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INSTRUCTIONS TO THE HEI:

- 1. The Self-Evaluation Document (SED) is your guide to evaluating HEI performance against its vision, mission, and goals. When completed with the key stakeholders, the SED can serve to improve the quality of the HEI through the process of understanding data, obtaining feedback, and reflecting on challenges and solutions.**
- 2. This SED Guide has several parts:**
 - a. Each KRA has *indicators* and each indicator has *criteria*.**
 - b. Identify the *outcomes* related to the particular criterion.**
 - c. Each criterion has several *elements*, which try to define or clarify aspects of the criterion. These are what you find in the tables you will fill up. You can use this as a guide to help you see if you are achieving your desired outcomes.**
 - d. There is a column for *Remarks*, where you may wish to list your comments regarding that element.**
 - e. The column on *Possible sources of evidence* suggests documents you may wish to present.**
- 3. Indicate and append the sources of evidences to support your statements. In cases where the evidence is voluminous, please append a summary.**

Name of the HEI	
Address	
Region	
HEI Type	<input type="checkbox"/> Professional Institution <input type="checkbox"/> College <input type="checkbox"/> University
(Check all that apply)	<input type="checkbox"/> State HEI <input type="checkbox"/> Local HEI <input type="checkbox"/> Private Sectarian <input type="checkbox"/> Private Non-Sectarian <input type="checkbox"/> Non-Profit
Do you belong to a higher education system?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes: <input type="checkbox"/> Amalgamated <input type="checkbox"/> University system
Contact Person	
Position	
e-mail	
Tel (land line)	
Mobile	

Prepared by:

Date:

- 1. Vision /Mission/ Goals of the HEI**
- 2. Organizational Structure**
- 3. Governance Structure, including committees for specific tasks**
- 4. For the past 5 years:**
- 5. Number of Students**

Graduate
Undergraduate

- 6. Number of FT faculty**
- 7. Head count of FT and PT faculty**
- 8. Number of active programs**

Undergraduate
Master's
PhD/EdD/DBA
Professional degrees

PERFORMANCE MEASURES – GOVERNANCE AND MANAGEMENT

A. Core Indicator: Governance

Criterion: The institution's governance arrangements demonstrate probity, strategic vision, accountability, awareness and management of risk, and effective monitoring of performance.

This section refers to the systems that reflect the principles guiding the overall use of authority and decision-making of the institution's governing body.

Possible outcomes: Attainment of objectives of the institution; esp. in areas of policy formulation/decision making, sustainability of operations, monitoring, and communication systems

B. Core Indicator: Management

Criterion: The institution's management, financial control, and quality assurance arrangements are sufficient to manage existing operations and to respond to development and change.

This section refers to the overall systems and processes of the institution.

Possible outcomes: Efficient and effective operations; support of stakeholders; speedy and appropriate response to external and internal developments

C. Indicator: Enabling Features

Criterion: The institution has enabling features, such as 1) the use of Information and Communication Technology (ICT) for more efficient and effective management; and 2) viable, sustainable, and appropriate resource generation strategies to support its development plans.

This section refers to particular initiatives of the institution that contribute to efficiency, productivity, and quality of the community environment.

Possible outcomes: Efficient and effective operations, well-being of sectors of the community, achievement of development targets

Additional Notes

1. Governing body: Board of Trustees, Board of Regents, Management Board
2. Stakeholders: Any or combination of the following - Administrators, Faculty, Students, Parents, Alumni, investors

OUTCOMES OF EFFECTIVE GOVERNANCE: Please list what you think are your outcomes as a result of effective governance.

GOVERNANCE

The institution's governance arrangements demonstrate probity, strategic vision, accountability, awareness and management of risk, and effective monitoring of performance.

	Remarks	Possible sources of evidence
G1-Probity:		
<i>The governing body demonstrates integrity and objectivity in the transaction of its business.</i>		<ul style="list-style-type: none"> ○ Relevant pages in manuals ○ Relevant University policies and procedures ○ Memos ○ <i>Interview with administrators, faculty, staff, and students</i>
Members of the organization can describe/articulate guidelines and protocols, or state where they can be found.		
The organization follows institutional processes with respect to governance because members of the governing body and management were selected based on clear guidelines and procedures.		
Administrators clearly articulate, follow, and implement the guidelines set by the governing body.		
The organization follows clear lines of communication in the transactions of business.		
<i>Various stakeholders express satisfaction with the openness and transparency in the dissemination of the governing body's decisions.</i>		
Stakeholders receive timely information of the governing body's decisions.		
Stakeholders find the governing body's decisions fair and transparent.		
Other relevant information:		

	Remarks	Possible sources of evidence
G1-Strategic vision:		
<i>There is a strategic plan of the institution, which was approved and supported by governing body.</i>		<ul style="list-style-type: none"> ○ Strategic Plan ○ Proceedings of meetings/workshops ○ <i>Interview with top management</i>
Stakeholders support the strategic plan because various sectors took part in putting it together.		
The strategic plan is consistent with the institutional vision/mission.		
There was a process followed in formulating and approving the plan.		
There are indicators for the goals/objectives of the strategic plan.		
<i>The plan articulates the means to reach the goals, including human, financial, and physical resources needed in the implementation.</i>		
Other relevant information:		
G1-Accountability:		
<i>The HEI implements its culture of quality and accountability into processes for regular internal/external audit and assessment of the institution.</i>		<ul style="list-style-type: none"> ○ Relevant pages in manuals ○ Relevant University policies and procedures ○ Memos ○ Audit Report ○ Organizational chart showing place of auditors ○ <i>Interview with administrator for finance</i>
Appropriate action is done to address concerns in internal/external audit reports performed by appropriate internal/external independent bodies.		

	Remarks	Possible sources of evidence
Frequency of audit:		
Accountability (continuation):		
<i>Funds provided by agencies and individuals are used for the intended purposes, with the governing body ensuring proper use and monitoring outcomes.</i>		<ul style="list-style-type: none"> ○ Relevant University policies and procedures ○ Work and financial plan ○ Financial report ○ Tuition fee increase implementation record ○ <i>Interviews with fund beneficiaries</i> ○ Terms and conditions
There are written specifications of terms and conditions for use of specific funds.		
The governing body ensures that they are made available in accordance with the specified terms and conditions, through clear processes.		
There are systems for monitoring and evaluation of outputs and outcomes.		
Other relevant information:		
G1-Awareness and management of risk:		
<i>The HEI is solvent, financially stable, and sustainable because of appropriate systems and structures that safeguard its assets.</i>		<ul style="list-style-type: none"> ○ Relevant University policies and procedures ○ Structure of governing body ○ <i>Interview with top management</i>
<i>The financial sustainability of the HEI results from the effective and efficient fiscal management of persons/teams clearly designated by the governing body.</i>		
Program offerings and institutional projects are supported by appropriate feasibility studies.		<ul style="list-style-type: none"> ○ Minutes of meetings
A finance team studies, manages, and evaluates major financial investments.		

	Remarks	Possible sources of evidence
<i>The HEI implements financial strategy, annual operating plans, and budgets through well-defined processes and structures.</i>		<ul style="list-style-type: none"> ○ Relevant University policies & procedures ○ Annual operating plans ○ Memos/minutes ○ <i>Interview with administrators</i>
Other relevant information:		
G1-Effective monitoring of performance:		
<i>There is a culture of quality manifested by the regular monitoring of the performance of the HEI against its planned strategies and operational targets.</i>		<ul style="list-style-type: none"> ○ Relevant University policies and procedures ○ Structure of governing body ○ Performance Audit Report
<i>Programs are kept current and relevant because the governing body is involved in their approval, performance, and monitoring.</i>		<ul style="list-style-type: none"> ○ Relevant University policies and procedures
<i>Institutional sustainability is promoted through</i>		<ul style="list-style-type: none"> ○ Minutes of board meetings ○ Relevant pages from Manuals/ Handbooks ○ <i>Interviews with administrators, faculty, staff, and students</i>
<i>a) the strategic management of the institution's land, buildings, and facilities;</i>		
<i>b) the institution's employment policies;</i>		
<i>c) arrangements for consideration of student grievances, and student discipline; and</i>		
<i>d) procedures to safeguard the health and safety of employees, students, and other individuals while they are on the institution's premises, or in other places where they may be affected by its operations.</i>		
Other relevant information:		

POSSIBLE ITEMS TO CONSIDER in the EVALUATION OF EVIDENCE:

GOVERNANCE

1. Appropriateness of the mission statement to the context of the HEI (e.g., region, market, resources)
2. Presence of governance system
3. Extent of implementation
 - a. Manner in which business is transacted (including action taken to deal with conflicts of interest)
 - b. Adequacy of reports made to the governing body
 - c. Appropriateness of responses to issues raised
 - d. Extent to which members of the governing body play an active, rather than passive role in the affairs of the institution
4. Outcomes
 - a. Policy formulation/decision making
 - b. Sustainability of operations
 - c. Monitoring
 - d. Communication systems
5. Effectiveness of implementation, based on quantity and quality of outcomes

SCORING GUIDE FOR GOVERNANCE: (Core Indicator)

Criterion: The institution's governance arrangements demonstrate probity, strategic vision, accountability, awareness and management of risk, and effective monitoring of performance.

4 *The criterion is met in all respects, at a level of excellence that provides a model for others.*

- Governance arrangements, which demonstrate all characteristics specified in the criterion, are in place.
- They are fully implemented in a manner consistent with the institution's VMGO.
- They result in excellent outcomes in the following areas:
 - policy formulation;
 - decision making
 - sustainability of operations
 - monitoring
 - communication systems
- The institution demonstrates best practices that make its governance system a model for others.

3 *The criterion is met in all respects, at a level that demonstrates good practice.*

- Governance arrangements, which demonstrate all characteristics specified in the criterion, are in place.
- They are implemented to a great extent, in a manner consistent with the institution's VMGO.
- They result in very good outcomes in the following areas:
 - policy formulation;
 - decision making
 - sustainability of operations
 - monitoring
 - communication systems
- The institution demonstrates good practice in most aspects of its governance system.

2 *The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.*

- Governance arrangements, which demonstrate most characteristics specified in the criterion, are in place.
- They are implemented to a moderate extent, in a manner consistent with the institution's VMGO.
- They result in good outcomes in the following areas:
 - policy formulation;
 - decision making
 - sustainability of operations
 - monitoring
 - communication systems
- The institution demonstrates good practice in many aspects of its governance system.

1 The criterion is met in some respects, but much improvement is needed to overcome weaknesses.

- Governance arrangements, which demonstrate some characteristics specified in the criterion, are in place.
- They are implemented to a limited extent, in a manner consistent with the institution’s VMGO.
- They result in good outcomes in the following areas:
 - policy formulation;
 - decision making
 - sustainability of operations
 - monitoring
 - communication systems
- The institution demonstrates good practice in some aspects of its governance system.

0 The criterion is not met.

- Characteristics of governance arrangements, as specified in the criterion, are not in place.
- This lack of governance arrangements results in poor outcomes in the following areas:
 - policy formulation;
 - decision making
 - sustainability of operations
 - monitoring
 - communication systems
- The institution demonstrates lack of good practices in its governance system.

Parameters	4	3	2	1	0
Presence of Governance System	<input type="checkbox"/> All characteristics in place	<input type="checkbox"/> All characteristics in place	<input type="checkbox"/> Most characteristics in place	<input type="checkbox"/> Some characteristics in place	<input type="checkbox"/> Characteristics not in place
Extent of Implementation	<input type="checkbox"/> Fully implemented	<input type="checkbox"/> Implemented to a great extent	<input type="checkbox"/> Implemented to a moderate extent	<input type="checkbox"/> Implemented to a limited extent	<input type="checkbox"/> n.a.
Outcomes: Policy Formulation Decision Making Sustainability of Operations Monitoring Communication Systems	<input type="checkbox"/> Excellent	<input type="checkbox"/> Very good	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Effectiveness of implementation, based on outcomes	<input type="checkbox"/> Best practices that make it a model system	<input type="checkbox"/> Good practice in most aspects	<input type="checkbox"/> Good practices in many aspects	<input type="checkbox"/> Good practices in some aspects	<input type="checkbox"/> Lack of good practices
Rating (please encircle)	4	3	2	1	0

OUTCOMES OF EFFECTIVE MANAGEMENT: Please list what you think are your outcomes as a result of effective management.

MANAGEMENT

The institution's management, financial control, and quality assurance arrangements are sufficient to manage existing operations and to respond to development and change.

M1-Management and financial control:		
<i>Operations are efficient, effective, and responsive to challenges and changes.</i>		<ul style="list-style-type: none"> ○ Relevant pages in Manuals ○ Relevant University policies and procedures ○ Procedures on consultation and dissemination ○ <i>Interviews with administrators, faculty, staff, and students</i>
Systems and processes reflect sound management, financial control, and quality assurance.		
The academic policies of the institution are consistent with the mission, aims, and objectives of the institution.		
Policies (financial, quality assurance and resource allocation) support the academic goals of the institution.		
Quality assurance measures are appropriate to the academic outcomes desired by the institution.		
Resources are allocated to enable the accomplishment of the institution's academic goals.		
<i>Policies and systems are designed to help the HEI meet its goals; they are developed and implemented in a manner that involves administrators, faculty, and, where appropriate, students.</i>		<ul style="list-style-type: none"> ○ Minutes and Proceedings of meetings/workshops ○ <i>Interviews with administrators, faculty, staff, and students</i>

<i>Members of the organization can explain the mission, and subscribe to the associated policies, systems, and procedures.</i>		<ul style="list-style-type: none"> ○ Memos/Brochures ○ Annual Report ○ Proceedings of consultations ○ Special programs ○ Curricula and course syllabi ○ <i>Interviews with administrators, faculty, staff, and students</i>
Management and financial control (continuation):		
Stakeholders understand and support VMGO of the institution.		<ul style="list-style-type: none"> ○ Results of studies conducted ○ <i>Interviews with administrators, faculty, staff, students, and external community</i>
Stakeholders understand and support the policies, systems, and procedures of the institution.		
<i>Stakeholders are satisfied with the governing body's and management's implementation of their commitments.</i>		<ul style="list-style-type: none"> ○ Annual report ○ Proceedings of information dissemination
<i>The institution is responsive to national policies and international developments in higher education.</i>		<ul style="list-style-type: none"> ○ Proceedings of consultations ○ Curricula ○ Program goals and objectives in line with national/intl developments ○ MOAs, MOUs
<i>The institution is able to communicate with its key stakeholders.</i>		<ul style="list-style-type: none"> ○ Samples of communications and publications ○ Minutes of meetings ○ Relevant University policies and procedures
There are mechanisms for effective feedback at different levels.		<ul style="list-style-type: none"> ○ <i>Interviews with administrators, faculty, staff, students, and external community</i>

The feedback of stakeholders is considered in the formulation of policies and procedures.		
Other relevant information:		
M1-Quality Assurance Arrangements:		
<i>The implementation of policies and the performance of programs are monitored.</i>		<ul style="list-style-type: none"> ○ Minutes of meetings on monitoring activities, addressing gaps between targets and accomplishments ○ Performance audit reports ○ Accreditation reports ○ Program recognition/ authorization
Other relevant information:		

POSSIBLE ITEMS TO CONSIDER in the EVALUATION OF EVIDENCE:

MANAGEMENT

1. Presence of management system
2. Extent of implementation
 - a. Extent to which the mission is accomplished
 - b. Extent to which management is pro-active rather than reactive
3. Outcomes
 - a. Operations
 - b. Support of stakeholders
 - c. Lines of communication
 - d. Responsiveness
 - e. Monitoring
4. Effectiveness of implementation, based on outcomes

SCORING GUIDE FOR MANAGEMENT: (Core Indicator)

Criterion: The institution's management, financial control, and quality assurance arrangements are sufficient to manage existing operations and to respond to development and change.

4 *The criterion is met in all respects, at a level of excellence that provides a model for others.*

- All management, financial control, and quality assurance arrangements are in place.
- These arrangements are fully implemented to achieve the institution's VMGO.
- They result in excellent outcomes in the following areas:
 - operations
 - support of stakeholders
 - lines of communication
 - responsiveness
 - monitoring
- The institution demonstrates best practices that make its management system a model for others.

3 *The criterion is met in all respects, at a level that demonstrates good practice.*

- All management, financial control, and quality assurance arrangements are in place.
- These arrangements are implemented to a great extent to achieve the institution's VMGO.
- They result in very good outcomes in the following areas:
 - operations
 - support of stakeholders
 - lines of communication
 - responsiveness
 - monitoring
- The institution demonstrates good practice in most aspects of their management system.

2 *The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.*

- Most management, financial control, and quality assurance arrangements are in place.
- These arrangements are implemented to a moderate extent to achieve the institution's VMGO.
- They result in good outcomes in the following areas:
 - operations
 - support of stakeholders
 - lines of communication
 - responsiveness
 - monitoring
- The institution demonstrates good practice in many aspects of their management system.

1 The criterion is met in some respects, but much improvement is needed to overcome weaknesses.

- Some management, financial control, and quality assurance arrangements are in place.
- These arrangements are implemented to limited extent to achieve the institution’s VMGO.
- They result in fair outcomes in the following areas:
 - operations
 - support of stakeholders
 - lines of communication
 - responsiveness
 - monitoring
- The institution demonstrates good practice in some aspects of their management system.

0 The criterion is not met.

- Management, financial control, and quality assurance arrangements are not in place.
- This lack of management system results in poor outcomes in the following areas:
 - operations;
 - support of stakeholders;
 - lines of communication;
 - responsiveness; and
 - monitoring.
- The institution demonstrates lack of good practices in their management system.

Parameters	4	3	2	1	0
Presence of Management System	<input type="checkbox"/> All aspects in place	<input type="checkbox"/> All aspects in place	<input type="checkbox"/> Most aspects in place	<input type="checkbox"/> Some aspects in place	<input type="checkbox"/> Aspects not in place
Extent of Implementation	<input type="checkbox"/> Fully implemented	<input type="checkbox"/> Implemented to a great extent	<input type="checkbox"/> Implemented to a moderate extent	<input type="checkbox"/> Implemented to a limited extent	<input type="checkbox"/> Not implementation
Outcomes: Operations Support of Stakeholders Lines of Communication Responsiveness Monitoring	<input type="checkbox"/> Excellent	<input type="checkbox"/> Very good	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Effectiveness of implementation, based on outcomes	<input type="checkbox"/> Best practices that make it a model system	<input type="checkbox"/> Good practice in most aspects	<input type="checkbox"/> Good practices in many aspects	<input type="checkbox"/> Good practices in some aspects	<input type="checkbox"/> Lack of good practices
Rating (please encircle)	4 3 2 1 0				

OUTCOMES OF ENABLING FEATURES: Please list what you think are your outcomes as a result of your HEI's enabling features.

ENABLING FEATURES

The institution has enabling features, such as 1) the use of Information and Communication Technology (ICT) for more efficient and effective management; and 2) viable, sustainable, and appropriate resource generation strategies to support its development plans.

	Remarks	Possible sources of evidence
EF1- Use of information and communications technology in management		
<i>The institution makes effective use of information and communications technology to manage its operations and academic affairs. (Separate from ICT for learning)</i>		<ul style="list-style-type: none"> ○ Data on distribution and utilization of ICT resources ○ Operational plan of HEI, incl. budget (acquisition, upgrading, maintenance)
The use of ICT resources makes it easier and more efficient to manage operations, including accounting, HR, purchasing, etc.		<ul style="list-style-type: none"> ○ Evidence of how the workflow and processes are improved ○ Outputs of offices using ICT ○ <i>Interviews with students, faculty, staff, and administrators</i>
The HEI's management information systems (MIS) enables more efficient management of student and faculty records, as well as planning for and implementation of academic programs, budget, etc.		<ul style="list-style-type: none"> ○ Evidence of MIS use ○ Data on distribution and utilization of ICT resources by offices ○ <i>Interviews with students, faculty, staff and administrators</i>
<i>Staff, faculty, and administrators are proficient in ICT, with the HEI providing training and/or support.</i>		<ul style="list-style-type: none"> ○ ICT programs for administrators, faculty and students ○ <i>Interviews with faculty, staff and administrators</i>
<i>There is a responsive link between ICT systems of administrative and academic offices to ensure optimal communication and use of information.</i>		<ul style="list-style-type: none"> ○ Samples of ICT applications for communication and management ○ <i>Interviews with faculty, students, staff and administrators</i>
Other relevant information:		

	Remarks	Possible sources of evidence
EF2- Resource generation strategies		
<i>The HEI implements its development plans, supported by viable, sustainable, and appropriate resource generation strategies.</i>		<ul style="list-style-type: none"> ○ Financial reports ○ Reports of completed resource generation projects ○ <i>Interviews with top-level management</i> ○ Feasibility studies ○ Annual report of HEI
The institution generates resources to supplement its tuition income.		
There are mechanisms for the institution to actively appraise potential sources of new resources to support its development plans.		
<i>The resource generation initiatives are sustainable, with the HEI taking a prudent attitude toward the management of risk.</i>		<ul style="list-style-type: none"> ○ Organizational setup ○ Institutional policies on risk management
<i>The HEI avails of resources through its links with government and non-government agencies in the Philippines and overseas.</i>		<ul style="list-style-type: none"> ○ MOAs, MOUs ○ Preliminary/Terminal reports of projects
Funds and other resources derived from specific projects produce the outcomes specified by the funder.		
<i>The monitoring and evaluation of resource generation activities enable the HEI to enhance further initiatives.</i>		<ul style="list-style-type: none"> ○ Reports on monitoring and evaluation of projects
Other relevant information:		
EF3- Other enabling features		

	Remarks	Possible sources of evidence
<i>The HEI is has other features that enable it to achieve its goals.</i>		<ul style="list-style-type: none"> ○ Reports of other initiatives ○ <i>Interviews with top-level management</i>

POSSIBLE ITEMS TO CONSIDER in the EVALUATION OF EVIDENCE:

USE OF ICT

1. Presence of a system for ICT for operations and records
2. Extent of implementation
 - a. Use of ICT to manage operations and records, within the resources available to it
 - b. Review of effectiveness of the MIS that is in place
3. Outcomes in relation to local, regional, and national development
 - a. Efficiency in delivery of services
 - b. Utilization of ICT for planning, monitoring, and assessment
4. Effectiveness of implementation, based on outcomes

RESOURCE GENERATION STRATEGIES

1. Presence of a strategy for resource generation
2. Extent of implementation and review
 - a. Strategies and action plans for resource generation
3. Outcomes in relation to local, regional, and national development
 - a. Viability
 - b. Sustainability
 - c. Appropriateness
4. Effectiveness of implementation, based on outcomes

SCORING GUIDE FOR THE ENABLING FEATURES: (Indicator)

Criterion: The institution has enabling features such as the use of Information and Communication Technology (ICT) for more efficient and effective management; and a viable, sustainable, and appropriate resource generation strategy to support its development plans.

4 *The criterion is met in all respects, at a level of excellence that provides a model for others.*

- A wide range of enabling features, such as the use of ICT and resource generation strategies, are in place.
- These enabling features are fully implemented.
- The system results in excellent outcomes, as shown by
 - Very efficient delivery of services and communication among offices and departments
 - Very effective planning, monitoring, and assessment due to ICT systems
 - Very good achievement of development plans due to availability of resources
- The institution demonstrates best practices that make their enabling features a model for others.

3 *The criterion is met in all respects, at a level that demonstrates good practice.*

- A range of enabling features, such as the use of ICT and resource generation strategies, are in place.
- These enabling features are implemented to a great extent.
- The system results in very good outcomes, as shown by
 - Efficient delivery of services and communication among offices and departments
 - Effective planning, monitoring, and assessment due to ICT systems
 - Good achievement of development plans due to availability of resources
- The institution demonstrates good practices in most aspects of their enabling features.

2 *The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.*

- Some enabling features, such as the use of ICT and resource generation strategies, are in place.
- These enabling features are implemented to a moderate extent.
- The system results in good outcomes, as shown by
 - Fairly efficient delivery of services and communication among offices and departments
 - Fair achievement of development plans due to some resources
- The institution demonstrates good practices in many aspects of their enabling features.

1 *The criterion is met in some respects, but much improvement is needed to overcome weaknesses.*

- Few enabling features, such as the use of ICT and resource generation strategies, are in place.
- These enabling features are implemented to a limited extent.
- The system results in fair outcomes, as shown by delivery of services and communication, which need some improvement
- The institution demonstrates good practices in some aspects of their enabling features.

0 The criterion is not met.

- There is no system for the use of ICT for management.
- The system results in poor outcomes, as shown by poor delivery of services and communication among offices and departments.

Parameters	4	3	2	1	0
Presence of System for ICT for management, resource generation and other enabling features	<input type="checkbox"/> All aspects in place	<input type="checkbox"/> All aspects in place	<input type="checkbox"/> Most aspects in place	<input type="checkbox"/> Some aspects in place	<input type="checkbox"/> No system in place
Extent of Implementation	<input type="checkbox"/> Fully implemented	<input type="checkbox"/> Implemented to a great extent	<input type="checkbox"/> Implemented to a moderate extent	<input type="checkbox"/> Implemented to a limited extent	<input type="checkbox"/> Not implemented
Outcomes: Achievement of development plans	<input type="checkbox"/> Excellent achievement of plans	<input type="checkbox"/> Very good achievement of plans	<input type="checkbox"/> Good achievement of plans	<input type="checkbox"/> Fair achievement of plans	<input type="checkbox"/> Poor achievement of plans
Delivery of services	<input type="checkbox"/> Very highly efficient services	<input type="checkbox"/> Highly efficient services	<input type="checkbox"/> Efficient services	<input type="checkbox"/> Less efficient services	<input type="checkbox"/> Inefficient services
Effectiveness of implementation, based on outcomes	<input type="checkbox"/> Best practices that make it a model system	<input type="checkbox"/> Good practice in most aspects	<input type="checkbox"/> Good practices in many aspects	<input type="checkbox"/> Good practices in some aspects	<input type="checkbox"/> No good practices
Rating (please encircle)	4 3 2 1 0				

PERFORMANCE MEASURES – QUALITY OF TEACHING AND LEARNING

A. Core Indicator: Setting and Achieving Program Standards

Criterion 1: Program Approval and Implementation - The institution has a system for approving programs, which takes into consideration the HEI’s VMG and resources, the desired competencies for its graduates, the development needs of the region/country, and its ability to ensure that its programs enable students to achieve the intended outcomes. It has systems to ensure effective implementation of the program to achieve the intended outcomes.

Possible outcomes: Credibility among stakeholders due to transparency of processes; Programs that are consistent with the HEI’s VMG and desired graduate competencies; Programs that are effectively implemented

Criterion 2: Program Monitoring and Review - The institution has effective arrangements for monitoring and reviewing the effectiveness of its programs.

Possible outcomes: Effective teaching and learning, outstanding student achievements, innovative and efficient program delivery, performance of graduates of the program in terms of licensure examinations and employability

Criterion 3: Action to Strengthen Programs - The institution takes effective action to address weakness, build on strengths, and to enhance performance by the dissemination of good practice.

Possible outcomes: Positive feedback on the effectiveness and impact of proposed and implemented changes

Professional Institution	The programs produce graduates with professional competencies that are relevant and responsive to the needs of society.
College	The programs produce graduates with holistic perspective and broad knowledge of issues.
University	The programs produce graduates with specialized competencies and investigative skills.

B. Core Indicator: Faculty Profile

Criterion: The institution has an adequate number of faculty members with the appropriate expertise and competence to teach the courses offered by the institution.

This section refers to the systems and processes of hiring, retaining, and developing faculty with the appropriate expertise and competence.

Possible outcomes: Student performance, rate of completion, and faculty competence

C. Core Indicator: Use of ICT and Learning Resources

Criterion: The institution makes effective use of learning resources, such as library resources, laboratories, and information and communications technology, to support student learning.

This section refers to the structures that allow faculty, students, and administrators to effectively use its learning resources.

Possible outcomes: Efficiency in delivery of services, innovative programs, utilization of ICT and library resources

OUTCOMES OF HAVING SYSTEMS FOR SETTING AND ACHIEVING PROGRAM OUTCOMES: Please list what you think are your institutional outcomes, as a result of having systems for setting and achieving program outcomes.

OUTCOMES OF HAVING SYSTEMS FOR PROGRAM MONITORING AND REVIEW: Please list what you think are your outcomes as a result of having systems for program monitoring and review.

OUTCOMES OF HAVING ACTIONS TO STRENGTHEN PROGRAMS: Please list what you think are your outcomes as a result of implementing actions to strengthen programs.

SETTING AND ACHIEVING PROGRAM STANDARDS

The institution has a system for approving programs, which takes into consideration the HEI's VMG and resources, the desired competencies for its graduates, the development needs of the region/country, and its ability to ensure that its programs enable students to achieve the intended outcomes. It has systems to ensure effective implementation of the program to achieve the intended outcomes.

The institution has effective arrangements for monitoring and reviewing the effectiveness of its programs.

The institution takes effective action to address weakness, build on strengths, and to enhance performance by the dissemination of good practice.

	Remarks	Possible sources of evidence
PS1 - Program approval:		
<i>There is a system for approving academic programs.</i>		<ul style="list-style-type: none"> ○ Relevant pages from Manuals ○ Relevant University policies and procedures ○ Program proposal/ Feasibility studies ○ Status report of existing academic programs ○ <i>Interview with administrators, faculty, and students</i>
Approval of the academic programs considers: a) the HEI's VMG; b) the HEI's resources; c) the development needs of the region/country; d) and its ability to ensure that its programs enable students to achieve the intended outcomes.		
The process of approval of academic programs is clear to stakeholders.		
Other relevant information:		

	Remarks	Possible sources of evidence
PS1 - Setting of objectives and learning outcomes:		
<i>Academic programs have clearly defined objectives and learning outcomes.</i>		<ul style="list-style-type: none"> ○ Program proposal with purposes and objectives ○ Curriculum ○ Minutes of meetings ○ Proceedings of consultations/workshops ○ <i>Interview with administrators, faculty, and students</i>
The objectives and learning outcomes of a program are aligned with the VMGO.		
There is a clear articulation of how the program develops the attributes/desired competencies of its ideal graduates.		
Faculty members are translate these objectives and learning outcomes in their courses.		
<i>Degree programs meet the subject-specific outcomes and standards promulgated by CHED.</i>		<ul style="list-style-type: none"> ○ Program proposal ○ Curricula ○ Compliance report of degree programs to CHED guidelines
<i>The institution establishes and maintains comparability of standards with other providers of equivalent level programs.</i>		<ul style="list-style-type: none"> ○ Minutes of meetings ○ Proceedings of consultations/workshops ○ Reports on Curriculum Review and Enrichment ○ Acceptance and recognition of degree programs by other local and foreign institutions ○ <i>Interview with administrators, faculty, students, and external community</i>
Other relevant information:		

	Remarks	Possible sources of evidence
PS1 - Mechanisms for effective delivery of programs:		
<i>The academic and non-academic programs are implemented based on strategic and action plans.</i>		<ul style="list-style-type: none"> ○ Strategic and action plans ○ Evaluation reports ○ Proceedings of Curriculum Review ○ PRC report (Licensure passing rates) ○ Tracer studies (Employment rate) ○ Written feedback from employers/ industry ○ <i>Interview with administrators, faculty, and students</i>
Well-trained faculty members facilitate student learning.		
Learning resources, appropriate facilities, and administrative support contribute to the creation of a proper learning environment.		
<i>Student performance is enhanced by regular evaluation and appropriate feedback.</i>		
Student assessments are valid, reliable, secure and externally verified.		<ul style="list-style-type: none"> ○ Samples of tests, other assessment tools ○ Student performance reports ○ <i>Interviews with faculty</i>
<i>Faculty performance is enhanced through regular feedback from student, peer, and supervisor evaluation.</i>		<ul style="list-style-type: none"> ○ Faculty evaluation ○ <i>Interviews with program chairs, faculty, and students.</i>
<i>Regular self-evaluation of individual programs result in program enhancement.</i>		<ul style="list-style-type: none"> ○ Evaluation reports ○ Proceedings of Curriculum Review ○ PRC report (Licensure passing rates) ○ Tracer studies (Employment rate) ○ Written feedback from employers/ industry ○ <i>Interview with administrators, faculty, and students</i>
Clear, measurable indicators are used to see if goals are met.		
Licensure passing rates (when applicable) and/or employment rates meet the institution's targets.		
Graduates, employers, and relevant stakeholders give periodic feedback regarding the implementation of programs.		
Concerned departments use the evaluations and feedback to assess the effectiveness and efficiency of their programs, and makes necessary adjustments.		

	Remarks	Possible sources of evidence
Other relevant information:		
PS1 - Matching of abilities and aptitudes:		
<i>There is a matching of the abilities and aptitudes of students to the demands of the programs to which they are recruited, as a result of policies and processes.</i>		<ul style="list-style-type: none"> ○ Admissions policies ○ Program admission requirements/standards
Other relevant information:		
PS1 -Academic support:		
<i>Students develop within their programs of study due to the academic support and counseling that are made available to them.</i>		<ul style="list-style-type: none"> ○ Academic support programs ○ List of learning resources ○ Student Progress Report ○ Retention standards ○ <i>Interviews with students</i>
<i>Students develop within their programs of study due to the timely and effective feedback on their progress.</i>		<ul style="list-style-type: none"> ○ Faculty Evaluation by students ○ Copy of faculty evaluation instrument ○ Sample grade submissions ○ <i>Interviews with Registrar (regarding grade submission) and students</i>
Students are able to consult with their teachers regarding their concerns and progress.		
<i>Students develop within their programs of study due to adequate equipment, facilities, and learning resources.</i>		<ul style="list-style-type: none"> ○ Evidence of use of available equipment, facilities, and learning resources ○ Mechanisms for access of resources ○ <i>Interviews with students</i>
Students are able to access the learning resources easily.		
The faculty members and program managers regularly look into the upgrade of equipment, facilities, and learning resources, when possible.		

	Remarks	Possible sources of evidence
Other relevant information:		
PS2- Monitoring and Review:		
<i>There is periodic program monitoring and review by the HEI, which ensure that:</i>		
<ul style="list-style-type: none"> • Programs remain current and valid in the light of developments in the relevant field of study and related employment; 		<ul style="list-style-type: none"> ○ Program Evaluation Reports ○ Written feedback from employers ○ Minutes of meetings ○ Proceedings of consultations/workshops ○ <i>Interview with faculty, students, and external community</i>
<ul style="list-style-type: none"> • The coherence of programs with multiple elements or alternative modes of delivery is secured and maintained; 		<ul style="list-style-type: none"> ○ Exit evaluation of students ○ Curricula ○ Description of elements/alternative delivery modes ○ <i>Interview with faculty, and students</i>
<ul style="list-style-type: none"> • There is an effective link between academic planning and resource allocation; and 		<ul style="list-style-type: none"> ○ Budget ○ Strategic/operational plan
<ul style="list-style-type: none"> • Graduate programs (when applicable) are supported by relevant research or other advanced scholarship 		<ul style="list-style-type: none"> ○ Research proposals ○ Terminal reports ○ Publications
Other relevant information:		

	Remarks	Possible sources of evidence
PS3 – Action to Strengthen Programs:		
<i>The HEI implements improvements that address the formation of their ideal graduate, which in turn depends on their vision and HEI type.</i>		<ul style="list-style-type: none"> ○ Proceedings of consultations/workshops ○ Memos regarding improvements in program delivery ○ <i>Interviews with faculty, students, and external community</i>
The institution responds to matters that are raised through self-evaluation, formal internal monitoring, or external review.		
The feedback from faculty, students, employers, and other stakeholders is evaluated and acted upon.		
<i>There are mechanisms for disseminating good practice throughout the institution.</i>		<ul style="list-style-type: none"> ○ Memos ○ Proceedings of workshops ○ Minutes of meetings ○ Seminars ○ Publications ○ Copies of programs of activities
<i>Weaknesses in student performance are identified and acted upon.</i>		<ul style="list-style-type: none"> ○ Tracking system ○ Academic reports ○ Special programs to improve student performance ○ <i>Interviews with guidance counselors, faculty, and students</i>
Other relevant information:		

POSSIBLE ITEMS TO CONSIDER in the EVALUATION OF EVIDENCE:

SETTING AND ACHIEVING PROGRAM STANDARDS

PROGRAM APPROVAL AND IMPLEMENTATION

1. Presence of program approval mechanism, including mechanisms to ensure that program objectives are attained
2. Extent of implementation
 - a. Comparison of learning outcomes with CHED standards
 - b. Analysis of program content
3. Outcomes
 - a. Credibility among stakeholders due to transparency of processes
 - b. Programs that are consistent with the HEI's VMG
 - c. Development of desired graduate competencies
4. Effectiveness of implementation, based on outcomes

PROGRAM MONITORING AND REVIEW

1. Presence of mechanisms for program monitoring and review, especially in the areas of:
 - a. Curriculum content
 - b. Learning outcomes
 - c. Admission policies
 - d. Feedback on student progress, academic support and counseling
 - e. Learning resources
 - f. Program delivery
2. Extent of implementation
 - a. Assessment of the relative rigor and thoroughness of monitoring
 - b. Action taken in response to monitoring
 - c. Student and staff perceptions of whether improvements had resulted from monitoring
3. Outcomes
 - a. Teaching and learning
 - b. Students' achievements
 - c. Licensure examinations (average passing rate in the past 5 years)
 - d. Employability (% of graduates)
4. Effectiveness of implementation, based on outcomes

ACTION TO STRENGTHEN PROGRAMS

1. Presence of mechanisms to strengthen programs, especially in the following areas:
 - a. Self-evaluation and formal internal monitoring
 - b. External review
 - c. Student evaluation
 - d. Dissemination of good practice
2. Extent of implementation
3. Outcomes
 - a. Student performance
 - b. Feedback, especially effectiveness and impact of changes proposed and implemented
4. Effectiveness of implementation, based on outcomes

SCORING GUIDE FOR SETTING AND ACHIEVING PROGRAM STANDARDS: (Core Indicator)

Criterion 1: Program Approval - The institution sets the objectives and learning outcomes of its programs at appropriate levels and has effective mechanisms to ensure that its programs achieve those objectives and enable students to achieve the intended outcomes.

4 *The criterion is met in all respects, at a level of excellence that provides a model for others.*

- All aspects of a mechanism for program approval are in place, including mechanisms to ensure that program objectives and learning outcomes are attained.
- These arrangements are fully implemented in a manner consistent with the institution's VMGO.
- They result in excellent outcomes in the following areas:
 - Credibility among stakeholders due to transparency of processes
 - Programs that are consistent with the HEI's VMG
 - Development of desired graduate competencies
- The institution demonstrates best practices that make their program approval mechanism a model for others.

3 *The criterion is met in all respects, at a level that demonstrates good practice.*

- All aspects of a mechanism for program approval are in place, including mechanisms to ensure that program objectives and learning outcomes are attained.
- These arrangements are implemented to a great extent in a manner consistent with the institution's VMGO.
- They result in very good outcomes in the following areas:
 - Credibility among stakeholders due to transparency of processes
 - Programs that are consistent with the HEI's VMG
 - Development of desired graduate competencies
- The institution demonstrates good practices in most aspects of their program approval mechanism.

2 *The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.*

- Most aspects of a mechanism for program approval are in place, including mechanisms to ensure that program objectives and learning outcomes are attained.
- These arrangements are implemented to a moderate extent in a manner consistent with the institution's VMGO.
- They result in good outcomes in the following areas:
 - Credibility among stakeholders due to transparency of processes
 - Programs that are consistent with the HEI's VMG
 - Development of desired graduate competencies
- The institution demonstrates good practices in many aspects of their program approval mechanism.

1 The criterion is met in some respects, but much improvement is needed to overcome weaknesses.

- Some aspects of a mechanism for program approval are in place, including mechanisms to ensure that program objectives and learning outcomes are attained.
- These arrangements are implemented to a limited extent in a manner consistent with the institution’s VMGO.
- They result in fair outcomes in the following areas:
 - Credibility among stakeholders due to transparency of processes
 - Programs that are consistent with the HEI’s VMG
 - Development of desired graduate competencies
- The institution demonstrates good practices in some aspects of their program approval mechanism.

0 The criterion is not met.

- There is no mechanism for program approval.
- They result in poor outcomes in the following areas:
 - Credibility among stakeholders due to transparency of processes
 - Programs that are consistent with the HEI’s VMG
 - Development of desired graduate competencies

Parameters	4	3	2	1	0
Presence of Mechanism for Program Approval and Implementation	<input type="checkbox"/> All aspects in place	<input type="checkbox"/> All aspects in place	<input type="checkbox"/> Most aspects in place	<input type="checkbox"/> Some aspects in place	<input type="checkbox"/> Aspects not in place
Extent of Implementation	<input type="checkbox"/> Fully implemented	<input type="checkbox"/> Implemented to a great extent	<input type="checkbox"/> Implemented to a moderate extent	<input type="checkbox"/> Implemented to a limited extent	<input type="checkbox"/> Not implemented
Outcomes: Credibility among stakeholders due to transparency of processes Programs that are consistent with the HEI’s VMG Development of desired graduate competencies	<input type="checkbox"/> Excellent	<input type="checkbox"/> Very good	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Effectiveness of implementation, based on outcomes	<input type="checkbox"/> Best practices that make it a model mechanism	<input type="checkbox"/> Good practice in most aspects	<input type="checkbox"/> Good practices in many aspects	<input type="checkbox"/> Good practices in some aspects	<input type="checkbox"/> No good practices
Rating (please encircle)	4 3 2 1 0				

Criterion 2: Program Monitoring and Review - The institution has effective arrangements for monitoring and reviewing the effectiveness of its programs.

4 *The criterion is met in all respects, at a level of excellence that provides a model for others.*

- All aspects of program monitoring and review are in place, as shown by the mechanisms for the following areas:
 - Curriculum content
 - Admission policies
 - Learning outcomes
 - Learning resources
 - Program delivery
 - Feedback on student progress, academic support and counseling
- These arrangements are fully implemented for very highly effective monitoring and review.
- They result in excellent outcomes in the following areas:
 - Teaching and learning
 - Students' achievements
 - Licensure examinations (higher than national passing rate in the past 5 years)
 - Employability (average of at least 80% of graduates in the past 5 years)
- The institution demonstrates best practices that make their program monitoring and review mechanism a model for others.

3 *The criterion is met in all respects, at a level that demonstrates good practice.*

- All aspects of program monitoring and review are in place, as shown by the mechanisms for the following areas:
 - Curriculum content
 - Admission policies
 - Learning outcomes
 - Learning resources
 - Program delivery
 - Feedback on student progress, academic support and counseling
- These arrangements are implemented to a great extent, for highly effective monitoring and review.
- They result in very good outcomes in the following areas:
 - Teaching and learning
 - Students' achievements
 - Licensure examinations (at least equal to the national passing rate in the past 5 years)
 - Employability (average of at least 70% of graduates)
- The institution demonstrates good practices in most aspects of their program monitoring and review mechanism.

2 *The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.*

- Most aspects of program monitoring and review are in place, as shown by the mechanisms for most of the following areas:
 - Curriculum content
 - Admission policies
 - Learning outcomes
 - Learning resources
 - Program delivery
 - Feedback on student progress, academic support and counseling
- These arrangements are implemented to a moderate extent, for effective monitoring and review.
- They result in good outcomes in the following areas:
 - Teaching and learning
 - Students' achievements
 - Licensure examinations (at least 0.8 of the national passing rate of in the past 5 years)
 - Employability (average of at least 60% of graduates in the past 5 years)

- The institution demonstrates good practices in many aspects of their program monitoring and review mechanism.

1 *The criterion is met in some respects, but much improvement is needed to overcome weaknesses.*

- Some aspects of program monitoring and review are in place, as shown by the mechanisms for some of the following areas:
 - Curriculum content
 - Admission policies
 - Learning outcomes
 - Learning resources
 - Program delivery
 - Feedback on student progress, academic support and counseling
- These arrangements are implemented to a limited extent, for very highly effective monitoring and review.
- They result in fair outcomes in the following areas:
 - Teaching and learning
 - Students' achievements
 - Licensure examinations (at least 0.5 of the national passing rate of in the past 5 years)
 - Employability (average of at least 50% of graduates in the past 5 years)
- The institution demonstrates good practices in many aspects of their program monitoring and review mechanism.

0 *The criterion is not met.*

- There is no mechanism for any of the areas specified:
 - Curriculum content
 - Admission policies
 - Learning outcomes
 - Learning resources
 - Program delivery
 - Feedback on student progress, academic support and counseling
- They result in poor outcomes in the following areas:
 - Teaching and learning
 - Students' achievements
 - Licensure examinations (less than 0.5 of the national average passing rate in the past 5 years)
 - Employability (average of below 50% of graduates in the past 5 years)

Parameters	4	3	2	1	0
Presence of Mechanisms for Program Monitoring Curriculum Content Learning Outcomes Admission Policies Feedback on Student Progress, Acad. Support and Counseling Learning Resources Program Delivery	<input type="checkbox"/> All aspects in place; <input type="checkbox"/> Mechanisms for all the areas specified	<input type="checkbox"/> All aspects in place; <input type="checkbox"/> Mechanisms for all the areas specified	<input type="checkbox"/> Most aspects in place; <input type="checkbox"/> Mechanisms for most of the areas specified	<input type="checkbox"/> Some aspects in place; Mechanisms for some of the areas specified	<input type="checkbox"/> No mechanisms; process done as needed
Extent of Implementation	<input type="checkbox"/> Fully implemented	<input type="checkbox"/> Implemented to a great extent	<input type="checkbox"/> Implemented to a moderate extent	<input type="checkbox"/> Implemented to a limited extent	<input type="checkbox"/> n.a.
Outcomes: Teaching and Learning Students' Achievements Licensure Examinations Employability	<input type="checkbox"/> Excellent <input type="checkbox"/> Higher than NPR <input type="checkbox"/> At least 80%	<input type="checkbox"/> Very good <input type="checkbox"/> At least = NPR <input type="checkbox"/> At least 70%	<input type="checkbox"/> Good <input type="checkbox"/> At least 0.8 of NPR <input type="checkbox"/> At least 60%	<input type="checkbox"/> Fair <input type="checkbox"/> At least 0.5 of NPR <input type="checkbox"/> At least 50%	<input type="checkbox"/> Poor <input type="checkbox"/> Below 0.5 of NPR <input type="checkbox"/> Below 50%
Effectiveness of implementation, based on outcomes	<input type="checkbox"/> Best practices that make it a model system	<input type="checkbox"/> Good practice in most aspects	<input type="checkbox"/> Good practices in many aspects	<input type="checkbox"/> Good practices in some aspects	<input type="checkbox"/> No good practices
Rating (please encircle)	4	3	2	1	0

Criterion 3: Action to Strengthen Programs - The institution takes effective action to address weakness, build on strengths, and to enhance performance by the dissemination of good practice.

4 *The criterion is fully met, and elements of it are achieved at a level of excellence that provides a model for others.*

- Mechanisms for addressing weaknesses, strengthening programs, and enhancing performance are in place for all of the following areas:
 - Self-evaluation and formal internal monitoring
 - External review
 - Student evaluation
 - Dissemination of good practice
- These mechanisms are fully implemented.
- They result in programs that have very big impact on student performance and generate excellent feedback.
- The institution demonstrates best practices that make their mechanisms for strengthening programs models for others.

3 *The criterion is met, with most elements demonstrating good practice.*

- Mechanisms for addressing weaknesses, strengthening programs, and enhancing performance are in place for three of the following areas:
 - Self-evaluation and formal internal monitoring
 - External review
 - Student evaluation
 - Dissemination of good practice
- These mechanisms are implemented to a great extent.
- They result in programs that have big impact on student performance and generate very good feedback.
- The institution demonstrates good practices in most of their mechanisms for strengthening programs.

2 *The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.*

- Mechanisms for addressing weaknesses, strengthening programs, and enhancing performance are in place for two of the following areas:
 - Self-evaluation and formal internal monitoring
 - External review
 - Student evaluation
 - Dissemination of good practice
- These mechanisms are implemented to a moderate extent.
- They result in programs that have impact on student performance and generate good feedback.
- The institution demonstrates good practices in many of their mechanisms for strengthening programs.

1 The criterion is met in some respects, but much improvement is needed to overcome weaknesses.

- Mechanisms for addressing weaknesses, strengthening programs, and enhancing performance are in place for one of the following areas:
 - Self-evaluation and formal internal monitoring
 - External review
 - Student evaluation
 - Dissemination of good practice
- These mechanisms are implemented to a limited extent.
- They result in programs that have some impact on student performance.
- The institution demonstrates good practices in some of their mechanisms for strengthening programs.

0 The criterion is not met.

- There are no mechanisms for strengthening programs in any of the following areas:
 - Self-evaluation and formal internal monitoring
 - External review
 - Student evaluation
 - Dissemination of good practice
- They result in programs that have little or no impact on student performance and generate poor feedback.

Parameters	4	3	2	1	0
Presence of Mechanisms for Strengthening Programs Internal Monitoring External Review Student Evaluation Dissemination of Good Practice	<input type="checkbox"/> All aspects in place; <input type="checkbox"/> Mechanisms for all the areas specified	<input type="checkbox"/> All aspects in place; <input type="checkbox"/> Mechanisms for all the areas specified	<input type="checkbox"/> Most aspects in place; <input type="checkbox"/> Mechanisms for most of the areas specified	<input type="checkbox"/> Some aspects in place; <input type="checkbox"/> Mechanisms for some of the areas specified	<input type="checkbox"/> No mechanisms; process done as needed
Extent of Implementation	<input type="checkbox"/> Fully implemented	<input type="checkbox"/> Implemented to a great extent	<input type="checkbox"/> Implemented to a moderate extent	<input type="checkbox"/> Implemented to a limited extent	<input type="checkbox"/> Not implemented
Outcomes: Student Performance Feedback on Programs	<input type="checkbox"/> Very big impact <input type="checkbox"/> Excellent	<input type="checkbox"/> Big impact <input type="checkbox"/> Very Good	<input type="checkbox"/> Impact <input type="checkbox"/> Good	<input type="checkbox"/> Some impact <input type="checkbox"/> Little or none	<input type="checkbox"/> Little or no impact <input type="checkbox"/> Poor
Effectiveness of implementation, based on outcomes	<input type="checkbox"/> Best practices that make them model mechanisms	<input type="checkbox"/> Good practice in most of the mechanisms	<input type="checkbox"/> Good practices in many of the mechanisms	<input type="checkbox"/> Good practices in some of the mechanisms	<input type="checkbox"/> No good practices
Rating (please encircle)	4 3 2 1 0				

Overall Rating for the Core Indicator:

Parameters	4	3	2	1	0
Presence of Mechanisms Program Approval and Implementation Program Monitoring and Review Action to Strengthen Programs	<input type="checkbox"/> All aspects in place; <input type="checkbox"/> Mechanisms for all the areas specified	<input type="checkbox"/> All aspects in place; <input type="checkbox"/> Mechanisms for all the areas specified	<input type="checkbox"/> Most aspects in place; <input type="checkbox"/> Mechanisms for most of the areas specified	<input type="checkbox"/> Some aspects in place; <input type="checkbox"/> Mechanisms for some of the areas specified	<input type="checkbox"/> No mechanisms; process done as needed
Extent of Implementation	<input type="checkbox"/> Fully implemented	<input type="checkbox"/> Implemented to a great extent	<input type="checkbox"/> Implemented to a moderate extent	<input type="checkbox"/> Implemented to a limited extent	<input type="checkbox"/> Not implemented
Outcomes: Student Performance Employability	<input type="checkbox"/> Very big impact <input type="checkbox"/> Excellent	<input type="checkbox"/> Big impact <input type="checkbox"/> Very Good	<input type="checkbox"/> Impact <input type="checkbox"/> Good	<input type="checkbox"/> Some impact <input type="checkbox"/> Little or none	<input type="checkbox"/> Little or no impact <input type="checkbox"/> Poor
Effectiveness of implementation, based on outcomes	<input type="checkbox"/> Best practices that make them model mechanisms	<input type="checkbox"/> Good practice in most of the mechanisms	<input type="checkbox"/> Good practices in many of the mechanisms	<input type="checkbox"/> Good practices in some of the mechanisms	<input type="checkbox"/> No good practices
Rating (please encircle)	4 3 2 1 0				

	Rating
Criterion 1: Program Approval and Implementation	
Criterion 2: Program Monitoring and Review	
Criterion 3: Action to Strengthen Programs	
Core Indicator: Setting and Achieving Program Standards	

OUTCOMES OF QUALITY FACULTY PROFILE: Please list what you think are your outcomes as a result of having quality faculty profile.

FACULTY PROFILE

The institution has an adequate number of faculty members with the appropriate expertise and competence to teach the courses offered by the institution.

	Remarks	Possible sources of evidence
FPI – System for faculty hiring, evaluation and development:		
<i>HEI documents show clear criteria for hiring, retention, and promotion.</i>		<ul style="list-style-type: none"> ○ Relevant pages from Faculty manual ○ Relevant University policies and procedures ○ <i>Interviews with faculty, chairs, and administrators</i>
The compensation structure allows for the retention of qualified faculty.		
<i>Teachers improve their performance because of feedback from regular evaluation.</i>		<ul style="list-style-type: none"> ○ Relevant pages from Faculty Manual ○ Instruments for faculty evaluation by peers/chairs/students ○ <i>Interview with faculty, chairs, and deans</i>
<i>The faculty development program has helped improve the quality of teaching.</i>		<ul style="list-style-type: none"> ○ Faculty development programs ○ Faculty evaluation by peers/chairs/students ○ <i>Interview with faculty and chairs</i>
The faculty development program provides training in pedagogy, and offers formal qualifications in teaching.		
<i>There are incentives for faculty to undergo professional development.</i>		<ul style="list-style-type: none"> ○ Relevant pages from Faculty Manual ○ Faculty development program ○ Process for merit and promotions
<i>There is a good proportion of faculty active in professional organizations and inter-agency committees.</i>		<ul style="list-style-type: none"> ○ List of faculty involvement in professional organizations and inter-agency committees
Other relevant information:		

	Remarks	Possible sources of evidence
FP1 - Teaching expertise and competence:		
<i>Faculty competence is assured because:</i>		<ul style="list-style-type: none"> ○ Faculty roster ○ Teaching assignments ○ Faculty activity reports ○ Proceedings of conferences ○ Course syllabi ○ <i>Interview with faculty</i>
A good proportion of faculty is teaching subjects related to their MA or PhD degrees, professional qualifications, or industrial experience		
A good proportion of faculty is fully up to date with developments in their academic field and has mastery of the content and contexts of the programs they teach		
<i>Faculty members accept willingly the full range of responsibilities of a higher education teacher to promote and facilitate the learning of students.</i>		<ul style="list-style-type: none"> ○ Course syllabi ○ Special programs ○ Samples of performance assessment of students ○ List of faculty involved in co- and extra-curricular programs ○ Faculty evaluation by peers/chairs/students ○ <i>Interviews with administrators and faculty</i>
Faculty members continue to update themselves to improve instructional competencies.		
Faculty members employ innovative strategies to facilitate learning.		
The faculty members employ strategies to make sure that students' higher order thinking skills are developed.		
<i>Students are able to consult with the faculty.</i>		<ul style="list-style-type: none"> ○ Faculty evaluation by students ○ Programs for faculty consultation with students ○ <i>Interviews with students</i>
Other relevant information:		

POSSIBLE ITEMS TO CONSIDER in the EVALUATION OF EVIDENCE:

1. Presence of system for
 - a. Faculty hiring
 - b. Retention
 - c. Development
2. Extent of implementation
3. Outcomes in relation to local, regional, and national development
 - a. Student performance
 - b. Rate of completion
 - c. Faculty competence
4. Effectiveness of implementation, based on outcomes

SCORING GUIDE FOR FACULTY PROFILE: (Core Indicator)

Criterion: The institution has an adequate number of faculty members with the appropriate expertise and competence to teach the courses offered by the institution.

4 *The criterion is met in all respects, at a level of excellence that provides a model for others.*

- All aspects of a well-established systems and processes for faculty hiring, retention, and development are in place.
- These mechanisms are fully implemented.
- These result in excellent outcomes, reflected in student performance, rate of completion, faculty competence, and faculty retention.
- The institution demonstrates best practices that make their system for faculty hiring, retention, and development a model for others.

3 *The criterion is met in all respects, at a level that demonstrates good practice.*

- All aspects of systems and processes for faculty hiring, retention, and development are in place.
- These mechanisms are implemented to a great extent.
- They result in very good outcomes, reflected in student performance, rate of completion, faculty competence, and faculty retention.
- The institution demonstrates good practices in most aspects of their system for faculty hiring, retention, and development.

2 *The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.*

- Most aspects of systems and processes for faculty hiring, retention, and development are in place.
- These mechanisms are implemented to a moderate extent.
- They result in good outcomes, reflected in student performance, rate of completion, faculty competence, and faculty retention.
- The institution demonstrates good practices in many aspects of their system for faculty hiring, retention, and development.

1 *The criterion is met in some respects, but much improvement is needed to overcome weaknesses.*

- Some aspects of systems and processes for faculty hiring, retention, and development are in place.
- These mechanisms are implemented to a limited extent.
- They result in fair outcomes, reflected in student performance, rate of completion, faculty competence, and faculty retention.
- The institution demonstrates good practices in some aspects of their system for faculty hiring, retention, and development.

0 *The criterion is not met.*

- There is no system for faculty hiring, retention, and development.
- This results in poor outcomes, reflected in student performance, rate of completion, and faculty competence.

Parameters	4	3	2	1	0
Presence of System for Faculty Hiring, Evaluation, Development	<input type="checkbox"/> All aspects in place; well-established	<input type="checkbox"/> All aspects in place	<input type="checkbox"/> Most aspects in place	<input type="checkbox"/> Some aspects in place	<input type="checkbox"/> No system in place
Extent of Implementation	<input type="checkbox"/> Fully implemented	<input type="checkbox"/> Implemented to a great extent	<input type="checkbox"/> Implemented to a moderate extent	<input type="checkbox"/> Implemented to a limited extent	<input type="checkbox"/> Not implemented
Outcomes: Student Performance Rate of Completion Faculty Competence	<input type="checkbox"/> Excellent	<input type="checkbox"/> Very good	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Effectiveness of implementation, based on outcomes	<input type="checkbox"/> Best practices that make it a model system	<input type="checkbox"/> Good practice in most aspects	<input type="checkbox"/> Good practices in many aspects	<input type="checkbox"/> Good practices in some aspects	<input type="checkbox"/> No good practices
Rating (please encircle)	4 3 2 1 0				

OUTCOMES OF THE USE OF ICT AND LEARNING RESOURCES: Please list what you think are your outcomes as a result of using ICT and learning resources for teaching and learning.

USE OF ICT AND LEARNING RESOURCES

The institution makes effective use of learning resources, such as library resources, laboratories, and information and communications technology, to support student learning.

	Remarks	Possible sources of evidence
LR1- Library resources		
<i>Students and faculty productivity is improved because of their access to updated library resources.</i>		<ul style="list-style-type: none"> ○ Library guidelines ○ Library holdings ○ System for acquisitions ○ <i>Interviews with library staff, faculty and students</i>
The library regularly reviews and upgrades its holdings.		
Faculty can recommend books and other resources to the library		
Other relevant information:		
LR1- Laboratories, Equipment, and Facilities		
<i>Students and faculty productivity is improved because of their access to laboratories, equipment, and facilities that may be needed to learn particular skills in programs.</i>		<ul style="list-style-type: none"> ○ Availability of appropriate laboratories, equipment, and facilities ○ <i>Interviews with faculty and students</i>
Other relevant information:		

	Remarks	Possible sources of evidence
LR1- Use of ICT		
<i>The institution sees to it that ICT resources are properly allocated.</i>		<ul style="list-style-type: none"> ○ Operational plan of HEI, incl. budget (acquisition, upgrading, maintenance) ○ Data on distribution and utilization of ICT resources ○ <i>Interviews with faculty and students</i>
<i>The institution has achieved its intentions of using ICT to support student learning.</i>		<ul style="list-style-type: none"> ○ Data on distribution and utilization of ICT resources ○ List of courses using ICT ○ Outputs of students using ICT ○ <i>Interviews with faculty and students</i>
<i>Training for the use of ICT to support learning is made available to faculty.</i>		<ul style="list-style-type: none"> ○ ICT programs for faculty and students ○ <i>Interviews with students</i>
<i>Training for the use of ICT facilities is made available to students.</i>		
<i>There is a good ratio of students to terminals and other equipment.</i>		<ul style="list-style-type: none"> ○ Data on distribution and utilization of ICT resources ○ <i>Interviews with students</i>
Other relevant information:		

POSSIBLE ITEMS TO CONSIDER in the EVALUATION OF EVIDENCE:

1. Presence of a system for ICT and learning resources
2. Extent of implementation
 - a. Extent to which the institution has made use of ICT to support learning, within the resources available to it
 - b. Effectiveness of the learning resources that are in place
3. Outcomes in relation to local, regional, and national development
 - a. Efficiency in delivery of services
 - b. Innovative programs
 - c. Utilization of ICT and learning resources
4. Effectiveness of implementation, based on outcomes

SCORING GUIDE FOR THE USE OF ICT AND LEARNING RESOURCES: (Indicator)

Criterion: The institution makes effective use of information and communications technology and learning resources to support student learning and to manage its academic affairs.

4 *The criterion is met in all respects, at a level of excellence that provides a model for others.*

- A wide range of learning resources, such as ICT, library resources, laboratories, equipment, and other facilities, are in place.
- Systems for the effective use of these learning resources are fully implemented.
- These systems result in excellent outcomes, as shown by
 - Very efficient delivery of academic support services
 - Very good performance of students and faculty
- The institution demonstrates best practices that make their use of these learning resources a model for others.

3 *The criterion is met in all respects, at a level that demonstrates good practice.*

- A range of learning resources, such as ICT, library resources, laboratories, equipment, and other facilities, are in place.
- Systems for the effective use of these learning resources are implemented to a great extent.
- These systems result in very good outcomes, as shown by
 - Efficient delivery of academic support services
 - Good performance of students and faculty
- The institution demonstrates good practices in most aspects of their use of these learning resources.

2 *The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.*

- Learning resources, such as ICT, library resources, laboratories, equipment, and other facilities, are in place.
- Systems for the effective use of these learning resources are implemented to a moderate extent.
- These systems result in good outcomes, as shown by
 - Fairly efficient delivery of academic support services
 - Fair performance of students and faculty
- The institution demonstrates good practices in many aspects of their use of these learning resources.

1 *The criterion is met in some respects, but much improvement is needed to overcome weaknesses.*

- Learning resources, such as ICT, library resources, laboratories, equipment, and other facilities, are in place.
- Systems for the effective use of these learning resources are implemented to a limited extent.
- These systems result in fair outcomes, as shown by
 - Delivery of academic support services that need improvement
 - Fair performance of students and faculty
- The institution demonstrates good practices in some aspects of their use of these learning resources.

0 The criterion is not met.

- There is no system for the use of ICT and learning resources.
- The system results in poor outcomes.

Parameters	4	3	2	1	0
Presence of System for ICT, library resources, and other learning resources	<input type="checkbox"/> All aspects in place	<input type="checkbox"/> All aspects in place	<input type="checkbox"/> Most aspects in place	<input type="checkbox"/> Some aspects in place	<input type="checkbox"/> No system in place
Extent of Implementation	<input type="checkbox"/> Fully implemented	<input type="checkbox"/> Implemented to a great extent	<input type="checkbox"/> Implemented to a moderate extent	<input type="checkbox"/> Implemented to a limited extent	<input type="checkbox"/> Not implemented
Outcomes: Delivery of services	<input type="checkbox"/> Very highly efficient	<input type="checkbox"/> Highly efficient	<input type="checkbox"/> Efficient	<input type="checkbox"/> Less efficient	<input type="checkbox"/> Inefficient
Academic performance of students	<input type="checkbox"/> Excellent	<input type="checkbox"/> Very good	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Effectiveness of implementation, based on outcomes	<input type="checkbox"/> Best practices that make it a model system	<input type="checkbox"/> Good practice in most aspects	<input type="checkbox"/> Good practices in many aspects	<input type="checkbox"/> Good practices in some aspects	<input type="checkbox"/> No good practices
Rating (please encircle)	4 3 2 1 0				

PERFORMANCE MEASURES – QUALITY OF PROFESSIONAL EXPOSURE, RESEARCH, AND CREATIVE WORK

A. Indicator: Professional Exposure

Criterion: The institution has programs that allow students to practice their learned competencies in view of their future careers, such as programs for practicum, internship, and on-the-job training (OJT).

Possible outcomes: Collaboration of sectors and programs, which are relevant and responsive to the needs of society

B. Indicator: Research Capability

Criterion: The institution has a research community of faculty, postgraduate students and postdoctoral research workers that fosters and supports creative research and other advanced scholarly activity.

Possible outcomes: Publications, highly functional and relevant research programs

C. Indicator: Creative Work and/or Innovation

Criterion: The institution has programs that promote creative work and/or innovation in the arts and humanities, science and technology, social sciences, and/or management science.

Possible outcomes: Patents and awards

OUTCOMES OF HAVING PROGRAMS FOR PROFESSIONAL EXPOSURE: Please list what you think are your outcomes as a result of having programs for professional exposure.

PROFESSIONAL EXPOSURE

The institution has programs that allow students to practice their learned competencies in view of their future careers, such as programs for practicum, internship, and on-the-job training (OJT).

	Remarks	Possible sources of evidence
PE1- Professional Exposure		
<i>Students practice competencies in real settings through the institution's overall strategy for the professional exposure of its students.</i>		<ul style="list-style-type: none"> ○ Description of professional exposure programs ○ MOA/MOU with companies
<i>The institution's professional exposure programs (e.g., OJT, practicum, internship) develop competencies relevant to workplace needs.</i>		<ul style="list-style-type: none"> ○ Strategic plan ○ Description of professional exposure programs ○ MOA/MOU with companies ○ MOA/MOU with international companies or institutions ○ Employment rates ○ <i>Ideally, one outcome passing rate in licensure exams, but this can only be considered if the licensure exams include applications-based components that could be learned from the professional exposure programs</i>
The professional exposure programs consider competencies relevant to national needs and priorities.		
The professional exposure programs develop global competitiveness.		
The professional exposure programs give better opportunities for graduates to be employed in the relevant industry or profession.		
<i>Faculty members have professional experiences that contribute to the exposure of the students.</i>		<ul style="list-style-type: none"> ○ Evidence of mentoring/consultations of students with faculty
Other relevant information:		

POSSIBLE ITEMS TO CONSIDER in the EVALUATION OF EVIDENCE:

1. Presence of professional exposure programs (e.g., OJT, practicum, internship)
 - a. Level of skills
 - b. Collaboration with industry or professional groups
2. Extent of implementation
 - a. Relevance of professional exposure programs
 - b. Adequacy of resources
 - c. Mechanisms to ensure professional exposure
 - d. Linkage with industry or professional groups
3. Outcomes
 - a. Very good employment rates
4. Effectiveness of implementation, based on outcomes

SCORING GUIDE FOR PROFESSIONAL EXPOSURE: (Indicator)

Criterion: The institution has programs that allow students to practice their learned competencies in view of their future careers, such as programs for practicum, internship, and on-the-job training (OJT).

4 The criterion is fully met, and elements of it are achieved at a level of excellence that provides a model for others.

- There are professional exposure programs that allow students to practice extensively and intensively their learned competencies.
- Professional exposure programs, with the following characteristics, are fully implemented:
 - Very relevant professional exposure programs
 - Very adequate resources
 - Well-defined mechanisms to ensure professional exposure
 - Very active linkage with industry or professional groups
- They result in excellent outcomes as shown by very high employment rates of their graduates.
- The institution demonstrates best practices that make their professional exposure programs a model for others.

3 The criterion is met, with most elements demonstrating good practice.

- There are professional exposure programs that allow students to practice extensively their learned competencies.
- Professional exposure programs, with the following characteristics, are implemented to a great extent:
 - Relevant professional exposure programs
 - Adequate resources
 - Well-defined mechanisms to ensure professional exposure
 - Active linkage with industry or professional groups
- They result in very good outcomes as shown by high employment rates of their graduates.
- The institution demonstrates good practices in most aspects of their professional exposure programs.

2 The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.

- There are professional exposure programs that allow students to practice their learned competencies.
- Professional exposure programs, with the following characteristics, are implemented to a moderate extent:
 - Relevant professional exposure programs
 - Available resources
 - Mechanisms toward professional exposure
 - Linkage with industry or professional groups
- They result in satisfactory outcomes as shown by employment rates of their graduates.
- The institution demonstrates good practices in many aspects of their professional exposure programs.

1 The criterion is met in some respects, but much improvement is needed to overcome weaknesses.

- There are professional exposure programs that allow students to practice some of their learned competencies.
- Professional exposure programs, with the following characteristics, are implemented to a limited extent:
 - Some resources
 - Mechanisms toward professional exposure
 - Linkage with industry or professional groups
- They result in outcomes that need improvement as shown by employment rates of their graduates.
- The institution demonstrates good practices in some aspects of their professional exposure programs.

0 The criterion is not met.

- There is no professional exposure program.
- They result in poor outcomes as shown by lack of employment of their graduates.

Parameters	4	3	2	1	0
Presence of Professional Exposure Programs OJT Practicum Internship Others	Promote <input type="checkbox"/> Professional practice <input type="checkbox"/> Variety of skills <input type="checkbox"/> High level of skills	Promote <input type="checkbox"/> Professional practice <input type="checkbox"/> Variety of skills <input type="checkbox"/> Moderate level of skills	Promote <input type="checkbox"/> Professional practice <input type="checkbox"/> Some skills <input type="checkbox"/> Low level of skills	Promote <input type="checkbox"/> Limited skills <input type="checkbox"/> Low level of skills	<input type="checkbox"/> No professional exposure program in place
Extent of Implementation Professional exposure programs Resources Mechanisms	<input type="checkbox"/> Fully implemented <input type="checkbox"/> Very relevant <input type="checkbox"/> Very adequate <input type="checkbox"/> Well-defined	<input type="checkbox"/> Implemented to a great extent <input type="checkbox"/> Relevant <input type="checkbox"/> Adequate <input type="checkbox"/> Well-defined	<input type="checkbox"/> Implemented to a moderate extent <input type="checkbox"/> Existing <input type="checkbox"/> Limited <input type="checkbox"/> Existing	<input type="checkbox"/> Implemented to a limited extent <input type="checkbox"/> Unfocused <input type="checkbox"/> Limited <input type="checkbox"/> None	<input type="checkbox"/> Not implemented
Outcomes: Employment rate	<input type="checkbox"/> Excellent <input type="checkbox"/> Regular, most <input type="checkbox"/> Highly Functional and relevant	<input type="checkbox"/> Very Good <input type="checkbox"/> Regular, many <input type="checkbox"/> Functional and relevant	<input type="checkbox"/> Good <input type="checkbox"/> Regular, some <input type="checkbox"/> Functional and/or relevant	<input type="checkbox"/> Fair <input type="checkbox"/> Occasional, few <input type="checkbox"/> Existence of one	<input type="checkbox"/> Poor <input type="checkbox"/> Few or none <input type="checkbox"/> None
Effectiveness of implementation, based on outcomes	<input type="checkbox"/> Best practices that make it a model research community	<input type="checkbox"/> Good practice in most of the mechanisms	<input type="checkbox"/> Good practices in many of the mechanisms	<input type="checkbox"/> Good practices in some of the mechanisms	<input type="checkbox"/> No good practices
Rating (please encircle)	4 3 2 1 0				

OUTCOMES OF HAVING RESEARCH CAPABILITY: Please list what you think are your outcomes as a result of having research capability.

RESEARCH CAPABILITY

The institution has research programs and a research community of faculty, postgraduate students, and postdoctoral research workers that fosters and supports creative research and other advanced scholarly activity.

RC1- Research strategy and capacity		
<i>The institution contributes to the discovery of new knowledge through its overall strategy for managing and developing its research.</i>		<ul style="list-style-type: none"> ○ Strategic Plan of the HEI ○ Research policies, structures, and procedures ○ R&D agenda ○ Bases of R&D agenda, e.g., NEDA MTDP, NHERA ○ Publications in refereed journals ○ Proceedings of international conferences ○ MOAs and MOUs with international research institutions
The institution's research addresses national needs and priorities.		
The institution's research is at levels of international excellence.		
The institution's research is supported by facilities and resources		
<i>The institution is successful in securing financial support for its research activities.</i>		<ul style="list-style-type: none"> ○ MOAs and MOUs ○ Terminal reports of researches
<i>Faculty members have research experience in other universities/research institutions in the Philippines and/or abroad.</i>		<ul style="list-style-type: none"> ○ Reports of researches conducted in other institutions ○ Faculty development reports ○ Publications
<i>There is support for graduate research students.</i>		<ul style="list-style-type: none"> ○ Research policies, structures, and procedures ○ Special programs for graduate research ○ Contracts with graduate students
<i>The research contributes to the nation/community.</i>		<ul style="list-style-type: none"> ○ Reports on utilization and impact of research outputs ○ <i>Interviews with external community</i>
Other relevant information:		

POSSIBLE ITEMS TO CONSIDER in the EVALUATION OF EVIDENCE:

1. Presence of research community and research agenda
 - a. Level of skills
 - b. Promotion of research culture
2. Extent of implementation
 - a. Relevance of programs
 - b. Adequacy of resources
 - c. Mechanisms to support the endeavor
3. Outcomes
 - a. Regular publications in ISI/refereed journals by most of the faculty members
4. Effectiveness of implementation, based on outcomes

SCORING GUIDE FOR RESEARCH CAPABILITY: (Indicator)

Criterion: The institution has research programs and a research community of faculty, postgraduate students and postdoctoral and other research workers that fosters and supports creative research and other advanced scholarly activity.

4 The criterion is fully met, and elements of it are achieved at a level of excellence that provides a model for others.

- There is a research community consisting of research workers and most of the faculty and students, who have high level of research skills and who promote a research culture and research agenda.
- Research programs, with the following characteristics, are fully implemented:
 - Very relevant research agenda
 - Very adequate resources
 - Well-defined mechanisms to support publications
- They result in excellent outcomes as shown by regular publications in ISI/refereed journals by most of the faculty members
- The institution demonstrates best practices that make their research community a model for others.

3 The criterion is met, with most elements demonstrating good practice.

- There is a research community consisting of research workers and many of the faculty and students, who have adequate level of research skills and who promote a research culture and research agenda.
- Research programs, with the following characteristics, are implemented to a great extent:
 - Relevant research agenda
 - Adequate resources
 - Well-defined mechanisms to support publications
- They result in excellent outcomes as shown by regular publications in ISI/refereed journals by many of the faculty members
- The institution demonstrates good practices in most aspects of their research programs.

2 The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.

- There is a research community consisting of research workers and some of the faculty and students, who have adequate level of research skills.
- Research programs, with the following characteristics, are implemented to a moderate extent:
 - Research agenda
 - Available resources
 - Mechanisms to support publications
- They result in excellent outcomes as shown by regular publications in refereed journals by some of the faculty members
- The institution demonstrates good practices in some aspects of their research programs.

1 The criterion is met in some respects, but much improvement is needed to overcome weaknesses.

- There is a research community consisting of research workers and very few of the faculty and students, who have limited research skills.
- Research programs, with the following characteristics, are implemented to a limited extent:
 - Research agenda
 - Available resources
- They result in excellent outcomes as shown by occasional publications by few of the faculty members
- The institution demonstrates good practices in few aspects of their research programs.

0 The criterion is not met.

- There is no research community or research program.
- They result in poor outcomes as shown by lack of publications by faculty members.

Parameters	4	3	2	1	0
Presence of Research Programs and Research Community Faculty Students Researchers	<input type="checkbox"/> Most of the faculty and students; <input type="checkbox"/> High level of skills; <input type="checkbox"/> Promote research culture	<input type="checkbox"/> Many of the faculty and students; <input type="checkbox"/> Adequate level of skills; <input type="checkbox"/> Promote research culture	<input type="checkbox"/> Some of the faculty and students; <input type="checkbox"/> Adequate level of skills	<input type="checkbox"/> Very few of the faculty and students; <input type="checkbox"/> Limited level of skills	<input type="checkbox"/> No research community in place
Extent of Implementation Research agenda Resources Mechanisms	<input type="checkbox"/> Fully implemented <input type="checkbox"/> Very relevant <input type="checkbox"/> Very adequate <input type="checkbox"/> Well-defined	<input type="checkbox"/> Implemented to a great extent <input type="checkbox"/> Relevant <input type="checkbox"/> Adequate <input type="checkbox"/> Well-defined	<input type="checkbox"/> Implemented to a moderate extent <input type="checkbox"/> Existing <input type="checkbox"/> Limited <input type="checkbox"/> Existing	<input type="checkbox"/> Implemented to a limited extent <input type="checkbox"/> Unfocused <input type="checkbox"/> Limited <input type="checkbox"/> None	<input type="checkbox"/> Not implemented
Outcomes: Publications by faculty Research Program	<input type="checkbox"/> Excellent <input type="checkbox"/> Regular, most <input type="checkbox"/> Highly Functional and relevant	<input type="checkbox"/> Very Good <input type="checkbox"/> Regular, many <input type="checkbox"/> Functional and relevant	<input type="checkbox"/> Good <input type="checkbox"/> Regular, some <input type="checkbox"/> Functional and/or relevant	<input type="checkbox"/> Fair <input type="checkbox"/> Occasional, few <input type="checkbox"/> Existence of one	<input type="checkbox"/> Poor <input type="checkbox"/> Few or none <input type="checkbox"/> None
Effectiveness of implementation, based on outcomes	<input type="checkbox"/> Best practices that make it a model research community	<input type="checkbox"/> Good practice in most of the mechanisms	<input type="checkbox"/> Good practices in many of the mechanisms	<input type="checkbox"/> Good practices in some of the mechanisms	<input type="checkbox"/> No good practices
Rating (please encircle)	4 3 2 1 0				

OUTCOMES OF DEVELOPING CREATIVE WORK AND/OR INNOVATION: Please list what you think are your outcomes as a result of developing creative work and/or innovation.

CREATIVE WORK AND/OR INNOVATION

The institution has programs that promote creative work and/or innovation in the arts and humanities, science and technology, social sciences, and/or management science.

CWI1- Creative Work and/or Innovation		
<i>The institution contributes to creative work and innovation through its programs.</i>		<ul style="list-style-type: none"> ○ Strategic Plan of the HEI ○ Description of the management systems/procedures/structures ○ Description of programs
The institution's programs develop and promote creativity and innovation, taking into consideration the level of skills involved and the quality of output.		
<i>Other bodies and institutions recognize products of the creative work and innovation programs.</i>		<ul style="list-style-type: none"> ○ Awards and recognitions of students and faculty ○ Documentation of winning pieces/products
<i>Faculty members have the competencies to guide students in their creative work and innovation</i>		<ul style="list-style-type: none"> ○ Reports of faculty creative work and innovation ○ Faculty development reports
Other relevant information:		

POSSIBLE ITEMS TO CONSIDER in the EVALUATION OF EVIDENCE:

1. Presence of programs that promote creative work and/or innovation
 - a. Level of skills
 - b. Quality of output
2. Extent of implementation
 - a. Relevance of programs
 - b. Adequacy of resources
 - c. Mechanisms to support creative work/innovation
3. Outcomes
 - a. Awards and recognition of work by students and faculty members
4. Effectiveness of implementation, based on outcomes

SCORING GUIDE FOR CREATIVE WORK AND/OR INNOVATION: (Indicator)

Criterion: The institution has programs that promote creative work and/or innovation in the arts and humanities, science and technology, social sciences, and/or management science.

4 The criterion is fully met, and elements of it are achieved at a level of excellence that provides a model for others.

- There are programs that promote creative work in the arts and/or innovation in science and technology, and which take into consideration very high skill levels and quality of output.
- These programs, with the following characteristics, are fully implemented:
 - Very relevant programs, especially to the local region
 - Very adequate resources
 - Well-defined mechanisms to support creativity/innovation
- They result in excellent outcomes as shown by awards and recognition of work of students and faculty members.
- The institution demonstrates best practices that make their program for creative work/innovation a model for others.

3 The criterion is met, with most elements demonstrating good practice.

- There are programs that promote creative work in the arts and/or innovation in science and technology, and which take into consideration high skill levels and quality of output.
- These programs, with the following characteristics, are implemented to a great extent:
 - Relevant programs, especially to the local region
 - Adequate resources
 - Mechanisms to support creativity/innovation
- They result in very good outcomes as shown by awards and recognition of work of students and faculty members.
- The institution demonstrates good practices in most aspects of their programs for creative work/innovation.

2 The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.

- There are programs that promote creative work in the arts and/or innovation in science and technology, and which take into consideration moderate skill levels and quality of output.
- These programs, with the following characteristics, are implemented to a moderate extent:
 - Relevant programs, especially to the local region
 - Available resources
 - Mechanisms to support creativity/innovation
- They result in good outcomes as shown by the quality of work of students and faculty members.
- The institution demonstrates good practices in many aspects of their programs for creative work/innovation.

1 The criterion is met in some respects, but much improvement is needed to overcome weaknesses.

- There are programs that promote creative work in the arts and/or innovation in science and technology.
- Their programs, with the following characteristics, are implemented to a limited extent:
 - Relevant programs, especially to the local region
 - Available resources
- They result in satisfactory outcomes as shown by the quality of work of students and faculty members.
- The institution demonstrates good practices in some aspects of their programs for creative work/innovation.

0 The criterion is not met.

- There is no program that promotes creative work/innovation.
- They result in poor outcomes as shown by lack of publications by faculty members.

Parameters	4	3	2	1	0
Presence of Programs for Creative Work and/or Innovation Level of skills Quality of output	<input type="checkbox"/> Very high level of skills; <input type="checkbox"/> Very high quality of output	<input type="checkbox"/> High level of skills; <input type="checkbox"/> High quality of output	<input type="checkbox"/> Moderate level of skills; <input type="checkbox"/> Satisfactory quality of output	<input type="checkbox"/> Undefined level of skills; <input type="checkbox"/> Undefined quality of output	<input type="checkbox"/> No program for creative work/innovation in place
Extent of Implementation Relevance of programs Adequacy of resources Mechanisms for support	<input type="checkbox"/> Fully implemented <input type="checkbox"/> Very relevant <input type="checkbox"/> Very adequate <input type="checkbox"/> Well-defined	<input type="checkbox"/> Implemented to a great extent <input type="checkbox"/> Relevant <input type="checkbox"/> Adequate <input type="checkbox"/> Well-defined	<input type="checkbox"/> Implemented to a moderate extent <input type="checkbox"/> Existing <input type="checkbox"/> Limited <input type="checkbox"/> Existing	<input type="checkbox"/> Implemented to a limited extent <input type="checkbox"/> Unfocused <input type="checkbox"/> Limited <input type="checkbox"/> None	<input type="checkbox"/> Not implemented
Outcomes: Awards and recognitions	<input type="checkbox"/> Excellent <input type="checkbox"/> Regular and numerous	<input type="checkbox"/> Very Good <input type="checkbox"/> Regular, many	<input type="checkbox"/> Good <input type="checkbox"/> Few	<input type="checkbox"/> Fair <input type="checkbox"/> Occasional	<input type="checkbox"/> Poor <input type="checkbox"/> Few or none
Effectiveness of implementation, based on outcomes	<input type="checkbox"/> Best practices that make it a model program	<input type="checkbox"/> Good practice in most of the mechanisms	<input type="checkbox"/> Good practices in many of the mechanisms	<input type="checkbox"/> Good practices in some of the mechanisms	<input type="checkbox"/> No good practices
Rating (please encircle)	4 3 2 1 0				

PERFORMANCE MEASURES – SUPPORT FOR STUDENTS

A. Core Indicator: Equity and Access

Criterion 1: Recruitment, Admission, and Academic Support

The institution is effective in recruiting, admitting, supporting, and graduating students, including those from indigenous groups, the handicapped, low-level income groups, foreign students, and other special groups.

This section refers to the processes for recruitment, admission, and academic support of students, taking into consideration special groups.

Possible outcomes: Student quality, rate of completion

Criterion 2: Student Scholarships

The institution operates effective arrangements to direct scholarships and study grants on merit to support the most able students on programs that develop competences needed to support the Filipino economy and to enable the country to compete in global labor markets.

This section refers to the processes for promoting equity and access to tertiary education, by providing scholarships.

Possible outcomes: Student quality, diversity of student population, rate of completion, employment of scholars

B. Core Indicator: Student Services

Criterion: The institution has programs for student services, to support the non-academic needs of the students.

This section refers to the structures and processes for delivering non-academic services for students.

Possible outcome: Performance of students, employment of graduates

OUTCOMES OF HAVING SYSTEMS FOR RECRUITMENT, ADMISSION, AND ACADEMIC SUPPORT: Please list what you think are your outcomes as a result of having systems for recruitment of, admission of, and academic support for students.

OUTCOMES OF HAVING PROGRAMS FOR STUDENT SCHOLARSHIPS: Please list what you think are your outcomes as a result of having programs for student scholarships.

EQUITY AND ACCESS

The institution is effective in recruiting, admitting, supporting, and graduating students, including those from indigenous groups, the handicapped, low-level income groups, foreign students, and other special groups.

The institution operates effective arrangements to direct scholarships and study grants on merit to support the most able students on programs that develop competences needed to support the Filipino economy and to enable the country to compete in global labor markets.

	Remarks	Possible sources of evidence
EA1- Recruitment, Admission, and Academic Support		
<i>The institution recruits and selects students based on clear policies and operational guidelines.</i>		<ul style="list-style-type: none"> ○ Admission policies, structures, and procedures ○ <i>Interviews with administrator for admissions and students</i>
<i>The institution encourages applications from special groups (e.g., financially disadvantaged, tribal groups, physically challenged) and ensures that they are given fair consideration.</i>		<ul style="list-style-type: none"> ○ Recruitment efforts ○ Admissions report ○ Data on student distribution by sector
<i>The institution has systems to identify the special learning needs of students.</i>		<ul style="list-style-type: none"> ○ Diagnostic tests for special learning needs ○ <i>Interviews with administrator for admissions and students</i>
<i>The institution provides counseling and academic support for students who are not yet ready to cope with the demands of a higher education program.</i>		<ul style="list-style-type: none"> ○ Special programs ○ <i>Interviews with administrator for admissions and students</i>
<i>There are clear policies and operational guidelines on the recruitment of and support for foreign students.</i>		<ul style="list-style-type: none"> ○ Admissions policies ○ International linkages/twinning arrangements ○ Organizational setup ○ Special programs ○ <i>Interview with foreign students</i> ○
Particular offices/administrators look after the needs of foreign students, including language proficiency.		
There are programs that provide foreign students with effective orientation to the institution and the country, and which allow them academic progression and integration with the community.		
Other relevant information:		

	Remarks	Possible sources of evidence
EA2- Student Scholarships		
<i>Deserving students get an education through the institution's scholarship program, which include various groups of beneficiaries, including special groups.</i>		<ul style="list-style-type: none"> ○ Scholarship report ○ Scholarship guidelines and procedures ○ Master list of scholarship beneficiaries and their programs of study ○ <i>Interviews with scholars/grantees, coordinator for scholarships/grants</i> ○
Deserving students are selected based on eligibility criteria and procedures for the award of scholarships and study grants.		
Resources are available to support beneficiaries throughout the duration of studies.		
<i>Beneficiaries gain maximum benefit from the scholarship they receive because of guidance provided by the institution.</i>		<ul style="list-style-type: none"> ○ Organizational setup ○ Data on progress of beneficiaries ○ Tracer studies ○ <i>Interviews with scholars/grantees, coordinator for scholarships/grants, employers and alumni scholars/grantees</i>
Beneficiaries complete their studies successfully within the prescribed period.		
Beneficiaries enter employment that is appropriate to the aims of the scholarship program.		
Other relevant information:		

POSSIBLE ITEMS TO CONSIDER in the EVALUATION OF EVIDENCE:

Criterion 1: Recruitment, Admission, and Academic Support

1. Presence of mechanisms for
 - a. Recruitment
 - b. Admission
 - c. Support and tracking
2. Extent of implementation
 - a. Effectiveness of the recruitment and admission system
 - b. Quality of academic support
3. Outcomes
 - a. Student quality
 - b. Rate of completion
 - c. Employment rate
4. Effectiveness of implementation, based on outcomes

Criterion 2: Student Scholarships

1. Presence of mechanisms for
 - a. Recruitment
 - b. Selection
 - c. Support and tracking of scholars
 - d. Fund-raising
2. Extent of implementation
 - a. Effectiveness of the scholarship program
 - b. Quality of support for scholars
3. Outcomes
 - a. Student quality
 - b. Diversity of student population
 - c. Rate of completion
 - d. Employment of scholars
4. Effectiveness of implementation, based on outcomes

SCORING GUIDE FOR EQUITY AND ACCESS: (Core Indicator)

Criterion 1: Recruitment, Admission, and Academic Support - The institution is effective in recruiting, admitting, supporting, and graduating students, including those from indigenous groups, the physically challenged, low level income groups, foreign students, and other special groups.

4 *The criterion is met in all respects, at a level of excellence that provides a model for others.*

- There are well-defined mechanisms for all aspects of recruitment, admissions, support and tracking of students.
- These mechanisms are fully implemented:
 - Highly effective scholarship program
 - High quality of support for scholars
- They result in excellent outcomes in terms of student quality, rate of completion, and employment rate.
- The institution demonstrates best practices, which make their mechanisms for recruitment, admissions, support, models for others.

3 *The criterion is met in all respects, at a level that demonstrates good practice.*

- There are mechanisms for all aspects of recruitment, admissions, support and tracking of students.
- These mechanisms are implemented to a great extent:
 - Effective scholarship program
 - Quality of support for scholars
- They result in very good outcomes in terms of student quality, rate of completion, and employment rate.
- The institution demonstrates good practices in most aspects of their mechanisms for recruitment, admissions, and support.

2 *The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.*

- There are mechanisms for most aspects of recruitment, admissions, support and tracking of students.
- These mechanisms are implemented to a moderate extent:
 - Slightly effective recruitment and admission system
 - Moderate quality of academic support
- They result in good outcomes in terms of student quality, rate of completion, and employment rate.
- The institution demonstrates good practices in many aspects of their mechanisms for recruitment, admissions, and support.

1 *The criterion is met in some respects, but much improvement is needed to overcome weaknesses.*

- There are mechanisms for some aspects of recruitment, admissions, support and tracking of students.
- These mechanisms are implemented to a limited extent:
 - Recruitment and admission system that needs improvement
 - Some academic support
- They result in fair outcomes in terms of student quality, rate of completion, and employment rate.
- The institution demonstrates good practices in some aspects of their mechanisms for recruitment, admissions, and support.

0 The criterion is not met.

- There are no mechanisms for recruitment, admissions, support and tracking of students.
- They result in poor outcomes in terms of student quality and rate of completion.

Parameters	4	3	2	1	0
Presence of Mechanisms Recruitment Admission Support and tracking	<input type="checkbox"/> Well-defined; all aspects	<input type="checkbox"/> Existing; all aspects	<input type="checkbox"/> Existing; most aspects	<input type="checkbox"/> Existing; some aspects	<input type="checkbox"/> No mechanisms in place
Extent of Implementation Effectiveness of system Quality of academic support	<input type="checkbox"/> Fully implemented	<input type="checkbox"/> Implemented to a great extent	<input type="checkbox"/> Implemented to a moderate extent	<input type="checkbox"/> Implemented to a limited extent	<input type="checkbox"/> Not implemented
Outcomes: Student Quality Rate of Completion Employment Rate	<input type="checkbox"/> Excellent	<input type="checkbox"/> Very good	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Effectiveness of implementation, based on outcomes	<input type="checkbox"/> Best practices that make them model mechanisms	<input type="checkbox"/> Good practice in most aspects	<input type="checkbox"/> Good practices in many aspects	<input type="checkbox"/> Good practices in some aspects	<input type="checkbox"/> No good practices
Rating (please encircle)	4 3 2 1 0				

Criterion 2: Student scholarships - The institution operates effective arrangements to direct scholarships and study grants on merit to support the most able students on programs that develop competences needed to support the Filipino economy and to enable the country to compete in global labor markets.

4 *The criterion is met in all respects, at a level of excellence that provides a model for others.*

- There are well-defined mechanisms for all aspects of a scholarship program, including recruitment, selection, support and tracking of scholars, fund-raising, and proper documentation.
- These mechanisms are fully implemented:
 - Highly effective scholarship program
 - High quality of academic support
- They result in excellent outcomes in terms of student quality, diversity, rate of completion, and employment of scholars.
- The institution demonstrates best practices that make their scholarship program a model for others.

3 *The criterion is met in all respects, at a level that demonstrates good practice.*

- There are well-defined mechanisms for all aspects of a scholarship program, including recruitment, selection, support and tracking of scholars, fund-raising, and proper documentation.
- These mechanisms are implemented to a great extent:
 - Effective scholarship program
 - Quality of academic support
- These mechanisms are implemented to a great extent, in most aspects of the scholarship program.
- They result in very good outcomes in terms of student quality, diversity, rate of completion, and employment of scholars.
- The institution demonstrates very good practices in most aspects of their scholarship program.

2 *The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.*

- There are well-defined mechanisms for all aspects of a scholarship program, including recruitment, selection, support and tracking of scholars, fund-raising, and proper documentation.
- These mechanisms are implemented to a moderate extent:
 - Slightly effective scholarship program
 - Moderate quality of academic support
- They result in good outcomes in terms of student quality, diversity, rate of completion, and employment of scholars.
- The institution demonstrates good practices in many aspects of their scholarship program.

1 *The criterion is met in some respects, but much improvement is needed to overcome weaknesses.*

- There are well-defined mechanisms for all aspects of a scholarship program, including recruitment, selection, support and tracking of scholars, fund-raising, and proper documentation.
- These mechanisms are implemented to a limited extent, in some aspects of the scholarship program.
- They result in fair outcomes in terms of student quality, diversity, rate of completion, and employment of scholars.
- The institution demonstrates good practices in some aspects of their scholarship program.

0 *The criterion is not met.*

- There is no scholarship program in place.
- They result in poor outcomes in terms of student quality and diversity.

Parameters	4	3	2	1	0
Presence of Mechanisms for a Scholarship Program Recruitment Selection Support and tracking Fund-raising	<input type="checkbox"/> Well-defined; all aspects	<input type="checkbox"/> Existing; all aspects	<input type="checkbox"/> Existing; most aspects	<input type="checkbox"/> Existing; some aspects	<input type="checkbox"/> No mechanisms in place
Extent of Implementation Effective scholarship program Quality of academic support	<input type="checkbox"/> Fully implemented, all aspects	<input type="checkbox"/> Implemented to a great extent, most aspects	<input type="checkbox"/> Implemented to a moderate extent, many aspects	<input type="checkbox"/> Implemented to a limited extent, some aspects	<input type="checkbox"/> n.a.
Outcomes: Student Quality Diversity of student population Rate of Completion Employment Rate	<input type="checkbox"/> Excellent	<input type="checkbox"/> Very good	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Effectiveness of implementation, based on outcomes	<input type="checkbox"/> Best practices that make it a model program	<input type="checkbox"/> Good practice in most aspects	<input type="checkbox"/> Good practices in many aspects	<input type="checkbox"/> Good practices in some aspects	<input type="checkbox"/> No good practices
Rating (please encircle)	4 3 2 1 0				

Overall Rating for the Core Indicator:

Parameters	4	3	2	1	0
Presence of Mechanisms Recruitment Admission Academic Support Scholarships	<input type="checkbox"/> All aspects in place; <input type="checkbox"/> Mechanisms for all the areas specified	<input type="checkbox"/> All aspects in place; <input type="checkbox"/> Mechanisms for all the areas specified	<input type="checkbox"/> Most aspects in place; <input type="checkbox"/> Mechanisms for most of the areas specified	<input type="checkbox"/> Some aspects in place; <input type="checkbox"/> Mechanisms for some of the areas specified	<input type="checkbox"/> No mechanisms; process done as needed
Extent of Implementation Effective programs Quality of support	<input type="checkbox"/> Fully implemented	<input type="checkbox"/> Implemented to a great extent	<input type="checkbox"/> Implemented to a moderate extent	<input type="checkbox"/> Implemented to a limited extent	<input type="checkbox"/> Not implemented
Outcomes: Student Quality Completion rate Employment rate	<input type="checkbox"/> Very big impact <input type="checkbox"/> Excellent	<input type="checkbox"/> Big impact <input type="checkbox"/> Very Good	<input type="checkbox"/> Impact <input type="checkbox"/> Good	<input type="checkbox"/> Some impact <input type="checkbox"/> Little or none	<input type="checkbox"/> Little or no impact <input type="checkbox"/> Poor
Effectiveness of implementation, based on outcomes	<input type="checkbox"/> Best practices that make them model mechanisms	<input type="checkbox"/> Good practice in most of the mechanisms	<input type="checkbox"/> Good practices in many of the mechanisms	<input type="checkbox"/> Good practices in some of the mechanisms	<input type="checkbox"/> No good practices
Rating (please encircle)	4 3 2 1 0				

	Rating
Criterion 1: Recruitment, Admission, and Academic Support	
Criterion 2: Student scholarships	
Core Indicator: Equity and Access	

OUTCOMES OF HAVING SYSTEMS FOR STUDENT SERVICES: Please list what you think are your outcomes as a result of having systems for student services.

STUDENT SERVICES

The institution has programs for student services, to support the non-academic needs of the students.

	Remarks	Possible sources of evidence
SS1-Non-academic support		
<i>Students can improve performance because they can avail of guidance to support them in their studies and to assist them in overcoming any non-academic problems that may be affecting their ability to study.</i>		<ul style="list-style-type: none"> ○ Guidance programs ○ Report on student affairs ○ Interviews with administrators, guidance counselors, and students
<i>There are structures that address immediate and emergency health concerns of students.</i>		<ul style="list-style-type: none"> ○ Report on infirmary structure and use ○ Interviews with students and faculty
<i>Special programs help enhance the students' development, including management of discipline.</i>		<ul style="list-style-type: none"> ○ Special programs ○ Report on student affairs
<i>The institution promotes student welfare through opportunities for participating in program planning and policy formulation.</i>		<ul style="list-style-type: none"> ○ Student Handbook ○ Minutes of meetings ○ Report on student involvement
SS1-Placement support		
<i>Students are able to plan for their career/future through career orientation and job placement programs.</i>		<ul style="list-style-type: none"> ○ Job Placement programs ○ Industry linkages
The institution exposes students to a wide range of options in planning for the future.		
The institution has links with employers to facilitate placement opportunities.		
Other relevant information:		

POSSIBLE ITEMS TO CONSIDER in the EVALUATION OF EVIDENCE:

1. Presence of programs for student services
 - a. Personal development (personality, discipline, health)
 - b. Guidance and Counseling
 - c. Career orientation and job placement
 - d. Other support services (cafeteria, infirmary, photocopying)
2. Extent of implementation
 - a. Effectiveness of programs
 - b. Contribution to learning environment
3. Outcomes
 - a. Performance of students
 - b. Employment of graduates
4. Effectiveness of implementation, based on outcomes

SCORING GUIDE FOR STUDENT SERVICES: (Core Indicator)

Criterion: The institution has programs for student services, to support the non-academic needs of the students.

4 *The criterion is met in all respects, at a level of excellence that provides a model for others.*

- A comprehensive program for student services is in place, including aspects of health, guidance and counseling, discipline, career orientation and job placement.
- The mechanisms are fully implemented:
 - Highly effective programs
 - Optimum contribution to learning environment
- They result in excellent quality of graduates, as seen in student performance and employment.
- The institution demonstrates best practices that make their programs for student services models for others.

3 *The criterion is met in all respects, at a level that demonstrates good practice.*

- A broad program for student services is in place, including aspects of health, guidance and counseling, discipline, career orientation and job placement.
- The mechanisms are implemented to a great extent:
 - Highly effective programs
 - Optimum contribution to learning environment
- They result in very good quality of graduates, as seen in student performance and employment.
- The institution demonstrates good practices in most of their programs for student services.

2 *The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.*

- A program for student services is in place, including some aspects of health, guidance and counseling, discipline, career orientation and job placement.
- The mechanisms are implemented to a moderate extent:
 - Highly effective programs
 - Optimum contribution to learning environment
- They result in good quality of graduates, as seen in in student performance and employment.
- The institution demonstrates good practices in many of their programs for student services.

1 The criterion is met in some respects, but much improvement is needed to overcome weaknesses.

- A program for student services is in place, including few aspects of health, guidance and counseling, discipline, career orientation and job placement.
- These mechanisms are implemented to a limited extent:
 - Highly effective programs
 - Optimum contribution to learning environment
- They result in fair quality of graduates, as seen in in student performance and employment.
- The institution demonstrates good practices in some of their programs for student services.

0 The criterion is not met.

- There is no program for student services.
- They result in poor quality of graduates.

Parameters	4	3	2	1	0
Presence of Programs for Student Services Personal development Guidance and Counseling Career orientation and job placement Other support services	<input type="checkbox"/> Comprehensive; all aspects	<input type="checkbox"/> Most aspects	<input type="checkbox"/> Many aspects	<input type="checkbox"/> Some aspects	<input type="checkbox"/> No programs
Extent of Implementation Effective programs Contribution to learning environment	<input type="checkbox"/> Fully implemented, all aspects	<input type="checkbox"/> Implemented to a great extent, most aspects	<input type="checkbox"/> Implemented to a moderate extent, many aspects	<input type="checkbox"/> Implemented to a limited extent, some aspects	<input type="checkbox"/> Not implemented
Outcomes: Graduates Level of competency Leadership qualities Level of empowerment Quality of Formation	<input type="checkbox"/> Excellent	<input type="checkbox"/> Very good	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Effectiveness of implementation, based on outcomes	<input type="checkbox"/> Best practices that make them model programs	<input type="checkbox"/> Good practice in most aspects	<input type="checkbox"/> Good practices in many aspects	<input type="checkbox"/> Good practices in some aspects	<input type="checkbox"/> No good practices
Rating (please encircle)	4 3 2 1 0				

PERFORMANCE MEASURES – RELATIONS WITH THE COMMUNITY

A. Core Indicator: Relevance of Programs

Criterion: The institution offers programs that take into consideration the social, cultural, economic, and/or developmental needs of the country at local, regional, and/or national levels, as reflected in the HEI's VMG and in consideration of the country's need to compete effectively in global markets.

This section refers to the structures and processes that promote local/ regional/ national development and global competitiveness.

Possible outcomes: Student quality, rate of completion, degree of competitiveness

B. Indicator: Networking and Linkages

Criterion: The institution is valued as a partner by other higher education institutions; professional, government, and non-government organizations; and industry, within the Philippines and internationally.

This section refers to the structures and processes that promote and support partnership with other institutions.

Possible outcomes: Partnerships with other HEIs; professional, government and non-government organizations; and industry

C. Indicator: Extension Programs

Criterion: The institution is valued by its local community as a provider of extension programs that are responsive to the needs of the community for people empowerment and self-reliance.

This section refers to the structures and processes that promote extension programs, which are relevant to the needs of the community.

Possible outcomes: Impact of programs on local, regional, and national development

OUTCOMES OF HAVING RELEVANT PROGRAMS: Please list what you think are your outcomes as a result of having relevant academic and non-academic programs that consider the country's needs.

RELEVANCE OF PROGRAMS

The institution offers programs that take into consideration the social, cultural, economic, and/or developmental needs of the country at local, regional, and/or national levels, as reflected in the HEI's VMG and in consideration of the country's need to compete effectively in global markets.

	Remarks	Possible sources of evidence
RP1- Determining and promoting relevance		
<i>The institution contributes to the achievement of local/ regional/ national priorities (e.g., poverty alleviation, environmental management, health) through academic and non-academic programs.</i>		<ul style="list-style-type: none"> ○ Strategic plan of HEI, especially discussion on the external environment, impact it wants to create ○ Documents on the possible contribution to society ○ <i>Interviews with administrators, faculty, and students</i>
<i>The institution promotes dialogue with professional, organizations, industry, and other external groups, such as government and non-government organizations, socio-civic and religious groups.</i>		<ul style="list-style-type: none"> ○ Proceedings of consultations/ minutes of the programs ○ MOAs, MOUs ○ Linkage programs ○ <i>Interviews with identified partners</i>
<p>The nature of the programs reflect the HEI type and prioritize the following:</p> <ul style="list-style-type: none"> ● Professional Institution – professional competencies ● College – creative work and/or innovation ● University - research 		
<i>The institution responds to changing patterns and requirements of employment as well as to the needs of the community.</i>		<ul style="list-style-type: none"> ○ Proceedings of consultations/ dialogues ○ Minutes of curricular revisions/ updating ○ Job Placement programs ○ Tracer studies ○ Report on placement / employment ○ <i>Interview with employers</i>
Other relevant information:		

POSSIBLE ITEMS TO CONSIDER in the EVALUATION OF EVIDENCE:

1. Presence of mechanisms, which ensure relevant programs
 - a. Social, cultural, economic and/or developmental needs, as reflected in the HEI's VMG
 - b. Local, regional and/or national levels, as reflected in the HEI's VMG
2. Extent of implementation
 - a. Effectiveness of the academic and non-academic programs to the HEI's publics
3. Outcomes
 - a. Student quality
 - b. Rate of completion
 - c. Degree of competitiveness
4. Effectiveness of implementation, based on outcomes

SCORING GUIDE FOR RELEVANCE OF PROGRAMS: (Core Indicator)

Criterion: The institution offers programs that take into consideration the social, cultural, economic, and/or developmental needs of the country at local, regional, and/or national levels, as reflected in the HEI's VMG and in consideration of the country's need to compete effectively in global markets.

4 *The criterion is met in all respects, at a level of excellence that provides a model for others.*

- Mechanisms, which ensure that programs are highly relevant to social, cultural, economic and/or developmental needs at local, regional and/or national levels, are in place.
- These mechanisms are fully implemented.
- They result in excellent outcomes, as shown by student quality, rate of completion, and degree of competitiveness.
- The institution demonstrates best practices that make their mechanisms for ensuring program relevance models for others.

3 *The criterion is met in all respects, at a level that demonstrates good practice.*

- Mechanisms, which ensure that programs are relevant to social, cultural, economic and/or developmental needs at local, regional and/or national levels, are in place.
- These mechanisms are implemented to a great extent.
- They result in very good outcomes, as shown by student quality, rate of completion, and degree of competitiveness.
- The institution demonstrates good practices in most of their mechanisms for ensuring program relevance.

2 *The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.*

- Mechanisms, which ensure that programs are relevant to social, cultural, economic and/or developmental needs at local and/or regional levels, are in place.
- These mechanisms are implemented to a moderate extent.
- They result in good outcomes, as shown by student quality, rate of completion, and degree of competitiveness.
- The institution demonstrates good practices in many of their mechanisms for ensuring program relevance.

1 *The criterion is met in some respects, but much improvement is needed to overcome weaknesses.*

- Mechanisms, which ensure that programs are relevant to social, cultural, economic and/or developmental needs at local levels, are in place.
- These mechanisms are implemented to a limited extent.
- They result in fair outcomes, as shown by student quality, rate of completion, and degree of competitiveness.
- The institution demonstrates good practices in some of their mechanisms for ensuring program relevance.

0 *The criterion is not met.*

- There are no mechanisms for ensuring that programs are relevant to social, cultural, economic and developmental needs even at the local level.
- They result in poor outcomes, as shown by student quality, rate of completion, and degree of competitiveness.

Parameters	4	3	2	1	0
Presence of Mechanisms Social, cultural, economic, developmental Reach	<input type="checkbox"/> Very highly relevant <input type="checkbox"/> Local, regional, national	<input type="checkbox"/> Highly relevant <input type="checkbox"/> Local, regional, national	<input type="checkbox"/> Relevant <input type="checkbox"/> Local, regional, national	<input type="checkbox"/> Relevant <input type="checkbox"/> Local, regional	<input type="checkbox"/> No mechanisms in place
Extent of Implementation	<input type="checkbox"/> Fully implemented	<input type="checkbox"/> Implemented to a great extent	<input type="checkbox"/> Implemented to a moderate extent	<input type="checkbox"/> Implemented to a limited extent	<input type="checkbox"/> Not implemented
Outcomes: Student Quality Rate of Completion Degree of competitiveness	<input type="checkbox"/> Excellent	<input type="checkbox"/> Very good	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Effectiveness of implementation, based on outcomes	<input type="checkbox"/> Best practices that make them model mechanisms	<input type="checkbox"/> Good practice in most aspects	<input type="checkbox"/> Good practices in many aspects	<input type="checkbox"/> Good practices in some aspects	<input type="checkbox"/> No good practices
Rating (please encircle)	4 3 2 1 0				

OUTCOMES OF HAVING NETWORKS AND LINKAGES: Please list what you think are your outcomes as a result of having networks and linkages.

NETWORKING AND LINKAGES

The institution is valued as a partner by other higher education institutions; professional, government, and non-government organizations; and industry, within the Philippines and internationally.

	Remarks	Possible sources of evidence
NL1- Networking and Linkages		
<i>The institution's partner institutions and consortium arrangements contribute to the achievement of its mission and the success of its programs.</i>		<ul style="list-style-type: none"> ○ VMGO of HEI ○ Strategic Plan of HEI ○ MOAs, MOUs ○ List of partnerships/ consortium arrangements ○ Membership in networks and associations
<i>The institution participates in academic and non-academic networks at program and institutional levels.</i>		<ul style="list-style-type: none"> ○ Report on network development ○ Report on accomplishments ○ <i>Interviews with top-level management, representatives of partner institutions, faculty, and students on network or linkage coordination</i>
The institution benefits from its partnerships, e.g., through acquisition of expertise and funding.		
The institution extends its service through its partnerships, e.g., through training, community development, or community service		
Other relevant information:		

POSSIBLE ITEMS TO CONSIDER in the EVALUATION OF EVIDENCE:

1. Presence of system for networking and linkages
 - a. Consistent with the HEI's VMG
 - b. Local, regional, and national partnerships
2. Extent of implementation
 - a. Enhancement of the academic and non-academic programs of the institution
3. Outcomes – impact of partnerships with
 - a. Other HEIs
 - b. Professional, government and non-government organizations
 - c. Industry
4. Effectiveness of implementation, based on outcomes

SCORING GUIDE FOR NETWORKING AND LINKAGES: (Indicator)

Criterion: The institution is valued as a partner by other higher education institutions; professional, government, and non-government organizations; and industry, within the Philippines and internationally.

4 *The criterion is met in all respects, at a level of excellence that provides a model for others.*

- A comprehensive plan for networking and linkages is in place.
- The plan of networking and linkages is fully implemented.
- The networks and linkages result in excellent partnerships at local, national, and international levels with other HEIs and different types of organizations.
- The institution demonstrates best practices that make their networks and linkages a model for others.

3 *The criterion is met in all respects, at a level that demonstrates good practice.*

- A broad plan for networking and linkages is in place.
- The plan of networking and linkages implemented to a great extent.
- The networks and linkages result in very good partnerships at local, national, and/or international levels with other HEIs and different types of organizations.
- The institution demonstrates very good practices in their networks and linkages.

2 *The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.*

- A plan for networking and linkages is in place.
- The plan of networking and linkages implemented to a moderate extent.
- The networks and linkages result in good partnerships at local and national levels with other HEIs and different types of organizations.
- The institution demonstrates good practices in their networks and linkages.

1 *The criterion is met in some respects, but much improvement is needed to overcome weaknesses.*

- Initiatives for networking and linkages are undertaken.
- The plan of networking and linkages implemented to a limited extent.
- The networks and linkages result in good partnerships at local levels with other HEIs and different types of organizations.
- The institution demonstrates fair practices in their networks and linkages.

0 *The criterion is not met.*

- There is no system for networking and linkages.
- The system results in poor partnership even at the local level.

Parameters	4	3	2	1	0
Presence of System for Networking & Linkages	<input type="checkbox"/> All aspects in place	<input type="checkbox"/> Most aspects in place	<input type="checkbox"/> Many aspects in place	<input type="checkbox"/> Some aspects in place	<input type="checkbox"/> No system in place
Extent of Implementation	<input type="checkbox"/> Fully implemented	<input type="checkbox"/> Implemented to a great extent	<input type="checkbox"/> Implemented to a moderate extent	<input type="checkbox"/> Implemented to a limited extent	<input type="checkbox"/> Not implemented
Outcomes: Partnerships Reach	<input type="checkbox"/> Excellent <input type="checkbox"/> Local, regional, national, international	<input type="checkbox"/> Very good <input type="checkbox"/> Local, regional, national	<input type="checkbox"/> Good <input type="checkbox"/> Local, regional	<input type="checkbox"/> Fair <input type="checkbox"/> Local	<input type="checkbox"/> Poor <input type="checkbox"/> Local
Effectiveness of implementation, based on outcomes	<input type="checkbox"/> Best practices that make it a model system	<input type="checkbox"/> Good practice in most aspects	<input type="checkbox"/> Good practices in many aspects	<input type="checkbox"/> Good practices in some aspects	<input type="checkbox"/> No good practices
Rating (please encircle)	4 3 2 1 0				

OUTCOMES OF HAVING EXTENSION PROGRAMS: Please list what you think are your outcomes as a result of having extension programs.

EXTENSION PROGRAMS

The institution is valued by its local community as a provider of extension programs that are responsive to the needs of the community for people empowerment and self-reliance.

	Remarks	Possible sources of evidence
EP1-Extension and Outreach		
<i>The institution contributes to local/ regional/ national development through its extension programs.</i>		<ul style="list-style-type: none"> ○ Needs assessment reports ○ Extension/Outreach Program reports (agenda/ programs/ beneficiaries/ impact/ etc.) ○ <i>Interviews with extension personnel and beneficiaries</i>
<i>The institution provides support mechanisms for its extension programs.</i>		<ul style="list-style-type: none"> ○ Financial allocation for extension programs ○ Inventory of resources
<p><i>The institution aligns its extension program with its instruction and other academic activities:</i></p> <ul style="list-style-type: none"> ● <i>Professional Institution - application of skills and competencies</i> ● <i>College – use of creativity and innovation</i> ● <i>University – use of research results</i> 		<ul style="list-style-type: none"> ○ Strategic plan ○ Extension/Outreach Program reports (agenda/ programs/ beneficiaries/ impact/ etc.) ○ <i>Interviews with research and extension personnel</i>
Other relevant information:		

POSSIBLE ITEMS TO CONSIDER in the EVALUATION OF EVIDENCE:

1. Presence of extension/outreach programs, which are responsive to the needs of the community
2. Extent of implementation
 - a. Sustainable human resources and financial support
 - b. Integration in appropriate areas of instruction and other academic activities
 - c. Responsiveness to the needs of the community
3. Outcomes in relation to local, regional, and national development
4. Effectiveness of implementation, based on outcomes

SCORING GUIDE FOR EXTENSION PROGRAMS: (Indicator)

Criterion: The institution is valued as provider of extension programs that are responsive to the needs of the community, e.g., people empowerment and self-reliance.

4 *The criterion is met in all respects, at a level of excellence that provides a model for others.*

- Extension/outreach programs, which are highly responsive to the needs of the community, are in place.
- These extension programs are fully implemented, in terms of:
 - Sustainable human resources and financial support
 - Excellent integration in appropriate areas of instruction and other academic activities
 - Responsiveness to the needs of the community
- These extension programs result in excellent outcomes in relation to local, regional, and/or national development.
- The institution demonstrates best practices that make their extension programs models for others.

3 *The criterion is met in all respects, at a level that demonstrates good practice.*

- Extension/outreach programs, which are responsive to the needs of the community, are in place.
- These extension programs are implemented to a great extent, in terms of:
 - Sustainable human resources and financial support
 - Very good integration in appropriate areas of instruction and other academic activities
 - Responsiveness to the needs of the community
- These extension programs result in very good outcomes in relation to local, regional, and/or national development.
- The institution demonstrates good practices in most aspects of their extension programs.

2 The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.

- Extension/outreach programs are in place.
- These extension programs are implemented to a moderate extent, in terms of:
 - Sustainable human resources and financial support
 - Good integration in appropriate areas of instruction and other academic activities
 - Responsiveness to the needs of the community
- These extension programs result in good outcomes in relation to local and/or regional development.
- The institution demonstrates good practices in most aspects of their extension programs.

1 The criterion is met in some respects, but much improvement is needed to overcome weaknesses.

- Extension/outreach programs are in place.
- These extension programs are implemented to a limited extent, in terms of:
 - Sustainable human resources and financial support
 - Some integration in appropriate areas of instruction and other academic activities
 - Responsiveness to the needs of the community
- These extension programs result in good outcomes in relation to local development.
- The institution demonstrates good practices in some aspects of their extension programs.

0 The criterion is not met.

- There are little or no extension programs in place.
- These extension programs result in poor outcomes even in relation to local development.

Parameters	4	3	2	1	0
Presence of Extension Programs	<input type="checkbox"/> Most highly responsive	<input type="checkbox"/> Highly responsive	<input type="checkbox"/> Responsive	<input type="checkbox"/> Less responsive	<input type="checkbox"/> Little or no programs
Extent of Implementation	<input type="checkbox"/> Fully implemented	<input type="checkbox"/> Implemented to a great extent	<input type="checkbox"/> Implemented to a moderate extent	<input type="checkbox"/> Implemented to a limited extent	<input type="checkbox"/> Not implemented
Outcomes: Development	<input type="checkbox"/> Excellent <input type="checkbox"/> Local, regional, national	<input type="checkbox"/> Very good <input type="checkbox"/> Local, regional, national	<input type="checkbox"/> Good <input type="checkbox"/> Local, regional	<input type="checkbox"/> Fair <input type="checkbox"/> Local	<input type="checkbox"/> Poor <input type="checkbox"/> Local
Effectiveness of implementation, based on outcomes	<input type="checkbox"/> Best practices that make them model programs	<input type="checkbox"/> Good practice in most aspects	<input type="checkbox"/> Good practices in many aspects	<input type="checkbox"/> Good practices in some aspects	<input type="checkbox"/> No good practices
Rating (please encircle)	4 3 2 1 0				