



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

**ENGINEERING PROGRAMS
SURVEY INSTRUMENT**

2021

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

2025 Revised Edition

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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 Engineering and Architecture Education, which formulated this standards-based accreditation instrument for the Engineering programs in Tertiary Education.

1. ACCREDITATION OF ENGINEERING 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).

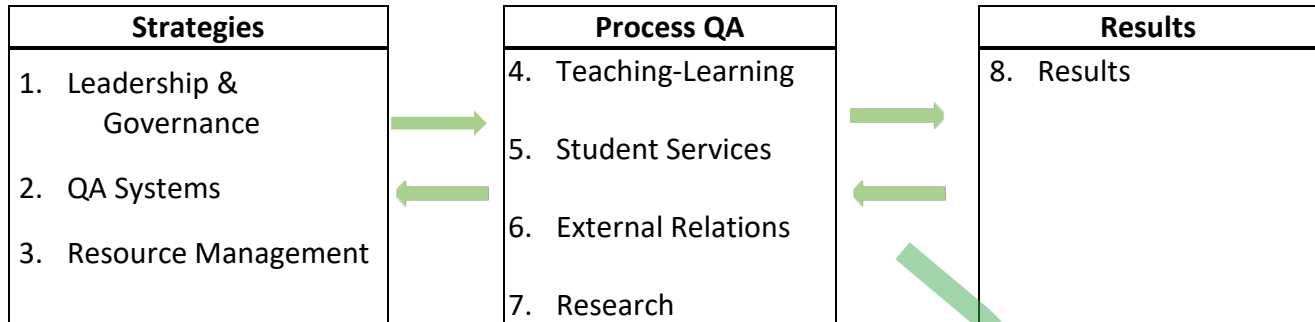
An accredited status from PAASCU indicates that an educational institution or program has met its defined standards. There is a sufficient basis for assuming that the educational institution or program will continue doing so.

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 Engineering 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:

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 1	Resource Management - Human Resources - Learning, Physical, and IT Resources
Accreditor 2	Teaching-Learning - Curricular Programs - Teaching and Learning Methods - Assessment Methods
Accreditor 3	Results - Educational - Community Engagement and Service Results - Research Results

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.

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SURVEY INSTRUMENT FOR ENGINEERING PROGRAMS

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. The program has an adequate number and qualified teaching personnel.	
2. The program has an adequate number and qualified non-teaching personnel.	
3. Recruitment, selection, hiring, and deployment policies and practices are in place. These are formulated, communicated to all concerned, and consistently implemented.	
4. Development and training programs for teaching and non-teaching personnel are needs-based and are made available to both full-time and part-time personnel.	
5. Career pathing programs and provisions for advancement are in place.	
6. The program implements a performance management system that includes coaching and mentoring, regular performance evaluation, and recognition for meritorious performance.	
Average Rating	

Explanation:

Plans, policies, and programs on recruitment, selection, hiring, deployment, training, and retirement define an institution's workforce quality. Career paths, if correctly identified and monitored, will result in productive and fulfilled personnel. A highly motivated workforce dramatically enhances the delivery of services in an institution. Management should take responsibility for ensuring the safety, growth, and well-being of its human resources.

Guide Questions:

- Are the policies and programs that apply to teaching personnel aligned with the school's vision, mission, and goals? Are these clearly defined, documented, and communicated to all concerned?
- Are the policies and programs that apply to non-teaching personnel aligned with the school's vision, mission, and goals? Are these clearly defined, documented, and communicated to all concerned?
- Are the policies and practices related to the recruitment, selection, hiring, and deployment of personnel clearly formulated, communicated to all concerned, and consistently implemented?

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

Supporting Evidence:

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

- Succession plans
- Reports on professional development activities
- Reports on faculty retention and turnover
- Minutes of faculty meetings
- Minutes of non-teaching personnel meetings

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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. Physical facilities are adequate and conducive to teaching and learning, research work, and community service activities.	
2. There is an office or personnel responsible for overseeing physical facilities' maintenance, safety, and development.	
3. Classrooms, lecture halls, and special-purpose rooms are adequate, kept clean, free from distractions, and conducive to teaching and learning.	
4. The library facilities and audio-visual rooms are adequate, accessible, safe, and up-to-date.	
5. The laboratories are adequate, accessible, safe, and up-to-date.	
6. The space requirements for the different administrative offices are adequately met.	
7. The Information Communication Technology (ICT) infrastructure and facilities, both hardware and software, are adequate and up-to-date.	
8. There are sufficient provisions in the school's physical facilities for ensuring the safety, security, health, and well-being of learners and personnel.	
9. The school is compliant with regulatory and statutory government requirements as far as the program's physical facilities are concerned.	
Average Rating	

Explanation:

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

Guide Questions:

- How adequate are the physical facilities and equipment to meet the requirements of the different programs and service areas?

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

Supporting Evidence:

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

AREA 4. TEACHING-LEARNING

Sub-area 4.1. Curricular Programs

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

Criteria	Rating
1. A system with defined policies, guidelines, and processes in the program's design, development, review, and periodic updating is established.	
2. Students and key stakeholders participate in the design, review, and periodic updating of the program.	
3. The program educational objectives (PEOs) are aligned with the student outcomes (SOs).	
4. Syllabi are developed for each course based on the attainment of student outcomes.	
5. The curriculum has more than an adequate number of courses to develop knowledge, skills, and attitudes.	
6. All courses in the curriculum were arranged with consideration to appropriate prerequisite requirements.	
Average Rating	

Explanation:

A system to ensure that program offerings are designed, developed, reviewed, and updated is established and functioning effectively. In creating the program offerings, alignment with the institution's vision, mission, and goals is ensured, and the design considers stakeholders' needs and expectations. Developing the program includes defining the learning outcomes and determining the program structure and content. The achievement of the learning outcomes, including the review of the curriculum, is regularly done.

Guide Questions:

- What is the process undertaken to design, develop, review, and update the program?
- What is the review cycle of the program?
- How are stakeholders involved in the design and review of the program?
- How are the PEOs and SOs identified and aligned?

- How are student outcomes considered in the design of syllabi?
- How are the courses arranged in the curriculum?

Supporting Evidence:

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

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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. Syllabi were designed to achieve constructive alignment.	
2. Syllabi are made available to students at the beginning of the study period.	
3. Teaching and learning methods and activities are aligned with the institution's educational philosophy.	
4. A variety of appropriate teaching methodologies are used to deliver the course materials and promote lifelong learning.	
5. Technology is appropriately used in the delivery of course materials.	
6. Learning methods consider the level of competence required for the course.	
Average Rating	

Explanation:

The learning facilitation approaches need to reflect the institution's educational philosophy, achieve the expected learning outcomes, and promote lifelong learning. A system should be established to ensure appropriate teaching and learning methods and approaches are selected, deployed, and regularly evaluated by relevant stakeholders.

Guide Questions:

- What is the institution's educational philosophy, and how is it considered in the teaching and learning process?
- What is the process undertaken to select, develop, deploy, and evaluate teaching and learning methods and activities?
- How are the methods and activities aligned with the student outcomes?
- What methods and activities promote life-long learning?
- How does technology facilitate teaching and learning?
- How are teaching and learning methods and activities evaluated and improved?

Supporting Evidence:

- Curriculum map
- Learning Management System (LMS)
- Online course materials
- Manuals (if applicable)
- Faculty and student feedback on teaching and learning strategies employed
- Evaluation reports on teaching and learning methods and activities
- Reports on practical training, projects, and other action-learning activities
- Internship reports

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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 a system to monitor the student's progress in the attainment of student outcomes.	
2. Courses employ a variety of methods to assess SOs.	
3. Assessments are constructively aligned to SOs and teaching and learning activities.	
4. Assessment results are provided to students within acceptable time standards and are used to promote continuous improvement.	
5. Methods for assessment are regularly reviewed and evaluated for improvement.	
Average Rating	

Explanation:

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

Guide Questions:

- How are assessments aligned with the difficulty of the course?
- How are assessment methods differentiated in terms of student outcomes?
- What is the process for designing assessment methods?
- Are rubrics employed, and how are they designed and used?
- How is the exit assessment done on graduating students?
- What are the controls instituted to ensure the validity, reliability, and fairness of the assessment?
- How satisfied are the students and key stakeholders with the assessment methods used?
- Is there an appeal process as regard assessment results?
- How are the assessment results utilized for quality improvement?
- How often are the assessment methods reviewed, analyzed, and improved?

Supporting Evidence:

- Program and course specifications, including learning outcomes
- Rubrics
- Grading system
- An official report on board examination results
- Tracer Studies
- Appeal procedure
- Studies on employers' satisfaction with 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 learners' performance in entrance tests and board examinations is monitored, reviewed, and evaluated for improvement.	
2. There is a process of collecting feedback about the program from stakeholders.	
3. Feedback from key stakeholders, colleges and universities, and the community on the quality of graduates and education is utilized for improvement.	
4. All subjects' pass and failure rates are consistently monitored, reviewed, and evaluated to improve learning across all subjects.	
5. The promotion and retention rates per year level are monitored, reviewed, and evaluated for improvement.	
Average Rating	

Explanation:

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

Guide Questions:

- What are the indicators and the methods used in determining, monitoring, and assessing the quality of graduates?
- What measures and norms are utilized to determine whether learning outcomes are achieved when learners graduate?
- If the results of the pass and failure rates are unsatisfactory, what measures have been undertaken to improve these?
- What studies have been made regarding failure rates, and how have these studies been used to improve student performance?

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

Supporting Evidence:

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

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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 for improvement.	
3. The impact on the institution, faculty, staff, and students is identified, monitored, and assessed for improvement.	
4. The impact on these activities' beneficiaries and other stakeholders is identified, monitored, and assessed for improvement.	
Average Rating	

Explanation:

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

Guide Questions:

- What is the nature of the 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 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 other 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 nature and number of research done by research teams and students are documented and assessed for improvement.	
3. The nature and number of research publications are documented, monitored, and assessed for improvement.	
4. The nature and number of intellectual properties are documented, monitored, and assessed for improvement.	
5. The impact of research outputs and their publications are identified, monitored, and assessed for improvement.	
6. The stakeholders' satisfaction in research activities is determined to guide further research development in the institution.	
Average Rating	

Explanation:

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

Guide Questions:

- What is the nature of the institution's research activities done by faculty, staff, research teams, and students?
- What criteria were used in selecting these types of research activities?
- 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 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 and citations
- Registration of copyrights, trademarks, and patents

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STATISTICAL SUMMARY OF RATINGS

Statistical Summary of Ratings	Ratings (In two decimal places)
Area 3. Resource Management	
Sub-area 3.1 Human Resources	
Sub-area 3.3 Learning, Physical, and IT Resources	
Area 3 Average Rating	
Area 4. Teaching-Learning	
Sub-area 4.1 Curricular Programs	
Sub-area 4.2 Teaching and Learning Methods	
Sub-area 4.3 Assessment Methods	
Area 4 Average Rating	
Area 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	