



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

**DESIGN AND ARTS PROGRAMS  
SURVEY INSTRUMENT**

**2021**

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

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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 Commission on Tertiary Education, which formulated this standards-based accreditation instrument for the Design and Arts programs in Tertiary Education.

## **1. ACCREDITATION OF DESIGN AND ARTS 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).

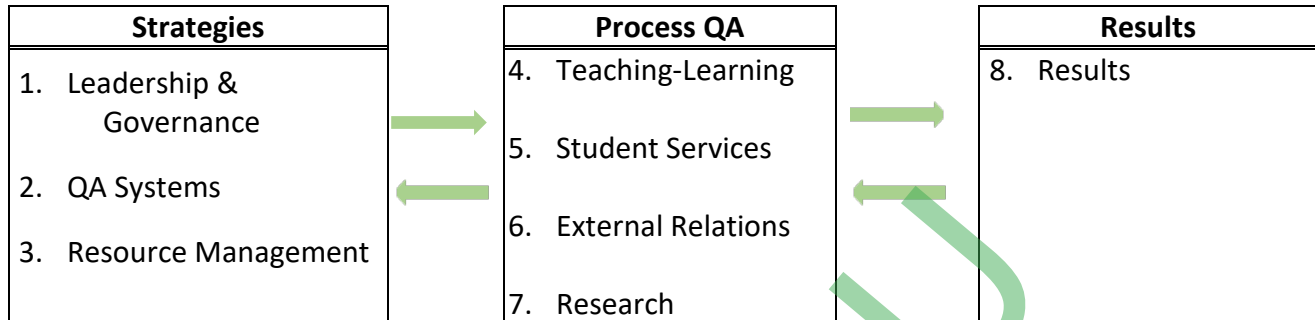
An accredited status from PAASCU indicates that an educational institution or program has met its defined standards. There is a sufficient basis for assuming that the educational institution or program will continue doing so.

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 Design and Arts Education programs in tertiary education. This practice is the reason why, in conducting the certification for this program, only the following areas are considered:

Area 3: Resource Management (2 sub-areas)

Sub-area 3.1. Human Resources

Sub-area 3.3. Learning, Physical, and IT Resources

Area 4: Teaching-Learning (3 sub-areas)

Sub-area 4.1. Curricular Programs

Sub-area 4.2. Teaching and Learning Methods

Sub-area 4.3. Assessment Methods

Area 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.).

### **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 sets of criteria will be rated using the guidelines provided below in the Self-Survey Report section of this guideline.

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### **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 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:

<b>RATING</b>	<b>MEANING</b>	<b>REMARKS</b>
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 1	Resource Management <ul style="list-style-type: none"><li>- Human Resources</li><li>- Learning, Physical, and IT Resources</li></ul>
Accreditor 3	Teaching-Learning <ul style="list-style-type: none"><li>- Curricular Programs</li><li>- Teaching and Learning Methods</li><li>- Assessment Methods</li></ul>
Accreditor 4	Results <ul style="list-style-type: none"><li>- Educational</li><li>- Community Engagement and Service Results</li><li>- Research Results</li></ul>

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.

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.

## SURVEY INSTRUMENT FOR DESIGN AND ARTS

### AREA 3. RESOURCE MANAGEMENT

#### Sub-area 3.1. Human Resources

The institution has adequate and qualified human resources, both teaching and non-teaching, that enable it to perform its teaching, research, and community service functions. It has programs in place for the recruitment, selection, hiring, deployment, training, and retirement of personnel.

Criteria	Rating
1. Human resource plans, policies, and programs are defined and implemented to enable the institution to achieve its teaching, research, and community service functions.	
2. Recruitment, selection, and hiring policies are formulated and communicated and are consistently applied.	
3. Training and development programs are needs-based and are provided to employees.	
4. Deployment, promotion, succession, and career pathing programs are in place.	
5. Consistency of the teaching and work assignments with the personnel's qualifications and capabilities is ensured.	
6. A performance management system covering job evaluation, reward, recognition, coaching, and mentoring is in place.	
7. Salaries, incentives, and benefits are set at levels that ensure attracting and retaining qualified staff.	
8. Provisions for separation, resignation, termination, and retirement are in place.	
9. There is a sufficient workforce to attend to the needs of the institution.	
10. The working environment is risk-free and safe for the employees.	
11. Human resource plans, policies, and programs are periodically assessed for improvement.	
<b>Average Rating</b>	

**Explanation:**

Plans, policies, and programs on recruitment, selection, hiring, deployment, training, and retirement define an institution's workforce quality. Career paths, if correctly identified and

monitored, will result in productive and fulfilled personnel. A highly motivated workforce dramatically enhances the delivery of services in an institution. Management should take responsibility for ensuring the safety, growth, and well-being of its human resources.

**Guide Questions:**

1. Are the HR plans, policies, and programs on human resources defined, communicated clearly, and supportive of institutional goals?
2. How are the recruitment, selection, and hiring policies formulated and consistently applied?
3. Are there specific contracts that define the job functions, terms of employment, and tenure for all personnel?
4. How does the institution ensure that the training and development plans for the academic and non-academic personnel are participative, relevant, and needs-based?
5. Do personnel participate in the formulation of their career goals and plans?
6. Are deployment, promotion, and succession policies clear to all concerned?
7. How does the institution ensure the consistency of the teaching and work assignments with the personnel's qualifications and capabilities?
8. Has the college or department ensured the adequacy of qualified teaching personnel?
9. Among the teaching personnel, is there an adequate number of industry practitioners in technical and allied fields?
10. Are there explicit provisions for separation, resignation, retirement, and termination?
11. Is there a performance management system that covers reward, recognition, coaching, and mentoring?
12. What are the provisions for staff orientation and discussion of personnel-related issues and concerns?
13. How are the plans, programs, and policies regularly evaluated for improvement?

**Supporting Evidence:**

- Employee profiles
- Organizational chart
- Human resource manual
- HR plans and programs
- Job descriptions
- Recruitment, selection, and hiring criteria
- Employment contracts
- Training needs analysis

- Training and development plan and budget
- Performance management system
- Job performance appraisal system
- Salary and benefits, ranking and promotion scheme
- Resignation, termination, and retirement policies
- Succession plans
- Personnel and faculty files
- Faculty retention and turnover reports
- Industry immersion program for full-time faculty
- MOA with industry partners for immersion of faculty

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**Sub-area 3.3. Learning, Physical, and IT Resources**

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

Criteria	Rating
1. There is a campus development plan with an appropriated budget that is documented and regularly updated.	
2. There is an office responsible for the development, maintenance, and safety of the physical facilities.	
3. Infrastructures are adequate and relevant to support teaching-learning, research, and community service.	
4. Classrooms, lecture halls, seminar rooms, and computer rooms are adequate, kept clean, free from distractions, and conducive to learning.	
5. Library and laboratories are adequate, accessible, up-to-date, and with a budget for developing collections.	
6. Qualified and adequate staff are deployed to manage the library and laboratories.	
7. The IT facilities and infrastructure, both hardware and software, are adequate, up-to-date, and secure.	
8. There are sufficient provisions to protect the safety of students and staff.	
9. The institution is compliant with contractual and government requirements as to physical and IT facilities.	
10. Some facilities and provisions cater to people with special needs.	
11. There is insurance for critical assets.	
<b>Average Rating</b>	

**Explanation:**

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

**Guide Questions:**

- Is there a campus development plan that is periodically updated?
- How sufficient is the budget allocated to physical plant development and maintenance?
- Which office is responsible for physical facilities?
- How are the policies and procedures related to physical facilities defined, documented, and subscribed to?

- How adequate are the physical facilities and equipment sufficient to cater to stakeholders' requirements?
- Are the classrooms, lecture halls, seminar rooms, and computer rooms adequate, kept clean, and free from distractions?
- Are the library and laboratories adequate, accessible, up-to-date, and with sufficient budget for developing collections?
- Are the library and laboratory staff sufficient to be up-to-date and continually being trained with the required qualification?
- Are there laboratories/facilities for the development of the student teacher's teaching style? (For the education program)
- Are there business, simulation, or economics research laboratories for business students?
- How sufficient are the IT support, hardware, and software to meet teaching, learning, and research requirements?
- Are there regular safety, cleanliness, and maintenance inspections for all facilities?
- Are there provisions to cater to special needs?
- Is there sufficient insurance coverage for the physical plant?

#### **Sources of Evidence:**

- Campus development plan
- Budget for physical facilities and equipment
- List of facilities, equipment, hardware, and software
- Library collections
- Laboratory collections
- Micro Teaching Laboratory for the Education program
- Business/simulation/economics research Laboratory
- Qualifications of library and laboratory staff
- Safety and maintenance policies and procedures
- Inspection reports
- Maintenance reports
- Safety, health, and environmental policies
- Stakeholders feedback
- Certificates of compliance with regulatory agencies
- Insurance coverage for the physical plant

## AREA 4. TEACHING-LEARNING

### Sub-area 4.1. Curricular Programs

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

Criteria	Rating
1. The program consistently implements institutional policies on curricular development, delivery, review, and improvement.	
2. Students and key stakeholders actively participate in the design, development, review, and periodic updating of program offerings.	
3. The program offerings are aligned with the vision, mission, goals, and current regulatory requirements of the institution.	
4. The program and course objectives, including the expected learning outcomes, are established. (MANDATORY APPENDIX: PROGRAM SPECIFICATIONS)	
5. Learning delivery modalities and syllabi are developed for each course and openly communicated based on expected learning outcomes.	
6. The system of managing program offerings is regularly reviewed, assessed for improvement and updating.	
7. Policies and guidelines for curricular adaptation to flexible learning modalities are in place.	
<b>Average Rating</b>	

#### Explanation:

A system to ensure that program offerings are designed, developed, reviewed, and updated is established and functioning effectively. In creating the program offerings, alignment with the institution's vision, mission, and goals is ensured, and the design considers stakeholders' needs and expectations. Developing the program includes defining the learning outcomes and determining the program structure and content. Reviewing the curriculum, including its design, the implementation process, and learning outcomes, is carried out regularly for improvement and updating. With the advent of the Virtual Learning Environment (VLE), systems must be adequately provided to support the Teaching-Learning processes needed in the various programs.

### **Guide Questions:**

- What process does the institution follow in curricular development, review, and revision?
- Who is involved in the process of curricular design, development, review, and revision?
- How are the institutional vision, mission, and goals reflected in the various curricula/course offerings?
- How adequately prepared are both faculty and students using flexible learning modalities, including VLE, in their courses? – interim
- What training programs have been administered to ensure their preparedness for these flexible learning modalities, especially VLE courses? – interim
- How are learning outcomes established and communicated?
- What benchmarking activities does the institution engage in to ensure that its curricula are relevant and comparable to other institutions?
- What process is undertaken to review and assess the relevancy and attractiveness of program offerings?
- How are Board examination results utilized in the improvement of programs where they are required?

### **Supporting Evidence:**

- Program specifications, including learning outcomes
- Curricular development and review process
- Curriculum committee composition, functions, and minutes of meeting offerings
- Bulletin of Information
- Reports of external examiners or accrediting agencies
- Course syllabi and development plan
- Faculty and student feedback on program and course offerings
- Employer feedback on graduates' report
- Curricular evaluation reports
- Minutes of meetings on curricular revision
- Training programs provided the faculty for the delivery of the VLE methodologies?
- Learning outcomes established for the various E-Learning methodologies
- Evaluative criteria used in determining the effectiveness of VLE in the curricular programs
- Report on academe-industry dialogues
- Licensure board examination results, where applicable

#### 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. The program allows flexibility to select, develop, use, and evaluate appropriate teaching and learning methods and activities.	
2. The methods and activities employed are aligned with the program's educational objectives, program outcomes, and course outcomes.	
3. Stakeholders' feedback is considered in selecting, developing, and using teaching and learning methods and activities.	
4. The methods and activities adopted to promote the graduate/learning outcomes and promote life-long learning.	
5. There are regular monitoring and evaluation of the program methods and activities deployed for improvement using current innovation and trends in teaching-learning modalities.	
6. The flexible learning and teaching methods and strategies are aligned to the institution's Vision-Mission-Goals.	
7. There is adequate support given to faculty to train them in crafting/ developing various learning materials needed for multiple flexible learning modalities.	
8. Desired learning outcomes are established, monitored, and evaluated against performance indicators.	
9. A system of assessing teaching performance is in place for different teaching-learning modalities.	
10. There are formal structures that strengthen the teaching, research, and community service functions of the program.	
11. Consistency of the teaching and work assignments with the faculty's qualifications and capabilities are ensured.	
<b>Average Rating</b>	

#### Explanation:

The teaching and learning approaches reflect the institution's educational philosophy and should facilitate the expected learning outcomes and promote lifelong learning. A system should be established to ensure appropriate teaching and learning methods and approaches are selected, deployed, and regularly evaluated by relevant stakeholders. In addition, the schools provide continuous training in the use of new methodologies.

### **Guide Questions:**

- What are the different methods and activities adopted?
- How are the methods and activities aligned with the expected learning outcomes?
- What learning management systems and new modalities in flexible learning are adopted? Briefly describe the various learning modalities utilized in the different courses/programs.
- What structures are in place to support/assess the flexible learning modalities, especially online learning, for both faculty and students?
- What methods and activities promote life-long learning?
- How does IT support teaching and learning?
- How are teaching and learning methods and activities evaluated and improved?

### **Supporting Evidence:**

- The educational philosophy of the institution
- Teaching strategies and instructional methods
- Faculty and student feedback on teaching and learning strategies employed
- Evaluation reports on teaching and learning methods and activities
- Reports on practical training, projects, and other action-learning activities
- Internship reports
- Industry immersion programs
- Internship reports or alternative activities, if any
- Security measures used by the institution to protect the intellectual property rights of the members of the academic community
- MOAs and contracts with external parties and service providers
- Budgets allocated for the new Learning modalities
- Community service reports
- Licensure board examination results, where applicable

### 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. There is an established system to track students' progress from admission, their progression from one level to the next, up to the time of graduation.	
2. Various assessment methods are used to determine the achievement of the expected learning outcomes, and the methods used are valid, reliable, and fair.	
3. Results of the assessment methods are used to validate learning outcomes to be sound, reliable, and fair.	
4. Exit interviews of graduating students are regularly conducted to serve as inputs for assessment methods and course improvements.	
5. Methods for assessment and results are regularly reviewed and evaluated for improvement.	
6. Assessment methods are in place for flexible learning modalities.	
<b>Average Rating</b>	

#### Explanation:

Student assessment provides the link between student performance and learning outcomes. It is the gauge of how the curricular programs and the delivery of instruction help the students achieve the expected learning outcomes. Since assessment provides the evidence to document and validate students' meaningful learning, it should start from admission and continue as the student progresses from one level to another until the student graduates. The types and methods of assessment must be constantly reviewed to ensure validity, reliability, and fairness.

#### Guide Questions:

- What are the assessment types and methods used?
- How are assessment methods differentiated considering the differences in programs, courses, and learning outcomes?
- What is the process for designing assessment methods?
- How are evaluations of various teaching methodologies, including those using VLE, conducted? Who conducts these assessments, and how are the results used for improvement?
- Are rubrics employed, and how are they created and used?
- How is assessment during admissions done on new students?
- How is exit assessment done on graduating students?
- Who conducts the evaluation, and what controls are instituted to ensure its validity, reliability, and fairness?

- Are there established policies and structures to track down progress of graduates, even those with special needs?
- How satisfied are the students and key stakeholders with the assessment methods used?
- Is there an appeal process as regard assessment results?
- How are the assessment results utilized for quality improvement?
- How often are the assessment methods reviewed, analyzed, and improved?

**Supporting Evidence:**

- Grading system
- Progression, attrition, and completion rates
- The official report on board examination results
- Tracer studies
- Studies on employer's satisfaction on graduate performance

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## AREA 8. RESULTS

### Sub-area 8.1. Educational Results

The educational process results include the achievement of the expected learning outcomes, pass rates, dropout rates, the average time to graduate, employability of graduates, pass rates of graduates in board examinations of board-related program offerings, and the satisfaction levels of graduates, among others.

Criteria	Rating
1. The expected institutional, program, and course learning outcomes are defined, monitored, and assessed for improvement.	
2. All programs and courses' pass and dropout rates are identified, monitored, and assessed for improvement.	
3. The average time to graduate for all programs is identified, monitored, and assessed for improvement.	
4. The employability of graduates of all programs is established, monitored, and assessed for improvement.	
5. Graduates' pass and failure rates in board examinations of board-related programs are identified, monitored, and assessed for improvement.	
6. The satisfaction levels of key stakeholders on the quality of graduates are established, monitored, and assessed for improvements.	
7. The institution addresses the needs of the industry and profession based on the results of the appropriate and timely research undertaking.	
8. Constant communication happens between the institution and the industry partners to ascertain that the program is aligned.	
<b>Average Rating</b>	

#### Explanation:

Educational results are the measures of the quality of education the institution provides. Results are the outputs of the transformation process the student underwent. In assessing the quality system, it is essential to establish, monitor, and evaluate indicators of graduates' quality. These include the achievement of learning outcomes, pass and dropout rates, the average time to graduate, the employability of graduates, the pass and failure rates in board examinations, and the satisfaction levels of key stakeholders on graduates. The information is gathered, analyzed, and used to improve the programs.

### **Guide Questions:**

- What are the indicators and the methods used in determining, monitoring, and assessing the quality of graduates?
- What measures are utilized to determine whether learning outcomes set on the institutional and programmatic level are achieved when students graduate?
- If the results of the pass and dropout rates are unsatisfactory, what measures have been undertaken to improve the same?
- How satisfactory are the graduation rates per course offerings? What measures have been undertaken when graduation rates are low?
- What studies have been conducted on dropout rates have been done to improve the sustainability of the programs?
- What measures have been undertaken to improve the performance of graduates in board examinations?
- What is the average time for graduates to find employment, and what are the reasons why graduates are not immediately employed?
- How does the institution track the faculty, students, alumni, and employers' satisfaction with the program of studies, teaching-learning process, resources provided, competencies acquired, strengths of graduates, etc.?

### **Supporting Evidence:**

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

**Sub-area 8.2. Community Engagement and Service Results**

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

Criteria	Rating
1. The nature and volume of community engagement and service activities are identified, monitored, and assessed for improvement.	
2. The societal impact and achievements of these activities are identified, monitored, and assessed.	
3. The impact on the program, faculty, staff, and students is identified, monitored, and assessed for improvement.	
4. The impact on these activities' beneficiaries and other stakeholders is identified, monitored, and assessed for improvement.	
<b>Average Rating</b>	

**Explanation:**

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

**Guide Questions:**

- What is the nature of the community engagement and service activities carried out by the institution, faculty, staff, and students?
- What criteria were used in selecting these types of activities?
- Are the activities aligned with the vision and mission of the institution?
- How are community engagement and service activities assessed for improvement and matched with best practices?
- What impact have these activities had on society, the institution, faculty, staff, students, the target beneficiaries, and other stakeholders?

**Supporting Evidence:**

- Strategic plans and goals on community engagement and service
- Performance reports of community engagement and service activities
- Faculty and staff feedback
- Students' reports and feedback
- Community reports and feedback
- Partners and stakeholders' feedback

### 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. The nature and number of research outputs done by faculty members and staff are documented, monitored, and assessed for improvement.	
2. The research outputs done by the research teams and students are documented and assessed.	
3. The nature and number of research publications are documented, monitored, and assessed for improvement.	
4. The program's nature and the number of intellectual properties are documented, monitored, and assessed for improvement.	
5. The Program research outputs and their publications are identified, monitored, and assessed for improvement.	
6. The impact of research outputs and their publications/creative works is/are identified, monitored, and assessed for improvement.	
7. Stakeholder satisfaction studies/ surveys are done per program.	
<b>Average Rating</b>	

#### Explanation:

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

#### Guide Questions:

- What is the nature of the institution's research activities, faculty, staff research teams, and students?
- What criteria were used in selecting these types of research activities in the different courses/programs?
- Are the activities aligned with the research agenda of the institution?
- How are research outputs monitored and assessed for improvement?
- What impact have these activities had on society, the target beneficiary of the research, the institution, and the research proponents?

**Supporting Evidence:**

- Performance reports on the research activities of the institution
- Research agenda
- Research funds and related resources
- Publications, creative works, citations
- Registration of copyrights, trademarks, and patents

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## STATISTICAL SUMMARY OF RATINGS

Statistical Summary of Ratings	Ratings (In two decimal places)
<b>Area 3. Resource Management</b>	
Sub-area 3.1 Human Resources	
Sub-area 3.3 Learning, Physical, and IT Resources	
<b>Area 3 Average Rating</b>	
<b>Area 4. Teaching-Learning</b>	
Sub-area 4.1 Curricular Programs	
Sub-area 4.2 Teaching and Learning Methods	
Sub-area 4.3 Assessment Methods	
<b>Area 4 Average Rating</b>	
<b>Area 8. Results</b>	
Sub-area 8.1 Educational Results	
Sub-area 8.2 Community Engagement and Service Results	
Sub-area 8.3 Research Results	
<b>Area 8 Average Rating</b>	
<b>Overall Average Rating</b>	