



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

**SOCIAL WORK PROGRAM
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 Social Work program in Tertiary Education.

1. ACCREDITATION OF SOCIAL WORK EDUCATION PROGRAM

1.1. Quality Assurance

PAASCU has adopted a four-fold definition of quality as:

1. Achievement of minimum standards based on learning outcomes
2. Achievement of evidenced excellence based on learning outcomes
3. Implementation of the vision, mission, and goals of the school
4. Responsiveness to stakeholders

1.2. Accreditation

Educational accreditation is a quality assurance process where an external body evaluates the operations of educational institutions or programs to determine if standards are met as the basis for granting an accreditation status. Accreditation is the formal and public statement by an external body resulting from a quality assurance procedure that an institution or program meets agreed standards of quality (Van Damme, UNESCO Higher Education in the Age of Globalization, 2001).

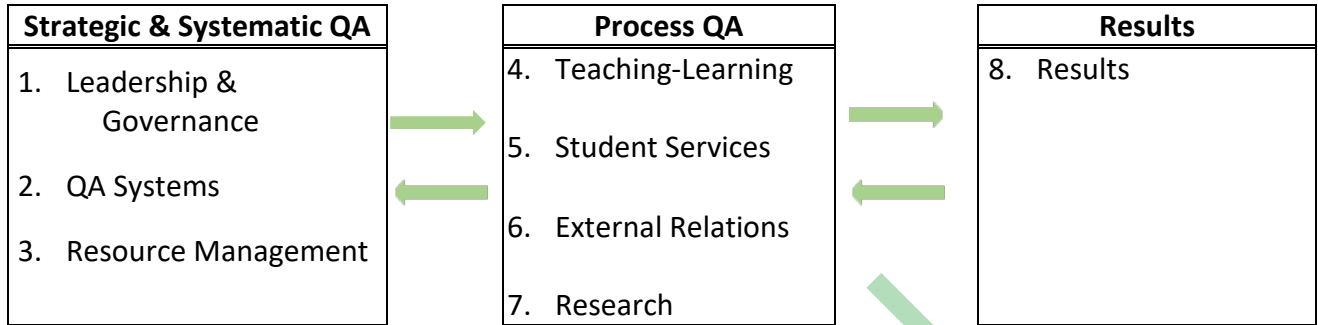
An accredited status from PAASCU indicates that an educational institution or program has met its defined standards. There is a sufficient basis for assuming that the educational institution or program will continue doing so.

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 Social Work Education program 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.

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 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.

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 SOCIAL WORK

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 both 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 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. | |
| 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:

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 staff 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. Are there explicit provisions for resignation, retirement, and termination?
9. Is there a performance management system that covers reward, recognition, coaching, and mentoring?
10. What are the provisions for staff orientation and discussion of staff-related issues and concerns?
11. 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

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. | |
| 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 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 trained with the required qualifications?
- 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 offerings are aligned with the vision, mission, and goals of the institution. | |
| 2. A system with defined policies, guidelines, and processes is established in designing, developing, and reviewing program offerings. | |
| 3. The program and course objectives, including the expected learning outcomes, are established. | |
| 4. The course offerings are adequate in scope and depth to achieve the program, course, and learning outcomes | |
| 5. Delivery plans and syllabi are developed for each course and communicated based on expected learning outcomes. | |
| 6. The system of managing program offerings is regularly reviewed and assessed for improvement and updating. | |
| 7. Students and key stakeholders participate in the design, development, review, and periodic updating of program offerings. | |
| 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:

- How are the institutional vision, mission, and goals reflected in the various curricula/course offerings?
- What process does the Social Work program follow in curricular development, review, and revision?

- Who is responsible for designing and developing the curriculum?
- Who is involved in the process of curricular design, development, review, and revision?
- How are the learning outcomes established and communicated?
- Who is responsible for implementing the curriculum?
- What processes are in place for the development of the learning plans and syllabi?
- What are the mechanisms to ensure learning plans and syllabi lead to the attainment of the learning outcomes?
- How are the programs and courses evaluated?
- What benchmarking activities does the Social Work program engage in to ensure its curricula are relevant and at par with the same program offered in comparable institutions?
- What process is undertaken to review and assess the relevancy and attractiveness of program offerings?
- What mechanisms are in place to ensure the participation of students and key stakeholders in the design, development, review, and periodic updating of curricular offerings?

Supporting Evidence:

- Curricular development and review process
- Curriculum committee composition, functions, and minutes of meeting
- Curricular 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
- Policies and guidelines formulated related to this standard
- Report on academe-industry dialogue
- Proceedings of Minutes of Consultation with stakeholders (students, faculty, alumni & industry partners)

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. There is a system to select, develop, use, and evaluate appropriate teaching and learning methods and activities. | |
| 2. The methods and activities employed are aligned with the educational philosophy of the institution. | |
| 3. Stakeholders' feedback is considered in selecting, developing, and using teaching and learning methods and activities. | |
| 4. The methods and activities adopted to promote the achievement of the learning outcomes and life-long learning. | |
| 5. The methods employ a learning management system and new modalities in the delivery of flexible learning. | |
| 6. Monitoring and evaluation of the methods and activities are regularly conducted for improvement. | |
| Average Rating | |

Explanation:

The teaching and 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 existing framework used by the Social Work program in achieving the desired learning outcomes?
- How is the framework utilized to select, develop, use, and evaluate appropriate teaching and learning methods and activities?
- How is the existing framework aligned with the educational philosophy of the institution?
- What are the different methods and activities adopted?
- How are the methods and activities aligned with the expected learning outcomes?
- How does the program gather and use feedback in selecting, developing, and using teaching and learning methods and activities?
- What methods and activities promote lifelong learning?
- What methods and activities promote the achievement of learning outcomes?
- How do these methods and activities promote the achievement of the learning outcomes and promote lifelong learning?

- What learning management systems and new modalities in flexible learning are adopted?
- What are the processes employed to monitor and evaluate the methods and activities deployed for improvement?
- How are teaching and learning methods and activities evaluated and improved?

Supporting Evidence:

- The educational philosophy of the institution and the program
- Teaching strategies and instructional methods
- Learning Management System (LMS) and Flexible Learning Modalities adopted
- 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
- Community service reports
- Field Instruction portfolio (for SW)

PAAASCU

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 other, up to the time of graduation. | |
| 2. Various assessment methods are used to determine the achievement of the expected learning outcomes. | |
| 3. Results of the assessment are utilized to validate learning outcomes that are valid, reliable, and fair. | |
| 4. Exit interviews of graduating students are regularly conducted to serve as inputs for assessment methods and course improvements. | |
| 5. Methods for assessment and results are regularly reviewed and evaluated for improvement. | |
| Average Rating | |

Explanation:

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

Guide Questions:

- How is assessment during admissions done on new students?
- How is the students' academic progress monitored from admission to graduation?
- How are the results of the students' progress used to improve instructional delivery?
- What steps are in place to address the special learning needs of the students?
- How are assessment methods differentiated considering the uniqueness of the Social Work program, courses, and learning outcomes?
- What is the process for designing assessment methods?
- What are the assessment types and methods used?
- What are the controls instituted to ensure the validity, reliability, and fairness of the assessment tools?
- How are the results used to validate learning outcomes?
- How is the exit assessment done on graduating students?
- How are the results utilized to improve the course and program?

- How often are the assessment methods reviewed, analyzed, and improved?
- How satisfied are the students and key stakeholders with the assessment methods used?
- What processes are in place to address concerns regarding assessment results?
- How are the assessment results utilized for quality improvement?

Supporting Evidence:

- List of assessments used from student entry, progression up to exit before graduation
- Program and course specifications, including learning outcomes
- Rubrics
- 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 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. | |
| 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 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 levels are achieved when students graduate?
- What studies have been conducted on dropout rates have been done to improve the sustainability of the programs?
- 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 is the average time for graduates to find employment, and what are the reasons why graduates are not immediately employed?
- What measures have been undertaken to improve the performance of graduates in board examinations?
- 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 (PRC Report)
- Stakeholders' satisfaction results
- Tracer studies of graduates (the employment rate)
- Employment surveys and statistics (Report on placement/employment)
- Graduates, alumni, and employer surveys (Exit Interview/Evaluation)
- Stakeholders' feedback (Written feedback from stakeholders)
- Refresher programs and other student-care programs
- Program Evaluation Reports
- Job Placement Programs

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. | |
| 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:

- Are the activities aligned with the vision and mission of the institution?
- 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?
- 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, and students?
- What impact have these activities had on the target beneficiaries and other stakeholders?

Supporting Evidence:

- Strategic development plan and goals on community engagement and service
- Performance reports of community engagement and service activities
- Faculty and staff feedback
- Students' reports and feedback
- Institutions/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 program research teams are documented and, if possible, published. | |
| 2. The research outputs are disseminated through appropriate fora and media. | |
| 3. Results of research projects are used for the enhancement of teaching-learning and community engagement activities. | |
| 4. Completed research activities are used for further development of research and publications in the institution. | |
| 5. The research outputs provide inputs to current practice and the development of new knowledge in Social Work. | |
| Average Rating | |

Explanation:

Research activities of 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 are publication platforms utilized for research outputs?
- What criteria were used in selecting researches for dissemination?
- How are these researches disseminated?
- How are the research outputs utilized to enhance teaching-learning and community engagement?
- How is the utilization of the research outputs monitored and assessed for continuous improvement?

- What further researches are undertaken as a result of published institutional/program researches?
- How may the research outputs contribute to the improvement of practice and the development of new knowledge?

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
- Paper presentations in local and international professional organizations
- Documentation of utilization of research outputs
- Documentation of research being done as a result of the existing published research

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**ATTACHMENT A – SUPERVISED FIELD INSTRUCTION (INTERNSHIP)
SOCIAL WORK PROGRAM**

This attachment on supervised field instruction refers to the placement of Social Work students in Social Welfare Agencies and communities in urban and rural settings to apply knowledge, skills, and attitudes acquired from classroom experiences. Supervised Field Instruction also provides the Social Work students opportunities to use knowledge and the conscious use of self as future professional Social Workers.

AREA 4. TEACHING-LEARNING

4.1 Field Instruction Program (FI Program)

| Criteria | Rating |
|--|--------|
| 1. A system with policies, guidelines, and processes is in place in the field instruction. This system includes program design, development, review, and periodic updating. | |
| 2. The Field Instruction Program is developed for each role, field, and practice setting to attain the competencies and program outcomes. | |
| 3. There is an established system to monitor and evaluate the implementation of the Field Instruction Program. | |

Guide Questions:

- What processes are followed in the development, implementation, and evaluation of the Field Instruction Program?
- Who is responsible for developing, implementing, and evaluating the Field Instruction Program?
- How is the FI program developed to address the expected roles, needs, and challenges per Social Work settings and fields?
- What processes are followed in the selection of social welfare agencies and communities for students' placement?
- What safeguards are put in place to ensure the attainment of competencies and demonstration of program outcomes based on the roles and expectations?
- How is the FI students' performance monitored and evaluated?
- What are the assessment instruments and mechanisms used? (e.g., rubrics, portfolios)?
- Who is involved in determining assessment instruments and mechanisms?
- How is the feedback mechanism utilized to provide FI students' awareness of their performance?
- What are reward systems or incentives for recognizing the outstanding performance of students and partners in Field Instruction?

Supporting Evidence:

- Field Instruction Manual
- Performance Assessment Tools/ Evaluation rubrics
- Proceedings and attendance during consultative meetings with stakeholders
- Memorandums of Understanding (MOUs) and MOAs with partner agencies and or communities
- Service Contract
- Agency Field Supervisors' Portfolio/Qualifications
- Students' Field Instruction Portfolio (journals, case studies, and other outputs)
- List and Profile of Partner Agencies and Communities
- Records/evidence of outstanding performance in Field Instruction.
- Feedback and evaluation of partner agencies/communities

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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 | |