concerned.	
5. Training and development programs for graduate teaching and non-teaching personnel are needs-based, regularly conducted, and made available to both full-time and part-time personnel.	
6. Career pathing programs and provisions for advancement are in place and implemented.	
7. The program implements a performance management system that includes coaching and mentoring, regular multi-sourced performance evaluation, and recognition for meritorious performance.	
8. Performance evaluation results are formally communicated to personnel employees and serve as the basis for retention, merit increases, promotions, and other career development opportunities, among others.	
Average Rating	

Explanation:

The institution and program ensure a good mix and sufficient human resources that effectively perform and support the core functions of teaching, research, and extension/service. Full- and

part-time teaching and non-teaching personnel 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 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 and program's vision and goals?
- 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, and 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 (i.e., individually and face-to-face)?
- 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/reorienting new and regular personnel and discussing 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 is/are the institution's, GS', and/or program's significant strengths related to this standard?
- What concerns prevent the institution and/or 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, graduate school, and/or program organizational chart, if any
- Human resource plans, programs, and policies specifically for the graduate school, if any
- Staff qualifications (Sample personnel [non-teaching] 201 files - TOR, diploma, updated resume, certificates, etc.)
- Sample Faculty 201 files (this can be provided in the headquarters for onsite visits)
- Faculty profile (please accomplish **APPENDIX C – Program Faculty Profile Template**)
- Recruitment, selection, and hiring criteria and policies for the graduate school in particular, to include notarized faculty contracts, instruments for hiring, regularization ranking, promotion, and recognition
- Process and policies related to ranking, promotion, resignation, and retirement, including instruments, if any,
- Policy on teaching assignments, including overloads and de-loads (for administrators, faculty, and staff)
- Class schedule for the semester/term
- Classroom performance evaluation tools used by Dean, Program Head/Chair, students, peers, and/or self, if any
- Samples of accomplished classroom evaluation/appraisal instruments and results from the different raters
- Samples of accomplished performance evaluation/appraisal instruments and results of non-teaching staff of the program from the different raters
- Appraisal instrument to assess faculty in the fulfillment of their responsibilities other than teaching, if any, including samples of accomplished evaluation instruments
- Policies on faculty awards and recognition
- List of recipients of faculty and non-teaching personnel awards
- Graduate School (GS) Training Needs Analysis (TNA) report
- GS Faculty Development Plan and Staff Development Plan (with budget)
- Monitoring report on GS Faculty Development Plan implementation
- Sample certificates of participation in training and development by GS faculty and staff
- Summary report on benefits derived by faculty and staff from training and development activities as these impact the teaching-learning process, research, work productivity, etc.
- Faculty and staff salary scale, including benefits (present old and new in instances when the scale and benefits were changed and/or improved from the last survey visit)
- Sample minutes of meetings where salaries and benefits are revisited and discussed, if any, indicating sectors represented in such meetings (i.e., HR Head, representatives from the GS, etc.)
- Turn-over rates across program(s) under survey (please indicate reason – e.g., retirement, resignation, redundancy, termination, etc.)
- Current Manuals in use (Faculty, Personnel/Non-Teaching)
- Sample orientation and re-orientation (if any) schedules for the GS, including budget allocation
- Sample minutes of meetings called by the Dean, Program Chair, or Coordinator, relevant committees, councils, etc. (please identify the sector represented by an attendee, i.e., administrator, faculty, graduate student, alumni, etc.) to discuss employee concerns, especially those that directly affect them

- Stakeholder surveys (needs assessment, satisfaction surveys, employer surveys, exit interviews, and the like)

Sub-Area 3.2 Financial Resources Intended for the Program

A system is in place to manage the program’s financial resources, including efficient sourcing, allocation, and utilization.

Criteria	Rating
1. The program has adequate and readily available financial support and well-defined funding strategies for the program’s operational viability and long-term sustainability.	
2. The program’s budgeting process engages the participation of internal key stakeholders (program administrators, faculty, and students).	
3. The budget performance report of the graduate school and/or program is periodically provided to concerned administrators and regularly analyzed for informed decision-making.	
4. Program administrators ensure that financial resources are effectively and judiciously utilized.	
5. Program administrators engage in financial planning to anticipate future resource needs.	
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 program 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 Graduate School (GS) promote the efficient and effective use of financial resources to support its goals and programs?

- How adequate are the financial resources of the GS 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 program administrators utilize financial resources efficiently and that all financial reporting requirements are met?
- What financial contingency plans are 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/program level? Who participates in the preparation of the GS and program budget?
- 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 and who participates in the assessment activity?
- 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 is/are the institution's, GS', and/or program's significant strengths related 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 plans, procedures, policies, strategies, etc.
- Sample minutes of meetings (institutional and program levels) related to budget preparation, hearings, and review

Sub-Area 3.3 Learning, Physical, and IT Facilities

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

Criteria	Rating
1. Physical facilities are adequate and conducive to teaching and learning, research work, and community service activities.	
2. There is an office or personnel responsible for overseeing the program's physical facilities' maintenance, safety, and development.	
3. Classrooms, lecture halls, and special-purpose rooms are adequate, kept clean, free from distractions, ICT-equipped, accessible, and regularly inspected to ensure compliance with health and safety requirements.	
4. The library facilities, audio-visual rooms, and laboratories are adequate, accessible, safe, up-to-date, and regularly inspected to ensure compliance with health and safety requirements.	
5. The library's print, non-print, and online resources for engineering programs are sufficient in quality, diversity, currency, readily available, utilized, and regularly updated.	
6. The Information Communication Technology (ICT) infrastructure and facilities, both hardware and software, are adequate and up-to-date.	
7. There are sufficient provisions in the school's physical facilities for ensuring the safety, security, health, and well-being of learners and personnel.	
8. The school is compliant with regulatory and statutory government requirements as far as the program's physical facilities are concerned.	
9. A Learning Management System (LMS) is available, efficiently managed, and regularly upgraded to support users' e-learning needs and requirements.	
10. 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 and program's needs. With adequate budget commitment, the institution and program ensure that these resources are accessible to all types of learners, are of sufficient quality and quantity, and are updated and upgraded over time to effectively support traditional and flexible teaching-learning activities, research, and community service requirements. Maintenance and disaster/emergency preparedness plans are developed to ensure the reliability, performance, and lifecycle of buildings, facilities, and equipment, and to ensure a healthy, safe, and secure environment for all. A periodic review and evaluation to assess the adequacy and efficient utilization of these resources is regularly implemented. Stakeholders participate in this review and evaluation.

Guide Questions:

- How were the infrastructure, laboratory, and LMS development plans formulated, and who participated in their formulation?
- How are physical, learning, and IT resource needs identified?
- What policies and procedures exist 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 and equipment?
- How do the learning and technology resources support the program's teaching-learning modality?
- How regular are safety, cleanliness, and maintenance inspections of facilities?
- How and how often are these resources evaluated for effectiveness?
- 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 are program stakeholders trained in the use of the LMS?
- How optimized is the utilization of the school's Learning Management System? How accessible is it to meet users' online academic and academic-related needs?
- How regularly is the LMS evaluated to determine how best it meets the needs of the program and its users? Who participates in such an evaluation?
- LMS Evaluation Report, if any
- What is/are the institution's, GS', and/or program's significant strengths related to this standard?
- What concerns prevent the institution and/or 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:

- Budget for IT facilities and infrastructure
- Latest/Most recent Infrastructure Development Plan
- Latest/Most recent Laboratory Development Plan
- LMS Development Plan
- Library Collection Development Plan with allocated budget (please indicate if there is a separate one for the Graduate School)
- Laboratory and library fee utilization report
- 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
- Training Attended by laboratory and LMS Personnel
- Training attended by users of library, laboratory, LMS, etc. (please indicate the sector where participant belongs to [i.e., faculty, students, administrator, etc.]
- LMS Policies and Guidelines
- Inventory of the acquisitions from the last survey visit (library, laboratories, IT hardware, software, equipment, etc.) as evidence for improvements made
- List of library and audio-visual collections for program(s) under survey
- List of facilities used by the program
- List of laboratories, including open laboratories used by IT graduate students and faculty (where appropriate)
- List of facilities, equipment, hardware, and licensed and open-source software acquired in the last 3-5 years with actual receipts/invoices of licensed software and hardware
- List of classrooms and special rooms dedicated for the use of graduate students of the program/s under survey
- 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 reports
- Certificates of compliance with regulatory agencies
- Utilization of data from 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

A system for designing, developing, and reviewing the program offerings is established, ensuring alignment with the institutional vision, mission, goals, program objectives, and learning outcomes, and relevance to meeting stakeholders' needs.

Criteria	Rating
1. A formal system with clear policies guides the design, development, review, and updating of the engineering graduate program/s to foster innovation and remain responsive to emerging trends.	
2. Students, faculty, alumni, industry representatives, and/or other stakeholders actively participate in the design, development, review, validation, and/or updating of the program curriculum to ensure its relevance and quality.	
3. The curriculum provides sufficient breadth and depth, covering foundational, specialized, and cognate areas relevant to current industry and societal needs.	
4. Courses are logically sequenced and structured with clear prerequisites, progressing from foundational to advanced studies to ensure mastery of required knowledge and skills.	
5. Program Educational Objectives (PEOs) explicitly align with the institution's vision, mission, and goals, addressing stakeholder needs and reflecting institutional values.	
6. Program Educational Objectives (PEOs) and Student Outcomes (both in the program and course level) are clearly articulated, cascaded to course-level outcomes, and integrated into instruction and assessment.	
7. All courses are delivered through standardized syllabi and delivery plans that outline learning outcomes, content, teaching, and assessment methodologies, ensuring consistency and transparency.	
8. Periodic assessments measure the program's effectiveness in achieving its objectives and learning outcomes, guiding quality assurance and evidence-based improvements.	

9. The program curriculum undergoes continual improvement informed by stakeholder feedback and systematic reviews, ensuring it remains dynamic and aligned with the evolving needs of the engineering field/industry.	
Average Rating	

Explanation:

A system is in place to ensure that program offerings align with the institution’s vision, mission, and goals and that they 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, defining the expected learning outcomes, and regularly reviewing the curriculum design, process, courses, and learning outcomes 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 or are involved in this process?
- How does the development and review cycle ensure a relevant, innovative, and updated curriculum?
- How are evaluation data and feedback from stakeholders utilized?
- Who has the primary responsibility for implementing the curriculum?
- How are the institution's and program's 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 selecting and offering cognate courses, if any?
- 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 its curricula are at par with comparable institutions?
- What process is followed in formulating, reviewing, and approving the syllabi? Who is involved in these activities and sees to it that all faculty use the program-approved syllabi format?
- What is/are the institution’s, GS’, and/or program’s significant strengths related to this standard?
- What concerns prevent the institution and/or 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:

- Curriculum/curricula of program/s under survey, both previous and current, if revisions were made
- Curricular design, development, review, and evaluation process documents
- Curriculum implementation or delivery plan
- Curriculum flowchart showing proper sequencing and progression of courses
- Curriculum Committee composition and selection of chair and members, functions, terms of office, etc.
- Faculty, students, alumni, industry partners, etc., documented feedback on the curriculum and course offerings [i.e., survey reports, curriculum evaluation reports, etc.]
- Reports of external QA reviews
- Samples of course syllabi (master's and doctoral levels if doctoral programs are being assessed) of the program/s under survey
- GS Bulletin of Information / Graduate Viewbook/Brochure/Catalogue
- Sample minutes of meetings called by the Dean, Chair, or Coordinator and/or of relevant committees or councils [Academic Council, Curriculum Committee, etc.] to discuss academic and academic-related matters (please identify sector represented by attendee, i.e., administrator, faculty, graduate student, alumni, industry representative, employer, etc.)
- Sample minutes of meetings of academe-industry partner collaborations pertinent to curricular reviews/evaluations

Sub-area 4.2. Teaching and Learning Methods

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. A formal system is in place to select, develop, implement, and evaluate teaching and learning methods and activities that align with the institution’s educational philosophy and program mission.	
2. Stakeholders’ feedback is systematically integrated into the selection, development, and use of teaching-learning methods to maintain relevance and effectiveness.	
3. Syllabi are designed for constructive alignment with intended learning outcomes and provided to students at the start of every academic term/semester period, ensuring clarity on objectives and expectations.	
4. Teaching methods are adapted to graduate-level rigor and outcomes-focused, ensuring that learning activities match required competencies and foster conceptual mastery for professional practice.	
5. A range of appropriate teaching methodologies and technology tools is employed to promote lifelong learning, address diverse learner needs, and fulfill the program’s outcomes.	
6. Teaching-learning processes are continually monitored and evaluated, incorporating mentoring, academic consultation, social involvement, and independent study opportunities to enhance student success.	
Average Rating	

Explanation:

The teaching and learning approaches, methods, activities, and/or 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 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 further to improve teaching-learning approaches, delivery methods, and activities.

Guide Questions:

- What process is 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 using 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 vis-à-vis using 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 using 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 is/are the institution's, GS', and/or program's significant strengths related to this standard? What concerns prevent the institution and/or 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:

- The educational philosophy, vision-mission, and core values of the institution and program, where applicable
- Samples of syllabi which integrate service learning, if any
- 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 of faculty, students, and staff on the digital platform being used for teaching and learning, and the use of new technology-mediated tools
- Class schedule of faculty
- Report on class size
- Interventions implemented to address the academic concerns of students
- Stakeholder surveys (needs assessment, satisfaction surveys, employer surveys, exit interviews, and the like)
- Sample minutes of academic meetings called by the Vice-Chancellors, GS Dean, Coordinators, Committee/Council Chairs, etc. (identify sector represented [i.e., administrator, faculty, students, etc.] after the name of attendee), where matters related to teaching and learning are discussed

Sub-area 4.3. Assessment Methods

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

Criteria	Rating
1. A formal system tracks and monitors students' academic progress from admission to graduation, ensuring outcomes are regularly checked for timely intervention and support.	
2. Courses employ diverse and constructively aligned assessment methods that measure intended learning outcomes effectively and uphold standards of integrity and fairness.	
3. The assessment scheme is clearly communicated to students at the outset, detailing timelines, methods, regulations, grading criteria, rubrics, weight distributions, and appeal processes.	
4. Assessment results and feedback are provided within acceptable timeframes, guiding student learning and informing continual improvement in teaching, assessment methods, and outcomes alignment.	

5. All assessment methods undergo a periodic and systematic review and evaluation to maintain relevance, effectiveness, and constructive alignment, reflecting stakeholder input and emerging best practices.	
6. Exit interviews are conducted and related feedback mechanisms are utilized for improving the assessment methods and course design and enhancing their 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 is 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 done on new students during admissions?
- How is exit assessment done on graduating students?
- Who conducts the assessment, and what controls are instituted to ensure validity, reliability, and fairness?
- How satisfied are the students and key stakeholders with the assessment methods?
- 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 student feedback related to assessing their achievement of learning outcomes?
- How is the achievement of required competencies by all students assessed and assured upon program completion?
- 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 is/are the institution's, GS', and/or program's significant strengths related to this standard? What concerns prevent the institution and/or 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:

- 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
- Sample examinations (mid-term, final, comprehensive, and the like)
- Sample projects
- Sample thesis, capstone, dissertation
- Stakeholder surveys (needs assessment, tracer studies, satisfaction surveys, employer surveys, exit interviews, and the like)
- Results of the 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 an 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

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

Criteria	Rating
1. The program implements well-formulated student recruitment polices, admission processes, and criteria designed to select a diverse pool of qualified applicants.	
2. Admission standards and requirements are rigorously set to align with the program’s objectives and the academic readiness needed for successful program completion.	
3. Retention and graduation policies and criteria are delineated, widely disseminated, consistently applied, and comply with regulatory requirements.	
4. Student admission, drop-out, and completion rates are consistently recorded, monitored, analyzed, and disseminated to academic officers for appropriate action.	
5. A mechanism is in place to regularly assess and evaluate, with the participation of key stakeholders, the recruitment, selection, admission, retention and graduation policies, procedures, and strategies for continual quality improvement.	
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 qualifications and skills match their programs. Recruitment, admission, retention, promotion, graduation policies, criteria, and requirements reflect the institution’s and the different programs' objectives. 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 their attrition and completion rates. Stakeholders evaluate these policies, criteria, and/or conditions, and the results are utilized to improve them.

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/are involved in the process?
- How are these policies and criteria disseminated to stakeholders?
- Who defines the selection criteria for incoming and regular graduate students? What offices or who 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 is/are the institution's, GS', and/or program's significant strengths related to this standard? What concerns prevent the institution and/or 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:

- Student Handbook/Viewbook/Catalogue and Bulletin of Information
- Recruitment Plan or program, including marketing collaterals specific to the graduate school, if any
- Enrollment data (3-year data for a preliminary visit, 2-year data for a formal visit, and 5-year data for a resurvey visit) per degree program under survey to include the number of applicants who were accepted vis-à-vis the number of those who enrolled
- Student recruitment, admission, selection, retention, and graduation criteria, policies, and/or procedures
- Office and committee report/ 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 processes, policies, criteria, etc.

- Sample office/committee minutes of meetings (i.e., Admissions, Registrar, Marketing, etc.) where student recruitment, admission, retention, and/or completion matters are discussed and attendees to said meetings (please identify whether administrator, faculty, staff, student, etc.)

Sub-area 5.2. Student Services Programs and Support

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. The program implements policies and strategies intended to promote the timely degree completion for all its students.	
2. Student support resources are adequate to strengthen instructional programs, enhance student success, and attain program outcomes and educational objectives. Student resources may include academic, financial, career, physical, and well-being support, among others.	
3. Adequate financial and physical resources and qualified program personnel are available to effectively deliver support services, programs, and activities.	
4. A mechanism is in place to regularly assess and evaluate, with stakeholder participation, the student services programs and support for continual quality improvement.	
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 graduate 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 should be used to raise student satisfaction and the standards related 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/scope of development and support programs are available specifically for graduate students?
- What co-curricular programs and activities, if any, 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 deliver these development programs and support services effectively?
- What provisions are in place to address student appeals and/or grievances?
- How often are the reviews and evaluations of the effectiveness of student development, support programs, and services conducted? Who participates in the review and evaluation process?
- How are evaluation results, especially student satisfaction data on these services, utilized?
- What is/are the institution's, GS', and/or program's significant strengths related to this standard?
- What concerns prevent the institution and/or 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:

- 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, and identify the academic program they represent)
- 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 availed of by graduate students
- Analyzed results of stakeholder satisfaction surveys, tracer studies, exit interviews, etc.
- Photos/videos of student support activities, fire and shake drills, etc.
- List of committees where graduate students are members of or invited to participate, as needed
- Sample minutes of meetings of relevant offices and committees that oversee student development and support services (please identify the sector represented by the attendee, i.e., administrator, faculty, graduate student, etc.)

- Graduate Student Handbook and Student Publication of the Graduate School, if any

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AREA 6. EXTERNAL RELATIONS

Sub Area 6.1. Networks, Linkages, and Partnerships

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

Criteria	Rating
1. A well-defined strategic approach, aligned with the institution's goals and objectives, is in place to establish and strengthen partnerships with reputable local, national, regional, and/or international organizations.	
2. Established mechanisms, procedures, and formal agreements are in place to support and facilitate program-level external engagements (e.g., partnerships, linkages, and/or networks).	
3. The institution ensures well-coordinated opportunities for program faculty, staff, and students to actively participate in external engagement initiatives.	
4. The institution and its partners collaboratively assess network, linkage, and partnership activities to determine their contribution to achieving the institutional and program vision, mission, goals, and objectives.	
5. Evaluation results are communicated and used to refine and enhance network, linkage, and partnership activities.	
Average Rating	

Explanation:

The institution and program recognize that establishing linkages, networks, and partnerships is critical in achieving their vision, mission, and goals. Guiding them 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 that these engagements provide. These activities include fellowships, staff and student exchanges, mobility programs for students, international internships, dual degree/twinning programs, joint research activities, and fund sourcing, among others. Through these activities, the institution and program are assisted in improving their deliverables and, at the same time, making them 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?
- Who has the decision-making role regarding the external relations activities of the institution and/or program?
- How are networking and partnership plans formulated and implemented? Who participates in their formulation and implementation?
- 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?
- What kind of support is given to those (i.e., students, faculty, staff, etc.) participating in collaboration activities, networks, and linkages?
- How engaged are the Graduate School and its academic programs in networks, partnerships, and linkage activities?
- What strategic approach or steps are taken to select the institutions, associations, or agencies the institution would like to network, link, and partner with?
- What priority areas are considered by the institution and/or program in forging linkages or fostering networks with its/their selected partners?
- What benefits have collaboration, partnerships, and linkages derived from the school, specifically the program/s under survey and their partners?
- 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 is/are the institution's, GS', and/or program's significant strengths related to this standard? What concerns prevent the institution and/or 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

- 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)
- Listing of membership in networks and associations (local and international)
- List of those who have availed of the external relations programs or activities of the school and/or program (i.e., graduate school administrator, faculty, student, staff); please

include the type of external relations activities they were engaged in, including the partner institution and period covered

- List of graduate school faculty and students representing the programs under survey invited as consultants, mentors, members of advisory boards, resource speakers, facilitators, officers of professional associations, and the like
- Certificate of membership of GS administrators and faculty members in professional organizations
- 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
- Evaluation/survey reports or data on networks, partnerships, and linkages
- Sample minutes of meetings of the office in charge of external relations and other committee/council meetings where such matters are discussed
- Awards, citations, and recognition granted to the institution and/or program as a valued partner

Sub Area 6.2. Community Engagement and Service

The institution commits to community engagement and service activities as part of its social responsibility and corporate citizenship.

Criteria	Rating
1. Well-structured community engagement program and strategic plan, aligned with the institution’s vision, mission, goals, and objectives, are implemented	
2. Well-defined structures and adequate resources are provided to ensure the effective implementation of the program’s community engagement and service activities.	
3. Community engagement and service activities foster mutual benefits, contributing to the development and empowerment of partner clients, beneficiaries, and program participants.	
4. Community engagement and service activities leverage and enhance the competencies and skills of the institution’s academic programs and various sectors.	

5. Faculty, staff, and/or student experiences in community engagement activities are integrated into instruction to enhance student learning.	
6. Community engagement and service activities are evaluated using established indicators to assess their effectiveness and contributions.	
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 various 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 and other professional services such as consultancies, faculty and students being invited as guest lecturers, resource facilitators/speakers, members of advisory boards, and the like. Community engagement and service activities are regularly assessed with stakeholder participation, with assessment results used to provide information on how these activities can be improved for 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 regarding the community engagement and service activities of the institution and/or program concerned?
- What mechanisms exist for collaborating 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 relevant or concerned sectors?
- How are evaluation/feedback results utilized in teaching-learning, planning, and quality enhancement?
- What benefits or contributions 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 is/are the institution's, GS', and/or program's significant strengths related 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 engagement/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)
- Notarized 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 descriptions 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
- List of graduate school faculty and students representing the programs under survey invited as consultants, mentors, members of advisory boards, resource speakers, facilitators, and the like

AREA: RESEARCH

Sub-area 7. 1. Research Management and Collaboration

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 and clearly defined research agenda, aligned to the institutional agenda, with defined program plans, goals, and activities, is implemented.	
2. Administrative officials ensure that the program’s research, creative work, scholarship, and innovation thrusts and plans are aligned with the program’s and the institution’s research agenda/goals.	
3. Stakeholders participate in planning and developing the program’s research, creative work, capstone, practice-based project, scholarship, innovation thrusts, plans, and activities.	
4. The institutional policies, quality framework, standards, and procedures for research, creative works, capstone, practice-based project, and innovation are adapted, disseminated, and consistently applied in the program.	
5. The research program and activities are regularly assessed, using as bases measurable performance indicators and stakeholder needs satisfaction.	
6. A needs-based research capacity-building/capstone/practice-based project and/or program with adequate support resources is in place and periodically evaluated for effectiveness	
7. Resources and incentives are adequately provided to innervate faculty, students, and staff to undertake capstone and practice-based project, research, publish, and disseminate their research.	
8. Research, creative works, capstone, and practice-based research, and scholarship are used to re-rank, promote, award, and recognize faculty, student, and staff researchers.	
9. Linkages and partnerships are established to facilitate research collaboration, capstone, practice-based project, access to resources, and strengthen research activities, publication, dissemination, and output utilization.	

10. The research, creative works, capstone, practice-based project research, scholarship, and innovation agenda, thrusts, plans, activities, among others, are regularly assessed with stakeholder engagement using measurable quality indicators.	
11. Assessment results are used to continually improve such research and research-related programs, capstone, practice-based project and activities and ensure relevance to stakeholder 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 conduct 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 followed, and what factors are considered in developing the research agenda of the institution, GS, and/or the program?
- Who is involved in the formulation of the institutional, GS, and/or program agenda?
- How is alignment between and among the institutional, GS, and/or 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 process is followed, and who evaluates the research, capstone, practice-based project, creative work, 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 institution, GS, and/or 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 is/are the institution's, GS', and/or program's significant strengths related to this standard?
- What concerns prevent the institution, GS, and/or 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:

- Research, creative works, and innovation agenda (at the institutional and program levels)
- 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, and discuss matters related to research and publication, 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) – please use **APPENDIX D – Graduate Education Research, Scholarly, and Creative Works Template for needed information**)
- List of research publications, copyrights, patents, and/or trademarks in the last five years [please disaggregate by sectors – faculty, students, staff, etc.]
- 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
- Tool used by the institution and/or the GS 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 the sector represented by the attendee, i.e., administrator, faculty, graduate student, etc.)

Sub-area 7. 2. Intellectual Property Rights and Ethics in Research

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.	
3. Assistance for copyright/patents application is provided and completed on time, with results officially and promptly communicated to concerned proponents.	
4. An independent body ensures the consistent and strict implementation of ethical and intellectual property standards and compliance with applicable regulatory requirements.	
5. The management of intellectual property, including the policies and guidelines on research's ethical conduct, is periodically assessed 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, and inventions. 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 regarding intellectual property rights are in place?
- How are the intellectual property policies and guidelines disseminated to stakeholders?
- Which office oversees the management of the intellectual property?
- What was followed in establishing the code of ethics for research and disseminating 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 is/are the institution's, GS', and/or program's significant strengths related to this standard? What concerns prevent the institution and/or 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
- Notarized MOA/MOU of the school with external research partners, if any
- Code of Ethics on Research
- Composition and functions of offices, committees, or councils that enforce/implement matters pertinent to ethics in research and intellectual property rights, including sample minutes of meetings
- 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

The educational process results include achieving the expected learning outcomes, pass rates, dropout rates, the average time to graduate, and the satisfaction levels of graduates, among others.

Criteria	Rating
1. Graduate performance in meeting Program Educational Objectives (PEOs), earning distinctions, and completing their degrees is consistently tracked and assessed for continual program improvement.	
2. Passing and dropout/attrition rates for programs and courses are evaluated for effective strategy formulation and timely interventions.	
3. Academic support services and interventions provided to graduate students are regularly monitored, reviewed, and improved based on results.	
4. All programs' average graduation time is identified, monitored, and evaluated for continual improvement.	
5. Capstone projects, thesis, and dissertations contribute to advancing engineering knowledge and are evaluated.	
6. Graduate competencies align with program outcomes and societal needs, and this alignment is periodically reviewed.	
7. Career progression, including leadership roles and professional advancements, is tracked to evaluate the program's effectiveness.	
8. Engagement with stakeholders, such as alumni mentoring and employer feedback, is assessed for its relevance and effectiveness.	
9. Awards and distinctions received by the program and graduates are tracked to gauge the program's reputation and excellence	
10. Contributions to enhancing the program's reputation in engineering education are assessed and reviewed over time.	
11. Feedback from employers on graduates' performance and technical expertise is regularly collected and used for program improvement	
Average Rating	

Explanation:

Educational results indicate the quality of education the institution and program provide. 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 students and 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 program(s).

Guide Questions:

- What indicators and methods are used to determine, monitor, and assess the quality of students and graduates?
- What measures are utilized to determine whether learning outcomes set on the programmatic level are achieved when students graduate?
- What measures/interventions are usually carried out by the Graduate School (GS) and/or program to improve pass, drop-out, and graduation rates, especially when this becomes a program concern?
- How satisfactory is the average time to graduate for all programs? What measures have been undertaken when the average graduation time takes too long?
- What studies have been conducted regarding the reasons for dropping out of the program and not completing the degrees on time?
- How does the institution, GS, and/or program collaborate with industry partners and relevant professional bodies to align learning outcomes with professional and industry needs?
- How does the institution, GS, and/or program 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 the quality of students and graduates, their career advancement, etc.?
- What is/are the institution's, GS', and/or program's significant strengths related to this standard?
- What concerns prevent the institution and/or 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:

- Performance reports – attrition/drop-out rates, graduation rates
- Documented interventions to improve pass, drop-out, and graduation rates
- Stakeholders' satisfaction results
- Analyzed tracer studies of graduates and document/s showing dissemination of results

- Analyzed exit interviews of students and document/s showing dissemination of results
- Employment surveys and statistics
- Awards, distinctions, testimonials, and the like received by the program, graduate students, and/or alumni/graduates
- Graduating students, alumni, and employer satisfaction/feedback 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.) to gather feedback on the quality of graduates, curriculum, among others

Sub-area 8.2. Community Engagement and Service Results

The institution’s community engagement and service programs produce results that impact the institution, its stakeholders, and society.

Criteria	Rating
1. Community engagement and service activities involving graduate faculty, staff, students, and/or alumni are assessed for their scope, effectiveness, and areas for improvement.	
2. Contributions of community engagement activities in addressing societal challenges are evaluated to ensure lasting impact.	
3. Benefits of community engagements to industry partners, community stakeholders, and beneficiaries are monitored and optimized.	
4. The impact of community engagement activities on beneficiaries and other stakeholders is identified, monitored, and assessed for improvement.	
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, and other stakeholders should experience these activities' positive and significant impact or outcomes. All stakeholders attempt to jointly monitor and assess these engagements' quality, effectiveness, relevancy, 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 is 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 to improve these engagement activities? • What gains/benefits have these activities given to the institution's/program's faculty, staff, students, partners, and other stakeholders?
- What is/are the institution's, GS', and/or program's significant strengths related to this standard?
- What concerns prevent the institution and/or 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:

- 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)
- List of engineering program studies, research, and service activities conducted related to community engagement
- Status reports on these engagement and service activities
- Documented feedback/reports on satisfaction levels of those engaged in the institution's, GS', and/or program's community engagement and service programs and activities (i.e., administrators, faculty, students, staff, alumni, beneficiaries, partners, etc.)

Sub-area 8.3. Research Results

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. Research outputs, such as publications and/or patents, are monitored and assessed to ensure their quality and relevance to engineering.	
2. The utilization of graduate faculty, staff, and/or students' research outputs and/or their publications are identified, monitored, and evaluated for continual improvement.	
3. Graduate research impact on and/or contributions to national and international research communities is/are assessed.	
4. The stakeholders' satisfaction in research and publication activities is determined and utilized to further develop these activities at the institutional, Graduate School, and/or program levels.	
5. Contributions of graduate research to addressing societal challenges and advancing engineering knowledge are tracked and evaluated	
6. Collaborations with industry and other institutions in research projects are reviewed and strengthened.	
Average Rating	

Explanation:

Research is one of the core functions of any educational institution. Thus, it is imperative to drive quality research activities to establish and maintain a good reputation. Research results may be measured based on widely accepted indicators such as creating new knowledge, invention, or innovation. The indicators may also include the nature, quality, and number of research outputs or other target outcomes. After that, 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 research activities align 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 has the institution and program selected to assess the “reach” and/or impact of research, artistic and creative works, 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, creative works, 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 is/are the institution’s, GS’, and/or program’s significant strengths related to this standard?
- What concerns prevent the institution and/or 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:

- Performance reports on research and publication activities of the institution/program (please provide separate lists for single-authored research and publication by faculty, staff, students, if any, co-authored/collaborative research, etc.) from the last survey visit when applicable
- Document showing the types of research conducted (i.e., multi-, inter-, transdisciplinary, etc.), including the names of research proponents (please identify the proponent if program faculty or student)
- Research Agenda at the institutional, GS, and/or program levels
- Research budget, external research funding, and/or related resource support
- List of graduate faculty, students, and/or staff (especially those representing the program(s) under survey) who were given research and publication awards, incentives, and recognition by the institution and by outside agencies
- List of graduate faculty, students, and/or staff (especially those representing the program(s) under survey) 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 dissemination and utilization reports
- Registration of copyrights, trademarks, and patents
- Documented feedback on the satisfaction of relevant stakeholders in the institution and program’s research, scholarly, technical works, etc., and publication activities
- Sample minutes of meetings of the Research Office, research committees/councils, etc., where research and publication matters are discussed and identify sector attendees (i.e., head, academic administrator, graduate faculty, students, and/or staff, etc.)

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	

APPENDICES

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 complete 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 and have graduated at least two batches of students. 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 for “piggy-backing,” it must have at least one graduate program that has completed a formal survey using PAASCU’s [new] entire instrument. This program shall be referred to as the “anchor program.”

Note: In most cases, the anchor programs in Graduate Schools are the Master of Arts in Education (MAED), Master of Public Administration (MPA), or Master of 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).

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 accreditation. These different 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 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 with the self-survey reports for the piggy-backing programs. Still, the status of their implementation will only be noted and/or utilized as critical contexts for evaluating 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 piggybacking program's preliminary visit 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 requires an Interim Visit, the visits to piggybacking programs shall preferably be scheduled with the Interim Visit. Suppose the piggybacking visit is scheduled after the Interim Visit. In that case, 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 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 instrument for the program.

² The entire 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 confirms the quality of an accredited program. The Graduate Education Commission considers the guidelines enumerated in this document essential, which institutions seeking accreditation or reaccreditation should strictly comply with. However, the guidelines may change over time based on new policies, standards, and procedures 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 hold a doctoral degree in the discipline or allied fields.

2. GS Department Chair / Program Head / Coordinator

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

3. **For a Professional Master's Program**, the Dean or Head shall hold a doctoral degree 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 postgraduate 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 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 consider levels of equivalency (i.e., the stature of the faculty in terms of awards received, reputation/recognition in their 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 (for programs requiring licensure examinations)

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 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 exact requirement (current license) applies to programs where faculty members must update their license where appropriate (i.e., those teaching professional courses in their

respective programs as defined by the institution, such as Education, Nursing, Engineering, etc.). ***NOTE: It is the responsibility of the institution/program to guarantee that concerned faculty members have their updated licenses at the time of the accreditation visit.***

GED Commission 2024

PAAASCU

**Appendix C. Faculty Profile Template
Engineering Education**

GRADUATE PROGRAM FACULTY PROFILE¹

_____ Semester/Term, Academic Year _____

Department of _____

Name of Faculty (Please list faculty alphabetically by the 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 the latest renewal date)	Specialized Training and 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	Ongoing 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			
FULL-TIME																			
PART-TIME																			

NOTES:

¹Please, prepare a separate table for each program under 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.

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

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 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, Novels, 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 from the most recent completed accreditation survey.
- (2) Please prepare the table on a per-program basis.
- (3) Please include details of paper presentations (when and where presented); titles of published and unpublished works, including the journal's name where published.
- (4) Creative works in the arts and humanities should be included as appropriate, and details provided.
- (5) Scholarship of discovery involves engaging in research activities that expand knowledge.
- (6) Scholarship of application involves discovering ways that new knowledge can solve real-world problems.
- (7) Scholarship of teaching involves searching for innovative approaches and best practices to develop teaching and learning skills.
- (8) Scholarship of integration involves bringing findings from different disciplines together to discover convergence.