

Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION



CHED MEMORANDUM ORDER

No. 46
Series of 2012

**SUBJECT: POLICY-STANDARD TO ENHANCE QUALITY ASSURANCE (QA)
IN PHILIPPINE HIGHER EDUCATION THROUGH AN OUTCOMES-
BASED AND TYPOLOGY-BASED QA**

In accordance with pertinent provisions of the 1987 Philippine Constitution which assert that the state “shall protect and promote the right of all citizens to quality education at all levels...” (Article XIV Section 1); “establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society” (Article XIV Section 2); and “exercise reasonable supervision and regulation of all educational institutions” while recognizing the complementary roles of private and public institutions (Article XIV Section 4)—provisions that are reiterated in Batas Pambansa Blg. 232 and Republic Act 7722 otherwise known as the Higher Education Act of 1994 which state that “the State shall protect, foster and promote the right of all citizens to affordable quality education at all levels” (Section 2); “its coverage shall be both public and private institutions of higher education as well as degree granting programs in all post-secondary education institutions, public and private” (Section 3); and that the Commission “shall set minimum standards for programs and institutions of higher learning” (Section 8d);

In furtherance of the ongoing paradigm shift to learning competency based standards in Philippine higher education that underlies the provisions of CHED Memorandum Order Number 2 Series of 2011;

Pursuant to the Commission en Banc Resolution No. 508-2012 dated 26 November 2012 approving this CMO and its appended Implementation Guidelines as substantially revised in response to the criticisms articulated by stakeholders in five rounds of zonal consultations and public hearings held within the period from 19 January 2011 to 15 October 2012;

This policy-standard, which applies to private and public Higher Education Institutions (HEIs) in the country, is issued to enhance the quality assurance system of Philippine higher education through learning competency based standards and an outcomes-based system of quality assurance that is differentiated by type of HEI.

Appended to this CMO are the revised guidelines for its implementation.

**ARTICLE I.
RATIONALE FOR ENHANCING QA**

Section 1. Philippine higher education is mandated to contribute to building a quality nation capable of transcending the social, political, economic, cultural and ethical issues that constrain the country’s human development, productivity and global competitiveness.

Section 2. This mandate translates to multiple missions for the Philippine higher education system:

- To produce thoughtful graduates imbued with 1) values reflective of a humanist orientation (e.g., fundamental respect for others as human beings with intrinsic rights, cultural rootedness, an avocation to serve); 2) analytical and problem solving skills; 3) the ability to think through the ethical and social implications of a given course of action; and, 4) the competency to learn continuously throughout life—that will enable them to live meaningfully in a complex, rapidly changing and globalized world while engaging their community and the nation's development issues and concerns;
- To produce graduates with high levels of academic, thinking, behavioral, and technical skills/competencies that are aligned with national academic and industry standards and needs and international standards, when applicable;
- To provide focused support to the research required for technological innovation, economic growth and global competitiveness, on the one hand, and for crafting the country's strategic directions and policies, on the other; and
- To help improve the quality of human life of Filipinos, respond effectively to changing societal needs and conditions; and provide solutions to problems at the local community, regional and national levels.

Section 3. The fulfilment of this mission entails a critical mass of diverse HEIs offering quality programs that meet national standards, and international standards for disciplines/professions (e.g., engineering; information technology and computing; maritime education; accounting; nursing) with such widely accepted standard.

Section 4. The importance of quality and quality assurance is highlighted by the urgent need to move significant populations of Filipinos out of poverty and to address local, regional and national development concerns by educating quality leaders, thinkers, planners, researchers, technological innovators, entrepreneurs, and the much-needed work force to launch the national economy.

Section 5. The focus on quality and quality assurance is further underscored by the following:

- Research findings suggesting that the lack of a critical pool of graduates with the necessary thinking, technical and behavioural competencies are among the factors constraining the re-launching of the Philippine manufacturing sector and the achievement of the full potentials of the service sector;
- the reality of an ASEAN community by 2015 which will facilitate the free flow of qualified labor in the region and either open up opportunities for graduates of Philippine HEIs or threaten their employment even in their own country;
- the commitment of the Philippine government to the evolving efforts to recognize and develop a system of comparable qualifications, degrees, and



diplomas across the Asia-Pacific region under the auspices of the UNESCO and other multilateral bodies (e.g. ASEAN, APEC); and

- The acceptance of internationally-agreed-upon frameworks and mechanisms for the global practice of professions.

ARTICLE II QUALITY ASSURANCE FRAMEWORK

Section 6. CHED defines quality as the alignment and consistency of the learning environment with the institution's vision, mission, and goals demonstrated by exceptional learning and service outcomes and the development of a culture of quality. This definition highlights three perspectives of quality¹:

- Quality as "fitness for purpose" is generally used by international bodies for assessment and accreditation. This perspective requires the translation of the institution's vision, mission, and goals into learning outcomes, programs, and systems;
- Quality as "exceptional" means either being distinctive; exceeding very high standards; or conformance to standards based on a system of comparability using criteria and ratings; The third characteristic underlies CHED's definition of "exceptional"; and
- Quality as "developing a culture of quality" is the transformational dimension of the CHED notion of quality.

Section 7. Quality Assurance (QA) for CHED does not mean merely specifying the standards or specifications against which to measure or control quality. Rather, QA is about ensuring that there are mechanisms, procedures and processes in place to ensure that the desired quality, however defined and measured, is delivered².

Section 8. Any internal QA system begins with the HEI's identity and enters a quality cycle of planning, implementation, review, and enhancement. The plan-do-check-act cycle or the Deming Cycle (Annex 1) is applied to the HEI's capacity 1) to translate vision, mission, and goals (VMG) into desired learning outcomes; 2) to establish the proper learning environment (implementation of teaching-learning systems as well as support processes and procedures); 3) to review against performance indicators and standards defined in the assessment system; and 4) to enhance programs and systems. The cycle continues as the HEI develops into a mature institution.

Section 9. QA can be carried out with the help of external agencies like CHED and the accrediting bodies. The role of CHED is to oversee a rational and cohesive system that promotes quality according to the typology of HEIs. This recognizes that different types of HEIs have different requirements in terms of the qualifications and corresponding desired competencies of their graduates, their programs, the qualifications of their faculty, their learning resources and support structures, and the nature of their linkages and outreach activities.

¹ Harvey, L, Green D (1993). "Defining quality". *Assessment and Evaluation in Higher Education* 18(1):9-34.

² Church, C.H. (1988). "The Qualities of Validation". *Studies in Higher Education* 13:27-43.



Section 10. The overall CHED approach to QA is *developmental*, with the goal of helping the HEI develop a culture of quality. CHED will work with institutions to assist them in strengthening their management of academic and administrative processes so that they are better able to achieve their quality goals and educational objectives. Where there are serious weaknesses or failures to comply with conditions attached to permits or recognitions, CHED will expect remedial action to be taken, and will use its powers in relation to such shortcomings as appropriate.

ARTICLE III

RATIONALE FOR ADOPTING COMPETENCY-BASED LEARNING STANDARDS AND OUTCOMES-BASED QA MONITORING AND EVALUATION

Section 11. The changing realities spurred by globalization underscore the shift in contemporary international education discourse from education to lifelong learning, and from education as transmission of expert knowledge to education as building learner competencies—including learning how to learn. This shift is more than a mere change of semantics. When UNESCO's Faure Report was written in 1972, the goal of (lifelong) education was expressed as "developing humane individuals and communities in the face of rapid change."³ By 1996, this goal was updated by the Delors Report to take into account the forces of competition, cooperation and solidarity⁴. The goal of lifelong learning since 1996 has, thus, focused on "retraining and learning new skills/competencies that would enable individuals to cope with the demands of a rapidly changing workplace" and a complex, interdependent world⁵.

Section 12. Learning throughout life is the key in the globalized world of the 21st century to help individuals "*adapt to the evolving requirements of the labor market*" and better master "*the changing time-frames and rhythms of individual existence.*" UNESCO's 1996 Delors Report assert that lifelong learning "*must constitute a continuous process of forming whole beings—their knowledge, attitudes, as well as the critical faculty and ability to act. It should enable people to develop awareness of themselves and their environment and encourage them to play their social role and work in the community*".

Section 13. CHED is committed to developing competency-based learning standards that comply with existing international standards when applicable (e.g. outcomes-based education for fields like engineering and maritime education) to achieve quality and enable an effective integration of the intellectual discipline, ethos and values associated with liberal education.

Section 14: CHED is committed to developing and implementing an outcomes-based approach to QA monitoring and evaluation because it has the potential to greatly increase both the effectiveness of the QA system, and the quality, efficiency, and effectiveness of higher education. Mature evaluation systems are based upon outcomes, looking particularly into the *intended, implemented, and achieved* learning outcomes.

³ Faure, E et al (1972). *Learning to Be: the World of Education Today and Tomorrow*. Paris: UNESCO.

⁴ Delors, J. et al. (1996). *Learning: the Treasure Within*. Report to UNESCO of the International Commission on Education for the Twenty-First Century.

⁵ Medel-Anonuevo, C et al (2001). *Revisiting Lifelong Learning for the 21st Century*. Hamburg: UNESCO Institute of Education.



Section 15. While CHED adopts an outcomes-based approach to monitoring and evaluation, specific inputs (e.g., qualified teachers) and processes remain important, as they create the environment and shape the learning experience that is made available to students.

Section 16. CHED adopts two different approaches to outcomes-based evaluation of programs and of institutions:

- A direct assessment of educational outcomes, with evaluation of the individual programs that lead to those outcomes. In this approach, the program outcomes are largely measured against the policies, standards, and guidelines of the discipline.
- An audit of the quality systems of an institution, to determine whether these are sufficiently robust and effective to ensure that all programs are well designed and deliver appropriate outcomes. Such an audit will not normally make direct judgments on academic programs, but it will consider program-level evidence to the extent necessary to establish that institutional systems are functioning properly. This approach thus takes into consideration the vision, mission, and goals of the HEI.

ARTICLE IV RATIONALE FOR A TYPOLOGY-BASED QA

Section 17. The notion of quality as fitness for purpose and the adoption of an outcomes-based QA framework presuppose quality goals that are anchored to the individual HEIs' vision and mission statements. Since HEIs define their institutions' vision and mission in response to the particularities of local or regional needs and opportunities, and in consideration of specific institutional strengths and weaknesses, the quality goals of individual HEIs necessarily differ from each other. Thus, if Philippine HEIs are true to their institutional vision and mission statements, they are likely to identify unique and different attributes and quality outcomes. Likewise, HEIs with similar institutional vision and mission statements may have similar and overlapping attributes and quality outcomes.

Section 18: In order to enhance quality assurance and improve the higher education system, the Commission has to change its one-size-fits-all QA system. The existing one-size-fits-all QA of CHED, which is based on the QA for universities, imposes a common set of quality indicators for all Philippine HEIs regardless of their mission. Thus, institutions are compelled to direct their QA efforts towards meeting CHED quality indicators that are not aligned with their quality outcomes, which prevent them from improving the quality of Philippine education as a whole. Among the consequences of the existing one-size-fits-all QA system are the following:

- It creates inefficiencies within HEIs as they are, in effect, being required to channel limited resources to quality outcomes that may be irrelevant for their mission and context. For the higher education sector, these inefficiencies are multiplied by the number of HEI who pursue the common QA metrics of CHED, which were meant for universities. On the other hand, the common metrics, which are intended for universities, are watered down in their implementation by issues of compliance of the majority of the country's more than 1800 HEIs;
- It reinforces a penchant for university status that results in a crisis of purpose, with HEIs "falling short of being what they could be, and, in the process, not



only deprive society of substantial intellectual services, but also diminish the vitality of higher learning”⁶;

- It results in the lack of focused support for important research in the country’s universities. This, in turn, redounds to the missed opportunities to support the development of the Philippine innovation system and the search for solutions to the country’s underdevelopment; and
- It presumes that academic excellence is achievable only by universities. This reinforces education inflation, a condition where employers here and abroad accept the presumed hierarchy of Philippine HEIs and uncritically use a university diploma as a screen for recruiting Filipinos for jobs whose competency requirements may be equally, if not better served, by graduates of other types of HEIs.

Section 19. The benefits to the higher education community of a good typology include:

- The establishment of more appropriate QA standards/mechanisms and development interventions for specific types of HEIs;
- Clearer focus on each type of HEI’s role in the context of national development goals, enhancing their relevance; and
- Increased internal efficiency as HEIs within each type are given the leeway to focus their internal resources on the core functions of the type.
- More focused energies to ensure that the HEIs’ programs are comparable to similar programs across the country and programs elsewhere in the region;

Section 20. For CHED and other concerned agencies, differentiating among types of HEIs would:

- Provide a more rational monitoring and evaluation system for quality assurance purposes;
- Rationalize support and incentives for HEIs based on mandate, functions, and operations for each type;
- Allow for more intensive intervention and development programs for priority areas targeted for each type; and
- Eventually rationalize the number and distribution of different types of HEIs for the entire country, region, province etc.; thus improving the relevance and efficiency of the system as a whole.

ARTICLE V

ADOPTION OF A HORIZONTAL TYPOLOGY OF HEIS FOR QA

Section 21. For purposes of quality assurance, CHED adopts both a horizontal typology based on the functional differentiation of HEIs vis-à-vis their service to the nation, and a vertical typology within each horizontal type.

Section 22. CHED’s horizontal typology is sensitive to the various functions, organizational profiles and constraints of existing HEIs in the Philippines. Each type is distinguished on the

⁶ Boyer (1990:55) *Scholarship Reconsidered: Priorities of the Professoriate*. San Francisco: Jossey-Bass. The Carnegie Foundation for the Advancement of Teaching



basis of a transparent set of distinguishing features and measurable indicators relevant to national development goals. In particular, HEIs may be differentiated functionally along 1) the qualifications and corresponding competencies of their graduates; 2) the nature of the degree programs offered; 3) the qualifications of faculty members; 4) the types of available learning resources and support structures available; and 5) the nature of linkages and community outreach activities.

Section 23. The horizontal typology is made up of three types of HEIs that are differentiated along the variables in Article V Section 22.

Section 23.1. Professional Institutions contribute to nation building by providing educational experiences to develop technical knowledge and skills at the graduate and undergraduate levels, which lead to professional practice, e.g., Engineering, Medicine, Law, IT, Management, Teacher Education, Maritime Education). Professional Institutions develop adults who will have the technical and practical know-how to staff the various professional sectors that are required to sustain the economic and social development of the country and the rest of the world, as well as to contribute to innovation in their respective areas. Given the nature of the Philippine economy and the competencies that are needed to make it more competitive, as well as the current trends in the labor market, the country needs a good number of high quality professional institutions.

In order to attain its mandate of developing technical knowledge and skills that lead to professional practice, Professional Institutions should have

- Full-time permanent faculty members who have the relevant degrees as required by CHED, as well as professional licenses and/or professional experience in the subject areas they handle;
- Degree programs in professional fields that develop graduates with specialized skills;
- Learning resources and support structures that are appropriate for developing professional knowledge and skills, including laboratories, practicum sites or internship programs, linkages with the relevant professional sectors, etc.;
- Sustained program linkages with relevant industries, professional groups, and organizations that support the professional development programs; and
- Outreach programs involving all students in social-development oriented experiences that allow them to develop the service orientation in their professions.

Section 23.2. Colleges contribute to nation building by providing educational experiences to develop adults who have the thinking, problem solving, decision-making, communication, technical, and social skills to participate in various types of employment, development activities and public discourses, particularly in response to the needs of the communities they serve.

In order to attain its mandate, Colleges should have

- Full-time permanent faculty members who have the relevant degrees as required by CHED and experience in the subject areas they handle;
- Degree programs characterized by a core curriculum that holistically develops thinking, problem solving, decision-making, communication, technical, and social skills in line with the mission of the College;

- Learning resources and support structures that are appropriate for developing knowledge and skills in the specific natural science, social science, humanities, and professional disciplines offered by the college, including laboratories, books and journals, etc.;
- Links with the community that would ensure the development of relevant academic and extension programs as well as the application of their learning outcomes; and
- Outreach programs involving students in social-development oriented experiences that allow them to contextualize their knowledge within actual social and human experiences.

Section 23.3. Universities contribute to nation building by providing highly specialized educational experiences to train experts in the various technical and disciplinary areas and by emphasizing the development of new knowledge and skills through research and development. The focus on developing new knowledge is emphasized from the basic post-secondary (i.e., baccalaureate) academic programs through the doctoral programs; thus, a research orientation is emphasized in the Bachelor, Master's and doctoral degree programs. Universities contribute to nation building by producing experts, knowledge, and technological innovations that can be resources for long-term development processes in a globalized context.

In order to attain its mandate, Universities should have

- Faculty members with relevant degrees in their areas of specialization as required by CHED, and who participate in research and development activities in their respective disciplines as evidenced by refereed publications, and other scholarly outputs;
- A comprehensive range of degree programs in all levels, from basic post-secondary to doctoral programs;
- Viable research programs in specific (disciplinary and multidisciplinary) areas of study that produce new knowledge as evidenced by refereed publications, citations, inventions and patents, etc.;
- Comprehensive learning resources and support structures (e.g., libraries, practicum laboratories, relevant educational resources, and linkages with the relevant disciplinary and professional sectors) to allow students to explore basic, advanced, and even cutting edge knowledge in a wide range of disciplines or professions;
- Links with other research institutions in various parts of the world that would ensure that the research activities of the university are functioning at the current global standards; and
- Outreach activities that allow the students, faculty, and research staff to apply the new knowledge they generate to address specific social development problems, broadly defined.



ARTICLE VI VERTICAL TYPOLOGY OF HEIs

Section 24. Vertical typology refers to the classification of HEIs according to the three elements of quality: 1) the alignment and consistency of the learning environment with the institution's vision, mission, and goals; 2) demonstration of exceptional learning and service outcomes; and 3) the development of a culture of quality. The first element is related to the horizontal type of the HEI while the last two are related to **level of program excellence** and **institutional quality**.

- **Program excellence** is manifested through accreditation, Centers of Excellence and Development, and international certification.
- **Institutional quality** is manifested through institutional accreditation, Institutional Quality Assessment (ISA), or other evidences⁷ in the areas of governance and management, quality of teaching and learning, quality of professional exposure, research, and creative work, support for students, and relations with the community. Furthermore, the maturity of the HEI's internal QA system can be seen in the institutionalization and documentation of systems/processes in the HEI, the extent of implementation of these systems/processes, and the quality outcomes that contribute to program excellence.

Section 25. There are three types of HEIs according to vertical classification, which results from both program and institutional quality outcomes:

- **Autonomous HEIs (by Evaluation)** demonstrate exceptional institutional quality and enhancement through internal QA systems, and demonstrate excellent program outcomes through a high proportion of accredited programs, the presence of Centers of Excellence and/or Development, and/or international certification. In particular, they show evidence of outstanding performance consistent with their horizontal type, e.g., research and publications for universities; creative work and relevant extension programs for colleges; and employability or linkages for professional institutes.
- **Deregulated HEIs (by Evaluation)** demonstrate very good institutional quality and enhancement through internal QA systems, and demonstrate very good program outcomes through a good proportion of accredited programs, the presence of Centers of Excellence and/or Development, and/or international certification. In particular, they show evidence of very good performance consistent with their horizontal type.
- **Regulated HEIs** are those institutions, which still need to demonstrate good institutional quality and program outcomes.

Section 26. Vertical classification is based on the assessment of the HEI's **Commitment to Excellence** and **Institutional Sustainability and Enhancement**. Commitment to Excellence

⁷These other evidences in the five KRAs would be considered in the interim, or until such time that arrangements have been made to use the Institutional Sustainability Assessment instrument for the assessment of HEIs. There is a further recommendation to allow accrediting agencies to use this instrument in parts or en toto.



mainly considers program excellence while Institutional Sustainability and Enhancement is largely based on institutional quality.

Section 27. The long-term goal is to have the majority of HEIs implementing an established internal quality assurance system and undergoing institutional assessment preferably using a standard type-based instrument, such as the one derived from ISA, which can be used by accrediting agencies and CHED. Over the long haul, the objective of CHED is to have a critical mass of autonomous and deregulated HEIs.

ARTICLE VII TRANSITORY PROVISIONS

Section 28. Given that it will take at least two years to shift to competency-based learning standards; develop outcomes-based monitoring and evaluation; and implement the typology, CHED has extended the status of autonomous and deregulated HEIs and existing COEs and CODs up to 31 May 2014.

Section 29: HEIs with pending recommendations for COEs and CODs that have been processed by the Technical Panels are granted the status up to 31 May 2014 or until the end of their designation as COE or COD for those designated as such beyond 31 May 2014. Similarly, the second batch of COEs and CODs in the humanities, social sciences, and communications that will be processed and granted by August 2012 will enjoy the status up to 31 May 2014, after which a new round of COEs and CODs will be selected by the different Technical Panels based on criteria that take into account the shift to learning competency-based program standards; the mandate of COEs and CODs vis-à-vis the development of the disciplinal and multidisciplinary fields in the country; and the type of HEI (i.e. for the indicators that may be sensitized to the HEI type).

Section 30: Private HEIs with pending applications for university status that were affected by the moratorium starting January 2011, or **public HEIs with pending bills for conversion to university**, will be assessed using the new criteria if they are ready. If not, they will be given two years to meet the new criteria, or will be assessed along the criteria of CMO 48 s. 1996 and classified accordingly if they meet the criteria.

Section 31: HEIs recognized as universities before the establishment of CHED or granted such status by the Commission will retain this status unless they choose to be classified differently along the horizontal typology.

Section 32: The lead university for private HEIs with pending applications for university system status ought to meet the requirements for university by 2014. By 2017, the system as a whole must meet the 2017 requirement for university status.

Section 33: The policy and implementing guidelines for other quality and QA mechanisms (e.g. the ISA) will be the subject of other CMOs.

ARTICLE VIII REPEALING CLAUSE

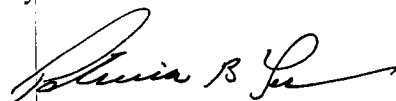


Section 39. All previous issuances pertaining to the grant of university status, system status, autonomous and deregulated status that are inconsistent with the provisions in this CMO are deemed repealed, revoked or rescinded after the transitory provisions are implemented.

**ARTICLE IX
EFFECTIVITY**

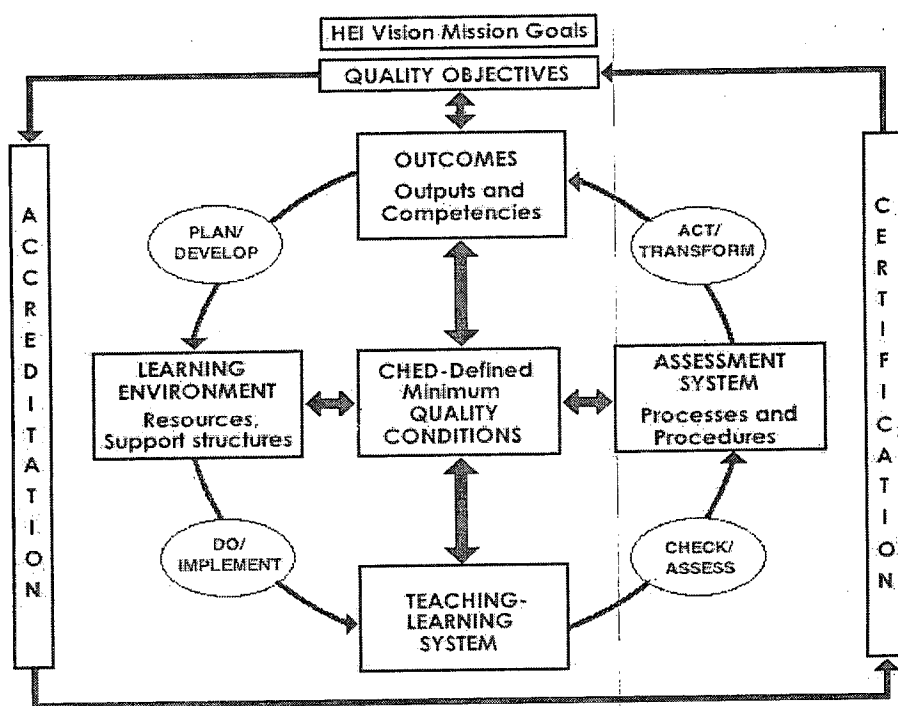
Section 40. This CMO shall take effect 15 days after publication in an official gazette or in a newspaper of public circulation.

Issued the 11th day of December 2012 in Quezon City


PATRICIA B. LICUANAN
CHAIRPERSON



THE PDCA (PLAN-DO-CHECK-ACT) CYCLE AS APPLIED TO HEIS





Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION

**GUIDELINES FOR THE IMPLEMENTATION OF CMO 46 SERIES OF 2012 on
the POLICY-STANDARD TO ENHANCE QUALITY ASSURANCE (QA) IN
PHILIPPINE HIGHER EDUCATION THROUGH OUTCOMES-BASED AND
TYPOLOGY-BASED QA**

1. SCOPE AND COVERAGE

- 1.1. This CMO further clarifies and operationalizes the outcomes-based and typology-based QA for Philippine higher education as promulgated in CMO No. 46 Series of 2012.
- 1.2. Since CMO No. 46 Series of 2012 applies to Private Higher Education Institutions (PHEIs), State Universities and Colleges (SUCs), Local Colleges and Universities (LCUs), and other non-SUC public higher education institutions (HEIs), this CMO is for the guidance of all HEIs in the country. Its provisions on learning competency-based standards and typology- and outcomes-based quality assurance have profound implications for Philippine HEIs, accreditation and professional licensing bodies as well as for CHED's monitoring and evaluation units.

2. DEFINITION OF TERMS AND ACRONYMS

TERMS/ACRONYMS	DEFINITION
ABET	Accreditation Board for Engineering and Technology
Achieved learning outcomes	Learning outcomes that are actually attained by the students as opposed to intended learning outcomes
Accreditation	The process of assessment and review that enables a higher education program or institution to be recognized or certified as meeting appropriate standards [UNESCO Draft Toolkit for the Recognition of Foreign Qualifications, 2012]
Accreditation bodies	Agencies that assess the quality of educational institutions based on a set of criteria, measured through surveys and onsite reviews by experienced accreditors. The following accreditation bodies are recognized by CHED: Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU), the Philippine Association of Colleges and Universities Commission on Accreditation (PACU-COA), the Association of Christian Schools, Colleges and Universities-Accrediting Agencies Inc. (ACSCU-AAI), all under the umbrella of the Federation of Accrediting Agency of the Philippines (FAAP); and the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP), Inc., Association of Local Colleges and Universities Commission



TERMS/ACRONYMS	DEFINITION
	on Accreditation, Inc. (ALCU COA), both under the National Network of Quality Assurance Agencies, Inc. (NNQAA)
ASEAN 2015	A roadmap to achieve better regional integration of the socio-cultural, economic, and political security pillars of the Association of Southeast Asian Nations member-states by 2015. ASEAN 2015, also known as ASEAN Community 2009-2015 will be marked by among others, labor mobility within the region.
Assessment	<i>Applied to individuals:</i> the process of evaluating the knowledge, skills or competencies of individual learners; <i>Applied to programs and institutions:</i> the process of evaluating the educational quality of a higher education institution or program [UNESCO Draft Toolkit for the Recognition of Foreign Qualifications, 2012]
Autonomous HEIs (by evaluation)	HEIs that demonstrate exceptional institutional quality and enhancement consistent with their horizontal type through internal QA systems, and demonstrate excellent program outcomes through a high proportion of accredited programs, the presence of Centers of Excellence and/or Development, and/or international certification
Autonomous HEIs (by legislation)	Chartered State Universities and Colleges (SUCS) and Local Colleges and Universities (LCUs) that are created by national legislation or local ordinance and whose charters are argued to give them relative autonomy
Baldrige PQA	Philippine Quality Award (an award given by the Department of Trade and Industry in collaboration with the Development Academy of the Philippines) based on the Baldrige Criteria for Performance Excellence (leadership, strategic planning, customer focus, workforce focus, operations focus, results)
Branch of knowledge	A broad clustering of disciplines with similar objects of study, frames of reference and methodological approaches e.g, natural sciences and engineering; social sciences; the arts and humanities; the management sciences
Deregulated (by evaluation)	HEIs that demonstrate very good institutional quality and enhancement consistent with their horizontal type through internal QA systems, and demonstrate very good program outcomes through a good proportion of accredited programs, the presence of Centers of Excellence and/or Development, and/or international certification;
Discipline	An area of study “constituted by defined academic research methods and objects of study, frames of reference,



TERMS/ACRONYMS	DEFINITION
	methodological approaches, topics, theoretical canons, and technologies; May also be seen as “subcultures” with their own language, concepts, tools and credentialed practitioners” [Petts, J., Owens, S. and Bulkeley, H. (2008) “Crossing boundaries: interdisciplinarity in the context of urban environments,” <i>Geoforum</i> 39 (2008) 593-601].
Center of Development	A designation granted by the Commission on Higher Education in recognition of a unit's evident above average performance in teaching, research and extension functions
Center of Excellence	A designation granted by the Commission on Higher Education in recognition of a unit's exemplary performance in its teaching, research and extension functions.
CHED	Commission on Higher Education
Colleges	HEIs that contribute to nation building by providing educational experiences to develop adults who have the thinking, problem solving, decision-making, communication, technical, and social skills to participate in various types of employment, development activities and public discourses, particularly in response to the needs of the relevant communities they serve—e.g. geographic, imagined community (e.g. religious community; a particular public).
Competencies	For purposes of CMO No. 46 Series of 2012 refers to the combination of knowledge, complex skills, behavior and attitude that enables an individual to perform a specific task or role. The literature, nevertheless, cites overlapping ways of defining or interpreting competencies that include the following: <i>General cognitive ability</i>: “an individual’s knowledge and system beliefs, formed through experience” and with their own “achievements, influences subsequent performance through expectations, attitudes and interpretations”; <i>Competence-performance model</i>: the breakdown of the notion of competence into 1) conceptual competence (rule-based, abstract knowledge about an entire domain); 2) procedural competence (procedures and skills needed to apply conceptual competence in concrete situations); and 3) performance competencies (required to assess a problem and select a suitable strategy for its solution) <i>Modified competence-performance model</i>: goes beyond the cognitive bias of the competence-performance model and includes the available learning and practice environments that shape competence;



TERMS/ACRONYMS	DEFINITION
	<i>Action competence</i>: includes all the cognitive, motivational and social prerequisites for successful learning and application and used to analyze the conditions of success in performing tasks. These include general problem solving competence; critical thinking skills; domain-general and domain-specific knowledge; realistic, positive self confidence; and social competencies; <i>Key competencies</i>: basic competences, such as literacy, numeracy, general education; methodological competences, like problem solving, IT skills; communication skills, including writing and presentation skills; and judgment competences, such as critical thinking. <i>Meta-competencies</i>: skills in planning, initiating, monitoring and evaluating one's own cognitive processes; experience and knowledge about different task difficulties; knowledge about learning and problem solving; skills in using effective cognitive aids and tools, such as graphics and analogies, and learning how to learn [Weinert, F. E. (1999). <i>Concepts of Competence</i>. Published as a contribution to the OECD project Definition and selection of competencies: Theoretical and conceptual foundations (DeSeCo). Neuchâtel: DeSeCo. Munich, Germany: Max Planck Institute for Psychological Research; Winterton, J., Delamare, F. Le and Stringfellow, D. E. (2005). <i>Typology of knowledge, skills and competences: clarification of the concept and prototype</i>, Toulouse: Centre for European Research on Employment and Human Resources Groupe ESC.]
EUR-ACE	EUROpean ACcredited Engineer ; A certificate awarded by an authorized accreditation agency to an engineering degree program which has reached the educational standards of the European Higher Education Area (EHEA)
FAAP	Federation of Accrediting Agencies of the Philippines
Field of study	Recognized areas of specialization within a discipline or sub-discipline
Full-time faculty	A faculty member employed by an HEI on a full-time basis
Functional differentiation	Differentiated according to the functions of the HEI as determined by its vision and mission
Graduate Programs	A set of advanced courses of study, the completion of which leads to either a master's or doctorate degree
Hegemonic paradigm	Dominant paradigm (see definition of paradigm below)
Higher Education	Refers to post-secondary-level education, training or research that is recognized by the relevant authorities of a party as belonging to its higher education system [UNESCO Draft Toolkit for the Recognition of Foreign Qualifications, 2012]
Higher Education Institution (HEI)	An establishment recognized by the relevant authorities of a party that provides higher education [UNESCO Draft Toolkit for the Recognition of Foreign Qualifications, 2012]



TERMS/ACRONYMS	DEFINITION
Higher Education Program	A program of study recognized by the relevant authorities of a party as belonging to its higher education system, the completion of which provides a student with higher education qualifications [UNESCO Draft Toolkit for the Recognition of Foreign Qualifications, 2012]
Horizontal typology	A functionally differentiated typology of HEIs that does not imply any hierarchy. The differentiation is along the following dimensions: (1) qualifications and corresponding competencies of programs; (2) nature of degree programs offered; (3) qualifications of faculty members; (4) types of available learning resources and support structures available; and (5) nature of linkages and community outreach activities. For the Philippines at this juncture, HEIs may be differentiated horizontally as <i>Professional Institutions, Colleges, or Universities</i>
Implemented learning outcomes	The implemented curriculum/syllabus to achieve specific learning outcomes
Indexed Journals	Journals recognized as authoritative and high quality source of information in particular fields of study/disciplines because their articles are part of a citation index (e.g. Institute for Scientific Information or ISI or Sci-Verse Scopus)
Institutional Quality	The quality of HEIs as reflected in their Institutional Accreditation, Institutional Quality Monitoring and Evaluation (IQuAME), the Institutional Sustainability Assessment or other evidences in the areas of governance and management, quality of teaching and learning, quality of professional exposure, research, and creative work, support for students, and relations with the community
Institutional Quality Monitoring and Evaluation (IQuAME)	Refers to a CHED-established mechanism for monitoring and evaluation of the outcomes of the programs, processes, and services of Higher Education Institutions in the key area of quality of teaching and learning as supported by governance and management; support for students; relations with the community; and management of resources. CHED is replacing IQuAME with the Institutional Sustainability Assessment (ISA).
Institutional accreditation	Refers to the evaluation of a whole educational institution of which the guidelines and standards shall be formulated in collaboration with the existing federations/networks of accrediting agencies and approved by CHED
Institutional Sustainability	An organization's ability to address current educational needs and to have the agility and strategic management to prepare successfully for future educational, market, and operating environment;



TERMS/ACRONYMS	DEFINITION
Institutional Sustainability Assessment (ISA)	A quality assurance process that assesses the institutional sustainability of an HEI in the key areas of quality of teaching and learning as supported by governance and management; support for students; relations with the community; and management of resources. Sensitive to the horizontal typology, it aims to (1) support HEIs in developing institutional systems that lead to quality outcomes, as demonstrated by students and graduates whose competencies meet internationally recognized standards when applicable and are relevant to employment; (2) support HEIs in developing a culture of quality, reflected in internal QA systems that will help them perform effectively and efficiently and meet their desired outcomes and performance targets; and (3) engage HEIs in addressing policy issues, especially those that address the need to improve the quality of higher education
Intended learning outcomes	The learning outcomes expressed as objectives of the course or program.
International accreditation	Accreditation by a reputable international accreditation body (e.g. ABET, EUR-ACE)
Internationally agreed upon frameworks and mechanisms of global practice	Agreed upon International frameworks for professional programs such as the Washington Accord for engineering.
Learning competency-based standards	Standards that are based on duly-specified learning competencies for a particular field of study or discipline. In an outcomes-based approach, the outcomes are the set of learning competencies that enable learners to perform complex tasks/functions/roles.
Learning resources and support structures	These are libraries, practicum laboratories, relevant educational resources, linkages with the relevant disciplinal and professional sectors, etc. that allow students to explore basic, advanced, and even cutting edge knowledge in a wide range of disciplines or professions
Liberal Arts programs	Studies intended to provide general knowledge and intellectual skills rather than professional or occupational skills. Examples of liberal arts programs are those in the arts, humanities, natural sciences, social sciences, and mathematics
Lifelong Learning (LLL)	Lifelong learning is a process that involves the acquisition and upgrading of knowledge, skills, values and qualifications throughout all stages of a person's life — from early childhood through adulthood. LLL promotes the development of competencies that will enable citizens to adapt to a knowledge-based society and participate actively in all spheres of life. It



TERMS/ACRONYMS	DEFINITION
	values all forms of learning including formal learning (e.g. university-based learning), non-formal learning (e.g. skills acquired at the workplace) and informal learning (e.g. intergenerational learning)
Local Accreditation	The issuance of a certificate of accredited status by any of the accreditation bodies in the Philippines attesting to the quality or standards of a higher education institution or to any of its educational programs, and to the effectiveness of the management and operations of the institution offering the program, as exceeding the minimum standards or criteria for government recognition.
NNQAA	National Network of Quality Assurance Agencies
One-size-fits-all QA System	An imposed common set of quality indicators for all Philippine HEIs regardless of their mission, compelling institutions to direct their QA efforts towards meeting CHED quality indicators that may not be aligned with quality outcomes associated with their respective missions.
Outcomes	Within a learner-centered paradigm, outcomes are the set of learning competencies that enable learners to perform complex tasks/functions/roles.
Outcomes-based education	In a nutshell, OBE implies the best way to learn is to first determine what needs to be achieved. Once the desired results or 'exit outcomes' have been determined, the strategies, processes, techniques and means are put in place to achieve the predetermined goals. In essence, it is a working-backwards with students as the centre of the learning-teaching milieu
Outcomes-based QA	<i>Program level:</i> A direct assessment of educational outcomes, with evaluation of the individual programs that lead to those outcomes. In this approach, the program outcomes are largely measured against the policies, standards, and guidelines of the discipline; <i>Institutional Level:</i> An audit of the quality systems of an institution, to determine whether these are sufficiently robust and effective to ensure that all programs are well designed and deliver appropriate outcomes. This approach takes into consideration the vision, mission, and goals of the HEI
Paradigm	A set of assumptions, concepts, values, and practices that constitutes a way of viewing reality for the community that shares them, especially in an intellectual discipline
Paradigm shift	A change in basic assumptions, premises and frameworks; a change of mindsets or perspectives with real consequences for practice.
Patents	Consists of exclusive rights granted by a sovereign state to an



TERMS/ACRONYMS	DEFINITION
	inventor or their assignee for a limited period of time in exchange for public disclosure of an invention
Permanent faculty	Tenured faculty members who can only be removed from office for cause (e.g. incompetence, immorality) following the proper administrative procedures.
Professional Institutes	HEIs that contribute to nation building by providing educational experiences to develop technical knowledge and skills at the graduate and undergraduate levels, which lead to professional practice, e.g., Engineering, Medicine, Law, IT, Management, Teacher Education, Maritime Education); Professional Institutions develop adults who will have the technical and practical know-how to staff the various professional sectors that are required to sustain the economic and social development of the country and the rest of the world, as well as to contribute to innovation in their respective areas
Professional programs	Traditionally refers to programs whose professional practice is regulated through a licensure examination. For purposes of developing the typology, however, CHED, upon the recommendation of its Technical Panels, broadened the notion of profession-oriented practices beyond those regulated by the Professional Regulatory Commission (PRC) to cover programs with direct (tangible, observable) application of frameworks and skills in future practice. CHED adopted the recommendations of the Technical Panels for the classification of programs within their respective disciplinary jurisdiction. These “professional” programs include unlicensed professions like Journalism, Broadcast Communications, Management, and Information Technology, which are associated with communities of practice that are guided by a Code of Ethics.
Program evaluation	See Outcomes-Based QA: Program level
Program excellence	Excellence of academic programs as manifested through accreditation, Centers of Excellence and Development, and international certification
PQA	See Baldrige PQA above
PTC	Philippine Technological Council
Qualifications	A combination of academic preparation (degree completion) augmented by subsequent activities that maintain or establish preparation for a particular task, job, role or profession.
Quality	For quality assurance purposes, CHED adopts the notion of quality as: • “Fitness for purpose”, which is generally used by international bodies for assessment and accreditation, requires the translation of the institution’s vision,



TERMS/ACRONYMS	DEFINITION
	mission, and goals into its learning outcomes, programs, and systems; • “Exceptional”, which means being distinctive; exceeding very high standards; or conformance to standards based on a system of comparability using criteria and ratings; • Quality as “developing a culture of quality” is the transformational dimension of the CHED notion of quality. [Harvey, L, Green D (1993). “Defining quality”. <i>Assessment and Evaluation in Higher Education</i> 18(1):9-34].
Quality Assurance	An ongoing process of evaluating and enhancing the quality of a higher education system, institution, or program to assure stakeholders that acceptable standards of education, scholarships, and resources for delivery are being maintained. QA does not mean merely specifying the standards or specifications against which to measure or control quality. Rather, quality assurance is about ensuring that there are mechanisms, procedures and processes in place to ensure that the desired quality, however defined and measured, is delivered [Church, C.H. (1988). “The Qualities of Validation”. <i>Studies in Higher Education</i> 13:27-43].
QA	Quality Assurance
Refereed journals	Scholarly journals peer-reviewed by experts prior to publication. The reviews are often blind, i.e., the names of the author and the reviewer are withheld.
Reputable academic presses	University presses or academic publishers known for the good quality of their publications
Regulated HEIs	Institutions, which still need to demonstrate good institutional quality and program outcomes
Six Sigma Process	A system of accreditation that lets the market know whether an organization has complied with rigorous standards for the area accredited. It usually covers a training firm’s qualifications, an instructor’s knowledge and competency, adequacy of curriculum content and the robustness of an internal corporate program.
Skills	A “goal-directed, well-organized behavior that is acquired through practice and performed with economy of effort” [Proctor, R. W., & Dutta, A. (1995). <i>Skill acquisition and human performance</i>. Thousand Oaks , CA : Sage: 18]. There are different types of skills—the skill of making



TERMS/ACRONYMS	DEFINITION
	distinctions or judgments or perceptual skills; the skill in selecting the appropriate response or response skills; the manual aspects of performance or motor skills; and the skill to solve concrete problems or problem-solving skills [Winterton, J., Delamare, F. Le and Stringfellow, D. E. (2005). <i>Typology of knowledge, skills and competences: clarification of the concept and prototype</i>, Toulouse: Centre for European Research on Employment and Human Resources Groupe ESC.] Note that while skills and competencies are not the same conceptually, the broad notion of skills as encompassing attitudes and practical skills and the different interpretations of ‘competencies’ account for the interchangeable use of the terms “skills” and “competencies” in the literature.
UNESCO Recognition of Comparable qualifications, degrees, diplomas, certificates in the Asia-Pacific region (1983)	Refers to the <i>1983 Regional Convention of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific</i> A legally binding instrument which aims to promote and facilitate academic mobility in the Asia-Pacific region. The Convention was revised in 2011 to hasten the effort of determining the comparability of programs across the region. The revised Convention which is in the process of ratification by UNESCO member states in the region is also referred to as the Tokyo Convention
Undergraduate Programs	Refers to a set of four or five-year courses (possibly three for some programs when K to 12 is implemented) or study focused on applied knowledge and hands on learning, the completion of which leads to a baccalaureate degree
Universities	HEIs that contribute to nation building by providing highly specialized educational experiences to train experts in the various technical and disciplinal areas and by emphasizing the development of new knowledge and skills through research and development. The focus on developing new knowledge is emphasized from the basic post-secondary (i.e., baccalaureate) academic programs through the doctoral programs; thus, a research orientation is emphasized in the Bachelor, Master’s and doctoral degree programs. Universities contribute to nation building by producing experts, knowledge, and technological innovations that can be resources for long-term development processes in a globalized context
Vertical Typology	Refers to the classification of HEIs according to three elements of quality: 1) alignment and consistency of the learning environment with the institution’s vision, mission, and goals; 2) demonstration of exceptional learning and service outcomes; and 3) development of a culture of quality



TERMS/ACRONYMS	DEFINITION
Washington Accord	Signed in 1989, it is an international agreement among bodies responsible for accrediting engineering degree programs. It recognizes the substantial equivalency of programs accredited by those bodies and recommends that graduates of programs accredited by any of the signatory bodies be recognized by the other bodies as having met the academic requirements for entry into the practice of engineering.

3. LEARNING COMPETENCY-BASED/OUTCOMES-BASED STANDARDS IN HIGHER EDUCATION

- 3.1.** CHED strongly advocates a shift from a teaching- or instruction-centered paradigm in higher education to one that is learner- or student-centered, within a lifelong learning framework.
- 3.1.1.** A learner- or student-centered paradigm in higher education entails a shift from a more input-oriented curricular design based on the description of course content, to outcomes-based education in which the course content is developed in terms of learning outcomes. In this paradigm, students are made aware of what they ought to know, understand and be able to do after completing a unit of study. Teaching and assessment are subsequently geared towards the acquisition of appropriate knowledge and skills and the building of student competencies;
- 3.1.2.** Teachers remain crucial to the learning process as catalysts and facilitators of learning. Laboratories and other inputs for specific disciplines are likewise important as they create the environment and shape the learning experience of students. However, the focus of attention shifts to students and the process that will enable the development and assessment of their learning competencies as defined by disciplinal and multi-disciplinal communities of scholars and professional practitioners. In a student-centered, outcomes-based approach to education, the development of these learning competencies is the expected outcome of higher education programs
- 3.1.3.** The term “competencies” has been increasingly used to identify and operationalize outcomes that bridge the gap between education and job requirements. However, beyond the work setting, higher education is also mandated to produce graduates with the requisite competencies to cope with a changing world and participate in crafting their individual and collective future. The development of such competencies—thinking, attitudinal and behavioral competencies as well as ethical orientations—are achieved through their integration into disciplinal/program-based learning competencies and through the revised General Education curriculum.



3.1.4. Outcomes-based education has various interpretations. There are, for instance, at least two different curriculum frameworks associated with the term—the “strong” or “upper case” OBE and the “weak” or lower case ‘obe’.

3.1.4.1. The strong OBE is designed to cover the total system and is organized around the achievement of authentic outcomes that will enable students to fulfill the complex life roles they will ultimately assume as adults. As such, it has tremendous structural implications for HEIs—e.g. changes in the definition of productivity, from cost per hour of instruction per student to cost per unit of learner per student; changes in teaching approach that is attuned to the pace of each individual learner, among others.

3.1.4.2. Guided by the outcomes of previous attempts to introduce a strong OBE in other countries and the realities of Philippine higher education, CHED subscribes to a more eclectic approach that resonates with a “weak” or “lower case” “obe” While it recognizes the importance of the complex roles students will perform in the future, these roles are not made to function as the organizing theme of the curriculum.

3.1.4.3. The “obe” approach in Philippine higher education at this juncture mixes outcomes-based education with other curriculum approaches and is open to incorporating discipline-based learning areas that currently structure HEI curriculums.

3.2. The Revised Program Standards and Guidelines (PSGs) that Technical Committees and Panels are tasked to produce shall reflect the shift to learning competency based standards/outcomes-based education.

3.2.1. The revised PSGs shall specify the core competencies¹ expected of graduates of particular programs regardless of the type of HEI they graduate from. However, in the spirit of outcomes-based education—which puts premium on the achievement of learning outcomes through different strategies—and, in recognition of the typology of HEIs specified in CMO No. 46 Series of 2012, the PSGs shall provide ample space for HEIs to innovate on the curriculum in line with their assessment of how best to achieve learning outcomes in their particular contexts and their respective missions.

3.2.2. Cognizant of the wide range of disciplinal and multidisciplinary orientations and practices across branches of knowledge—nationally and internationally—CHED is **NOT** subscribing to a one-size-fits all model of outcomes-based

¹ With the ratification of the 2011 Tokyo Convention on the Recognition of Foreign Higher Education Qualifications and its implementation, diplomas obtained from HEIs will not be recognized without the specification in a diploma supplement of core and other competencies.



education. While disciplines like engineering and maritime education that have developed their outcomes-based PSGs ahead of the others may provide useful inputs or guides, other programs are expected to develop PSGs based on learning competency standards that are appropriate to their respective disciplinal or multidisciplinary programs, with the following considerations in mind, among others:

- 3.2.2.1. For disciplines with internationally agreed-upon frameworks and mechanisms (e.g., engineering; information technology and computing; maritime education; accounting; nursing), learning outcomes or learning competency standards shall be aligned with international frameworks and mechanisms.
- 3.2.2.2. Special programs in disciplines with internationally agreed-upon frameworks and mechanisms that are created to address specific local and national needs (e.g. medical programs geared towards producing “Doctors to the Barrios”) shall, in addition to what the Technical Committee/Panel considers the core learning competencies of the discipline, include learning outcomes that are appropriate to the mission of the special program.
- 3.2.2.3. For disciplines with competing schools of thought that may not have a hegemonic paradigm, i.e. dominant frameworks and mechanisms that are consensually agreed upon at the international level, such as some programs in the humanities and the social sciences, learning outcomes or learning competency standards as determined by the Technical Committees and Technical Panels shall nevertheless be comparable to similar programs in the Asia-Pacific region and other regions of the world in terms of quality standards.
- 3.2.2.4. For programs that are closely linked to industry and are outside the scope of TESDA, CHED, through the relevant Technical Panels and Technical Committees, shall set the requirements for associate degree programs that build on the K to 12 curriculum based on the same outcomes-based approach applied to baccalaureate programs. The PSGs for the first cluster of associate degrees shall have been developed by the end of June 2013.
- 3.3. The articulation of learning outcomes in program Policies Standards and Guidelines (PSGs) and the shift to learning competency-based standards shall be done by the Technical Committees and Technical Panels in consultation with their respective stakeholders and in interaction with 1) the DepEd process of formulating the enhanced K to 12 basic education curriculum and 2) the CHED GE curriculum.



- 3.3.1. The CHED Office of Programs and Standards (OPS)—with the help of the newly-designated Task Force to Assist OPS in the Management of the Transition to Outcomes-Based and Quality-Based QA—shall convene the initial meetings of the Technical Committees/Technical Panels and support subsequent meetings that will hasten the shift to learning competency-based standards or the further revision of existing competency-based standards.
- 3.3.2. Existing PSGs should have been revised in line with learning competency-based standards and the K to 12 curriculum by the end of June 2013;
- 3.3.3. CHED shall augment the staff of the OPS to support the process of revising the PSGs within a severely constrained timetable dictated by the exigencies of the service (e.g. the urgent need for HEIs to plan ahead for the transition to K to 12).
- 3.4. The revised learning competency-based standards as reflected in the revised PSGs shall substantiate the higher education component of the Philippine National Qualifications Framework.

4. OUTCOMES-BASED QUALITY ASSURANCE

- 4.1. Quality Assurance is about ensuring that there are mechanisms, procedures and processes in place to ensure that the desired quality, however defined and measured, is delivered². CHED strongly advocates a paradigm shift from inputs-based to outcomes-based quality assurance.
 - 4.1.1. Inputs are still important to promote and maintain quality in HEIs. However, in an outcomes-based QA paradigm, inputs may be considered as part of the strategies in achieving the goals of the institution. The inputs, the approaches, the means or vehicles of implementation are all aspects of strategies that should lead to the goals of the HEI. The level of attainment of outcomes reflects how much of the goals have been met.
 - 4.1.2. Outcome-based QA at the program level means looking at the level at which the inputs, methods, and execution produce the desired learning competencies for the graduates of that program as determined by the Technical Committees/Technical Panels and as measured by appropriate assessments. Furthermore, it points to the way in which the level of attainment of the outcomes can be progressively heightened.
 - 4.1.3. At the institutional level, the vision and mission of the institution, which stem from its horizontal type, should guide its definition of desired outcomes,

² Church, C.H. (1988). "The Qualities of Validation". *Studies in Higher Education* 13:27-43.



especially its graduates' competencies and qualities—in addition to the core competencies specified in the PSGs of programs. In order to help the HEI assess if it has achieved these goals or outcomes, it should identify *indicators* that may be defined in terms of *metrics* (e.g., percentage of passing in a licensure exam or percentage of employment) and *targets* (e.g., 70% passing or 85% employed). Results of the assessment can further help the HEI determine if its strategies are effective.

5. OPERATIONALIZATION OF THE HORIZONTAL TYPOLOGY OF HEIs

5.1. Premises

5.1.1. The unique political economic realities of Philippine higher education reform and the results of three rounds of CHED stakeholder consultations and public hearings on typology-based QA (**Annex 1**) make it necessary to operationalize the proposed horizontal typology within a **moving targets** framework. This is in order to galvanize the country's community of higher education stakeholders to pursue the reform. Once the change process has commenced and quality assurance systems have taken root in a critical mass of Philippine HEIs, significantly higher normative targets are expected to be implemented to further raise quality standards to the level comparable to the academic norms for higher education in the Asia-Pacific region.

5.1.2. For purposes of developing the typology, CHED, upon the recommendation of its Technical Panels, broadened the notion of profession-oriented practices beyond those regulated by the Professional Regulatory Commission (PRC) to cover programs with direct (tangible, observable) application of frameworks and skills in future practice. The Task Force adopted the recommendations of the Technical Panels for the classification of programs within their respective disciplinary jurisdiction. These "professional" programs include unlicensed professions like Journalism, Broadcast Communications, Management, and Information Technology, which are associated with communities of practice that are guided by a code of ethics.

5.1.3. While there may be differences among varying types of HEIs—i.e. professional institutes, colleges and universities—there are certain guidelines that are **COMMON TO ALL HEI TYPES**:

5.1.3.1. All HEIs may offer either undergraduate or graduate programs or a combination of both programs subject to compliance with relevant CHED policies;

Sample Case 1: Colleges or professional institutes may have the same number of graduate programs as a particular university but may opt to be



classified as “college” or “professional institute” in accordance with their respective missions.

- 5.1.3.2. All HEIs may offer a combination of “professional” and “liberal arts” programs subject to compliance with relevant CHED policies;

Sample Case 1: Colleges may have the same proportion of “professional” programs as professional institutes but may opt to be classified as “college” in accordance with their mission.

- 5.1.3.3. There is a core of permanent full-time faculty members who all have the minimum educational qualifications by 2017 as stipulated in CHED CMO 40 Series of 2008 or in highly exceptional cases, the equivalent of such qualification³ to be proposed by a CHED Technical Working Group in consultation with the Technical Committees, Technical Panels and other experts, which shall be incorporated into the revised draft PSGs on faculty qualifications by the end of June 2013;

- 5.1.3.4. There shall be sufficient appropriate learning resources and support structures for the HEI’s programs.

- 5.1.3.5. All HEIs are expected to develop competencies that develop higher order thinking, problem solving, decision-making, communication, technical, and social skills.

- 5.1.3.6. All HEIs are expected to undertake scholarly work that reflects at the very least the scholarship appropriate to their type (either one or a combination of scholarship of discovery, scholarship of integration, scholarship of application and scholarship of teaching).

Sample Case 1: HEIs are free to pursue any of the different forms of scholarship or a combination of these forms. However, of the three types, universities are expected to pursue the scholarship of discovery that eventually translates to social and technological innovations and publish their findings in peer-reviewed journals/publications. State universities in particular, are expected to more vigorously pursue the scholarship of discovery that results in solutions to concrete problems in their community, region or the nation as a whole, in addition to meeting the publication requirements of universities.

³ Examples include retired judges of higher courts to teach law; retired CEOs or senior executives of known corporations to teach leadership and management; retired ambassadors to teach relevant courses in the social sciences; former Cabinet officials to teach public administration courses; National Artists to teach arts and humanities; or nationally and internationally recognized luminaries/public intellectuals to teach social science courses



Sample Case 2: Colleges or professional institutes may have specific programs that are known for their track record in the scholarship of discovery (e.g. research and publications in a specialized natural science). While such programs are commendable and will figure in their vertical classification within a horizontal type, the HEIs may nevertheless opt to be a “college” or “professional institute” in line with the overall mission of their institution.

5.1.3.7. All HEIs are expected to develop programs that are relevant to their respective local, regional or national communities/publics (e.g. extension programs). However, the relative weight of these programs in the horizontal classification of HEIs will depend on their core mission. These programs will likewise figure in the vertical typology.

5.1.3.8. As illustrated in the above samples, the guidelines for the operationalization of the horizontal typology do not mean that they are mutually exclusive to the HEI type, e.g., colleges and universities may offer professional programs, professional institutions and universities may have their own core curricula; professional institutions and colleges may conduct research associated with the scholarship of discovery. However, the guidelines provide the minimum expected of the particular HEI type.

Sample Case 1: Universities may have the same level of enrollment in the various professional areas or the same number of professional programs as professional institutes. However, for purposes of horizontal classification, indicators of graduate education and the production of new knowledge—generically referred to as research in subsequent parts of this CMO—are the distinguishing features of universities.

Sample Case 2: Colleges may have the same level of enrollment in the various professional areas or the same number of professional programs as professional institutes but may opt to be classified as a college with a core curriculum aligned to its mission;

5.1.3.9. At the program level, all HEIs are expected to develop the same core competencies stipulated in the Revised PSGs across HEI types. Thus, a graduate of engineering from a professional institute must have the same core competencies as an engineering graduate from a university or college. Differences in the quality of graduates in the same field should reflect variations in program quality rather than differences in HEI type. Thus, an engineering graduate from a high quality program in a



professional institute or a college may have better competencies as future engineers than a graduate of a university with a lackluster engineering program.

5.2. The implementation of CHED's horizontal typology is based on the operationalization of the following set of distinguishing features and measurable indicators relevant to national development goals, particularly: 1) the qualifications and corresponding competencies of their graduates; 2) the nature of the degree programs offered; 3) the qualifications of faculty members; 4) the types of available learning resources and support structures available; and 5) the nature of linkages and community outreach activities.

5.3. The operational criteria for each of the HEI types are as follows:

5.3.1. *Professional Institutions* are operationally defined as follows:

- At least 70% of the enrollment (graduate and undergraduate levels) is in degree programs in the various professional areas (e.g., Engineering, Health, Medicine, Law, Teacher Education, Maritime, IT, Management, Communication, Agriculture, Forestry, and Fisheries, among others).
- At least 60% of the academic degree program offerings are in the various professional areas (e.g., Engineering, Health, Medicine, Law, Teacher Education, Maritime, Information Technology, Management, Communication, Agriculture, Forestry, and Fisheries among others) and have enrollees.
- There should be a core of permanent faculty members. Until 2017, at least 50% of full time permanent faculty members have the relevant degrees as required by CHED or its equivalent in exceptional cases as stated in Section 5.1.3.3, as well as professional licenses (for licensed programs) and/or professional experience in the subject areas they handle, after which all full-time permanent faculty members shall have the relevant educational and professional qualifications as required by CHED. All other faculty should have the relevant degrees, professional licenses (for licensed programs), and/or professional experience in the subject areas they handle (e.g. In the event a professional institute has doctoral programs, all faculty members teaching in these programs must have doctoral degrees).
- Learning resources and support structures are appropriate to the HEI's technical or professional programs.
- There are sustained program linkages with relevant industries, professional groups and organizations that support the professional development programs. Outreach programs develop in students a service orientation in their professions.
- These minimum requirements for Professional Institutions should be reviewed by 2017, to determine if these are responsive to the development needs of the country.



5.3.2. Colleges are operationally defined as follows:

- At least 70% of undergraduate programs have a core curriculum that *develops thinking, problem solving, decision-making, communication, technical, and social skills* in line with the College's mission and the geographic or "imagined"/virtual community it serves (e.g. a religious community, a community of future Filipino Muslim or Christian professionals)

Sample Case 1: At least 70% of the undergraduate programs in a sectarian college that aims to produce graduates with an orientation towards the liberal arts and the values and perspectives of a particular religion (e.g. Catholic, Muslim, Protestant) has a core curriculum that includes additional courses in line with its mission (e.g. theology, philosophy), over and above the minimum requirements stipulated by the CHED PSGs

Sample Case 2: At least 70% of the undergraduate programs in a college that aims to produce graduates who will serve a geographic community have a core curriculum that includes courses or programs in line with its mission in the community, over and above the minimum requirements stipulated by the CHED PSGs.

- There should be a core of permanent faculty members. Until 2017, at least 50% of the full time permanent faculty members have the relevant degrees as required by CHED in the subjects they handle or its equivalent in exceptional cases as stated in 5.1.3.3) after which all full-time permanent faculty members shall have the relevant educational and professional qualifications as required by CHED. All other faculty should have the relevant degrees as well as licenses (for licensed programs), and/or experience in the subject areas they handle (e.g. In the event the college has doctoral programs, all faculty members teaching in these programs must have doctoral degrees).
- Learning resources and support structures are appropriate for the HEIs' programs.
- Outreach programs in the relevant geographic or special communities towards which the College mission is oriented allow students to contextualize their knowledge within actual social and human experiences.
- These minimum requirements for Colleges should be reviewed by 2017, to see if these are responsive to the development needs of the country.

5.3.3. Universities are operationally defined as follows:

- The presence of graduate students manifests the training of experts, who will be involved in professional practice and/or discovery of new knowledge.



- Academic degree programs should be comprehensive and manifest the pursuit of new knowledge.
- There are at least *twenty (20)* academic degree programs with enrollees, at least six of which is at the graduate level.
- There is at least one doctoral program in *three* different fields of study (disciplines or branches of knowledge) with enrollees.
 - For purposes of this CMO, a branch of knowledge refers to a group of disciplines with similar objects of study, frames of reference and methodological approaches. Disciplines, on the other hand, are areas of study “constituted by defined academic research methods and objects of study, frames of reference, methodological approaches, topics, theoretical canons, and technologies. They can also be seen as “sub cultures” with their own language, concepts, tools and credentialed practitioners”. Fields of study, refers to recognized areas of specialization within a discipline.
 - Given this definition, the comprehensiveness of a university may be gauged from the existence of programs representing a range of disciplines in different branches of knowledge; different disciplines within a branch of knowledge; or different recognized fields of study within a discipline;
 - This criterion allows for a specialized university whose comprehensiveness is reflected in the range of fields within a discipline or branch of knowledge rather than in the number of disciplines in different branches of knowledge.
- All graduate programs and at least 50% of baccalaureate programs require the submission of a thesis/project/or research papers.
- There should be a core of permanent faculty members. By 2014, all full-time permanent faculty members and researchers have the relevant degrees as required by CHED or its equivalent in exceptional cases as stated in Section 5.1.3.3. All faculty members teaching in the doctoral programs have doctoral degrees. All other faculty should have the relevant degrees, professional licenses (for licensed programs), and/or relevant experience in the subject areas they handle.
- At least *thirty (30)* full-time faculty members or 20% of all full-time faculty, whichever is higher, are actively involved in research.
- Any one of these conditions:
 - Annual research cost expenditure for the past five years is equivalent to at least PhP75,000 x the number of faculty members involved in research⁴; or

⁴Including external grants, monetary value of research load of faculty members, equipment, and similar expenses credited to research



- At least 5% of full-time faculty members engaged in research have patents, articles in refereed journals, or books published by reputable presses in the last ten years⁵
- Comprehensive learning resources and support structures allow students to explore basic, advanced, and even cutting edge knowledge in a wide range of fields of study/disciplines or professions.
- Links with other research institutions in various parts of the world ensure that the research activities of the university are functioning at the current global standards.
- Outreach activities allow the students, faculty, and research staff to apply the new knowledge they generate to address specific social development problems, broadly defined.
- These minimum requirements for Universities—particularly the numbers and percentages pertaining to academic degree programs, faculty, and costs—should be reviewed by 2017, to see if these are responsive to the development needs of the country.
- HEIs recognized as universities before the establishment of CHED or granted such status by the Commission will retain this status unless they choose to be classified differently along the horizontal typology.
- The lead university for HEIs that are recognized as university systems ought to meet the requirements for university by 2014. By 2017, the system as a whole must meet the 2017 requirement for university status;
- The minimum requirements for the three types of HEIs and University Systems shall have been reviewed by 2017 to determine if these are responsive to the development needs of the country. In the case of Universities and University Systems, the numbers and percentages pertaining to academic degree programs, faculty, and costs will be particularly reviewed 2017.

5.4. Annex 2 provides an illustrative simulation of the horizontal classification of two sample HEIs.

6. OPERATIONALIZATION OF THE VERTICAL TYPOLOGY

- 6.1. Vertical typology or classification is about quality and quality assurance, and is an assessment of the HEI's Commitment to Program Excellence and Institutional Sustainability and Enhancement.
- 6.2. As mentioned in the CMO, there are three types of HEIs according to vertical classification: autonomous by evaluation, deregulated, and regulated. The point system explained in the succeeding sections will be a basis for giving a vertical classification, i.e., a basis for measuring quality. However, in addition to the points gained, the HEI will be asked to highlight and present evidence for excellence that is consistent with its horizontal type.

⁵Includes the CHED-accredited journals



6.3. A maximum of 70 percentage points is awarded for Commitment to Excellence. A maximum of 30 percentage points is awarded for Institutional Sustainability and Enhancement.

6.3.1. The criteria for the maximum of 70 points awarded for Commitment to Excellence (**Program Excellence=70%**) include the presence of Centers of Excellence and/or Development, program accreditation (local/ international), and international program certification. The point system for each criteria is as follows:

Criteria for Commitment to Excellence (70%)

Criteria	No. of points		Max points that can be awarded (points)
COE	10/COE		60
COD	5/COD		
Local accreditation	Please refer to	Annex 3	60
International accreditation (CHED recognized-mobility)	10/program		40
International certification	10/program		20

Accreditation bodies are enjoined to align their criteria and instruments for program accreditation to learning competency-based standards by December 2013.

By December 2013, CHED, through a Technical Working Group working in close collaboration with the Technical Panels/Technical Committees shall have reviewed and aligned the general criteria for COEs and CODs with learning competency-based standards and shall have made relevant indicators—outside the core indicators that should remain the same for all programs across HEI types—more sensitive to the type of HEI;

By January 2014, the CMO on the revised criteria for COEs and CODs for specific disciplines shall have been issued to enable COEs and CODs to prepare for their application for COE/COD status;



CHED shall begin processing applications for COE and COD following the revised criteria and indicators in February 2014.

- 6.4. The maximum of 30 points awarded for Institutional Sustainability and Enhancement (Institutional Sustainability and Enhancement=30%) include institutional accreditation, institutional certification (local/ international), the Institutional Sustainability Assessment and international institutional certification (such as ISO for institutions).

Criteria for Institutional Sustainability and Enhancement (30%)

Criteria	No. of points	Max points that can be awarded (points)
Institutional accreditation based on program accreditation ⁶ using instrument for type-based institutional accreditation	25 ⁷ Points to be aligned with the Institutional Sustainability Assessment (ISA)	30
IQuAME (Categories from 2005-2010)*	Category A: 30 Category B: 25	30
Institutional Sustainability Assessment (ISA) ⁸	Ave ≥ 2.75 : 30 (Annex 4) 2.75 > Ave ≥ 2.50 : 25 2.50 > Ave ≥ 2.00 : 20 Six sigma, Baldrige, PQA (different kinds)	30
Institutional certification	ISO 2014: 25 ISO 9001: 20	25
Additional evidence(type-based)*: • Governance & Management • Quality of Teaching & Learning • Quality of Professional Exposure/Research/Creative Work	Max 4/key result area	20

⁶Program-based institutional accreditation is considered only for the transition period. After the interim, accrediting agencies are recommended to have their own type-based institutional accreditation that may use elements of the CHED Institutional Sustainability Assessment (ISA).

⁷ As accreditation bodies harmonize their criteria and develop institutional accreditation separate from program accreditation, "having a high number of accredited institutions" may be a criterion that will merit higher maximum points than 25.

⁸See Annexes 4 and 5 for the Institutional Sustainability Assessment framework



Criteria	No. of points	Max points that can be awarded (points)
• Support for Students • Relations with the Community		

- 6.4.1. Because of the limited number of institutions that have undergone the aforementioned processes, the interim assessment should be made on the basis of additional evidence in the areas of Governance and Management; Quality of Teaching and Learning; Quality of Professional Exposure/Research/Creative Work; Support for Students; and Relations with the Community. The points awarded for these evidences will be smaller than those given to HEIs that went through the formal processes.
- 6.4.2. In light of the benefits of institutional sustainability assessments, CHED enjoins the accreditation bodies to develop their respective institutional assessments separate from program assessment, with CHED making available the Institutional Sustainability Assessment (ISA) for adoption *en toto* or in part (See 5.1.2). By September 2013, CHED and the accreditation bodies must have harmonized the areas of institutional assessment and the scoring system. Such harmonization does not does not preclude the granting of maximum points in the scoring system for the institutional accreditation of Higher Education Institutions (HEIs) with more than 75% of their programs accredited.
- 6.5. An HEI may accumulate more points for each area but only the maximum number of points will be awarded.
- 6.6. This vertical classification determines which HEIs will be given autonomous and deregulated status. In this scheme, HEIs need to have a minimum of 65 points to qualify for such vertical classifications.

The Point System for Vertical Typology

Classification	Min No. of points
Autonomous by Evaluation	80 points plus evidence of the following:
Professional Institution	<i>By 2014:</i> 1. The Institutional Sustainability Score (e.g. ISA) or its equivalent ≥ 2.75 (Table 4 in Annex 4). 2. Any two of the following: a. At least one program with licensure, or 20% of the school's programs with licensure, whichever is higher, has a passing rate that is higher than the



	national passing rate⁹ in board/licensure exams, in the last five years b. At least two programs are accredited under internationally agreed upon criteria and procedures, which promote professional mobility across national boundaries (e.g., accreditation under the terms of Washington Accord by ABET or by the PTC as a probationary member of said Accord etc.) c. Over the last five years, at least 80% of its graduates were employed within the first two years of graduation. d. Sustained linkage with industry as evidenced by working program(s) that significantly contribute to the attainment of desired student learning outcomes and to the employability of its graduates. <i>By 2017:</i> 3. The Institutional Sustainability Score or its equivalent ≥ 2.75 (Table 4 in Annex 4). 4. Any two of the following: a. At least one program with licensure, or 20% of the school's programs with licensure, whichever is higher, has a passing rate that is at least 1.1 times than the national passing rate in board/licensure exams, in the last three years. b. At least two programs are accredited under internationally agreed upon criteria and procedures, which guarantee professional mobility across national boundaries (e.g., accreditation under the terms of Washington Accord by ABET or by the PTC as a full signatory of said Accord; Bologna Accord, etc.). c. Over the last five years, at least 80% of its graduates were employed within the first two years of graduation d. Sustained linkage with industry as evidenced by working program(s) that significantly contribute to the attainment of desired student learning outcomes and to the employability of its graduates.
College	1. The Institutional Sustainability Score or its equivalent ≥ 2.75 (Table 4 in Annex 4). 2. At least 80% of all graduates were required as students to participate in a community-based research/public service/extension program for a cumulative period of two years. 3. Over the last five years, at least 20% of faculty members were engaged in research and extension services that contribute to instruction and/or community development.

⁹For first time takers; the national passing rate (taken from PRC data) = total national passers in the set of programs offered by the HEI divided by total national takers in the set of programs offered by the HEI. The passing rate of the HEI = total HEI passers in the set of programs offered by the HEI divided by total HEI takers in the set of programs offered by the HEI.



University	<i>By 2014:</i> 1. The Institutional Sustainability Score or its equivalent ≥ 2.75 (Table 4 in Annex 4). 2. At least 50 full-time faculty members or at least 30% of full-time faculty, whichever is higher, have been actively engaged in scholarly work (research or creative work) in the last two years. (Evidence of this includes completed/progress reports, approved research grants, presentation at conferences, books and anthologies, and documented creative work.) <i>By 2017:</i> 1. The Institutional Sustainability Score or its equivalent ≥ 2.75 (Table 4 in Annex 4). 2. At least 50 full-time faculty members or at least 30% of full-time faculty, whichever is higher, have been actively engaged in scholarly work (research or creative work) in the last five years. (Evidence of this includes completed/progress reports, approved research grants, presentation at conferences, books and anthologies, and documented creative work.) 3. At least 10% full-time faculty has patents or publications in refereed journals. Of these, at least 5% of full-time faculty has publications in internationally indexed journals and/or books published in reputable academic presses in the last five years.
Deregulated By Evaluation	65 points plus evidence of the following:
Professional Institute	<i>By 2014:</i> 1. The Institutional Sustainability Score or its equivalent ≥ 2.50 (Table 4 in Annex 4). 2. Any two of the following: a. At least one program with licensure, or 20% of the school's programs with licensure, whichever is higher, has a passing rate that is at least equal to the national passing rate in board/licensure exams, in the last five years. b. At least one program accredited under internationally agreed upon criteria and procedures, which promote professional mobility across national boundaries (e.g., accreditation under the terms of Washington Accord by ABET or by the PTC as a probationary member of said Accord; Bologna Accord, etc.). c. Over the last five years, at least 70% of its graduates were employed within the first two years of graduation. d. Sustained linkage with industry as evidenced by working program(s) that significantly contribute to the attainment of desired student learning outcomes and to the employability of its graduates.

	<i>By 2017:</i> 3. The Institutional Sustainability Score or its equivalent ≥ 2.50 (Table 4 in Annex 4). 4. Any two of the following: a. At least one program with licensure, or 20% of the school's programs with licensure, whichever is higher, has a passing rate that is higher than the national passing rate in board/licensure exams, in the last three years. b. At least one program is accredited under internationally agreed upon criteria and procedures, which guarantee professional mobility across national boundaries (e.g., accreditation under the terms of Washington Accord by ABET or by the PTC as a full signatory of said Accord; Bologna Accord, etc.). c. Over the last five years, at least 70% of its graduates were employed within the first two years of graduation. d. Sustained linkage with industry as evidenced by working program(s) that significantly contribute to the attainment of desired student learning outcomes and to the employability of its graduates.
College	1. The Institutional Sustainability Score or its equivalent ≥ 2.50 (Table 4 in Annex 4). 2. At least 70% of all graduates are required to participate in a community-based extension program for a cumulative period of two years. 3. Over the last five years, at least 15% of faculty members were engaged in research and extension service that contributes to instruction and/or community development.
University	<i>By 2014:</i> 1. The Institutional Sustainability Score or its equivalent ≥ 2.50 (Table 4 in Annex 4). 2. At least 30 full-time faculty members or at least 25% of full-time faculty, whichever is higher, have been actively engaged in scholarly work (research or creative work) in the last five years. <i>By 2017:</i> 1. The Institutional Sustainability Score or its equivalent ≥ 2.50 (Table 4 in Annex 4). 2. At least 30 full-time faculty members or at least 25% of full-time faculty, whichever is higher, have been actively engaged in scholarly work (research or creative work) in the last five years. 4. At least 7% full-time faculty has patents or publications in refereed journals.

6.7. For purposes of granting autonomous or deregulated status to University Systems:



- 6.7.1. Until 2014: the status shall apply only to the lead university or the campus/es that meet the criteria for autonomy or deregulation unless the university system as a whole meets the criteria;
- 6.7.2. By 2017: the criteria for the grant of autonomous or deregulated status shall be applied to the university system as a whole unless the System opts to apply for a campus by campus application of the criteria;

7. INSTITUTIONAL SUSTAINABILITY ASSESSMENT

- 7.1. As borders disappear with the trend of student and employee mobility among different countries, the survival of an HEI depends on its ability to compete through quality programs and to be efficient and effective through quality systems. Quality programs can be assessed through program accreditation and certification and through recognition as Centers of Excellence or Centers of Development. Quality systems can be assessed through tools that show the internal capacity of the HEI to translate vision, policy, and strategy into quality programs and quality results.
- 7.2. It is in this context that CHED promotes the *process* of Institutional Sustainability Assessment (ISA). The process is very important because when taken seriously by the stakeholders, it can serve as a learning process for the institution and contribute to its continuing quality cycle.
 - 7.2.1. The ISA Self-Evaluation Document (SED) serves as a guide for the HEI to reflect on its internal QA systems, and to determine what course of action is best for the HEI. It is designed to get the HEIs to look at and reflect on its outcomes, while recognizing the importance of quality inputs.
 - 7.2.2. The assessment process is designed to be developmental to empower the HEI in improving itself.
 - 7.2.3. The ISA assessment is a task that can be shared between CHED and the various accrediting agencies.
 - 7.2.4. As in assessment and accreditation exercises, it begins with answering the ISA-SED or its equivalent.
 - 7.2.5. The details for the succeeding steps may differ from one agency to another but the processes are very similar. When most of ISA-SED has been accomplished and the supporting documents determined, the HEI requests CHED or an accrediting agency for an assessment visit.
 - 7.2.6. When the dates for the visit have been finalized, the HEI submits the ISA-SED or its equivalent about a month before the visit. This allows the team of assessors to study the document prior to the visit.



- 7.2.7. During the visit, the assessors study the supporting documents, interviews stakeholders, and carries out ocular inspection of facilities, equipment, and infrastructure, among others.
- 7.2.8. The results of the ISA assessment are then reflected in the points for Institutional Sustainability and Enhancement section for Vertical Typology.
- 7.3. The ISA Primer, SED, and other pertinent documentation will be made available separately through the OPS-QMU.
- 7.4. The harmonization of institutional accreditation/assessments across accrediting bodies and CHED shall have been completed in 2013. CHED institutional assessments using ISA for HEIs that are not covered by accreditation bodies shall commence in January 2014.
- 7.5. In the transition period, starting in January 2013, CHED, through the Office of Programs and Standards Quality Management Unit, with the support of the Task Force to assist in the transition to Outcomes-based and Typology-based QA, shall assist HEIs in self-assessments of their QA system using the Institutional Sustainability Assessment (ISA). This Task Force shall help train and mobilize volunteer external assessors to identify the HEIs' strengths and weaknesses and to better prepare them for program accreditation and formal institutional assessments;

8. CLASSIFICATION PROCESS FOR THE HORIZONTAL AND VERTICAL TYPOLOGY

- 8.1. The horizontal classification of HEIs shall commence in January 2014.
- 8.2. The process of determining the HEI's horizontal typology is as follows:
1. The HEI submits the following to CHED:
 - A letter of request indicating its desire to be typed as *Professional Institution, College, University, or their equivalent system*.
 - Documentation on academic programs, enrollment data, faculty data, learning resources and support structures, and linkages and extension programs (Annex 5)
 2. The Regional Office checks for completeness of documents and validation of data.
 3. The OPS-QMU checks the documents within two weeks of submission by the Regional office to see if the submitted data meet the requirements for the desired horizontal type;
 4. The OPS-QMU forwards the results to TWG on HEI Classification. The TWG then evaluates the data.
 - Should the documentation not match the desired horizontal type, the HEI will be informed of the discrepancies. The HEI can either choose a more appropriate type or complete the necessary conditions. The relevant steps are



repeated until the proper match between desired type and evidence is achieved.

- The TWG submits its recommendation on horizontal type to the CHED MANCOM and CEB no longer than one month after the horizontal type has been determined.

5. Upon the approval of the CHED CEB, OPS-QMU informs the HEI regarding its horizontal type, which shall be effective for as long as an HEI does not apply for reclassification to another type.

8.3. The vertical classification of HEIs shall commence in July 2014.

8.4. The process of determining the HEI's vertical typology is as follows:

1. The HEI submits the following to CHED:
 - A letter of request for vertical classification;
 - Updated documentation on academic programs, enrollment data, faculty data, learning resources and support structures, and linkages and extension programs if there is a change from the time the HEI applied for horizontal classification)
 - Additional documentation required for classification as autonomous or deregulated status within the horizontal type
2. The Regional Office checks for completeness of submission and validation of data.
3. The OPS-QMU checks the documents within two weeks of submission by the Regional Office to compute for the total number of points for Commitment to Excellence and Institutional Sustainability and Enhancement, using the desired horizontal type as basis.
4. The OPS-QMU forwards the results to TWG on HEI Classification. The TWG then evaluates the data.
 - The TWG submits its recommendation on vertical classification to the CHED CEB no longer than one month after the vertical type has been determined.
5. Upon the approval of the CHED CEB, OPS-QMU informs the HEI regarding its vertical classification, which shall be effective for five years.
6. Should the HEI disagree with the CHED CEB decision regarding its vertical classification, it can appeal to the CEB and provide evidence for why it should have been classified differently. A Review Committee will be constituted to process appeals and make its recommendation to the CHED CEB through the CHED MANCOM. The decision of the CHED CEB on the appeal will be final and executory.

8.5. The minimum requirements for all types (see Annex 6) and the point system for the vertical classification should be reviewed by 2017, to see if these are responsive to the development needs of the country.

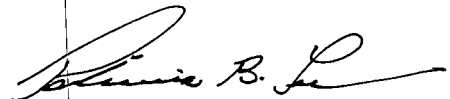
9. The following is a summary of dates mentioned in the Guidelines that reflect the Timetable for the implementation of CMO No. 46 Series of 2012.



- Jan-Dec 2013 -CHED assistance to HEIs in putting QA systems in place using the Institutional Sustainability Assessment
- 30 June 2013: -draft PSGs aligned with learning competency-based standards, K to 12 and the revised GE curriculum completed;
-draft PSGs for associate degrees aligned with learning competency-based standards and K to 12 completed;
-draft of the TWG recommendation on the equivalents of a Master's degree in exceptional cases
- 30 August 2013: -consultations and public hearings on draft PSGs for higher education, associate degrees, and the equivalent of a Master's degree in exceptional cases completed and relevant CMOs issued;
- 30 Sept. 2013: -the instruments for assessing institutional sustainability harmonized
- 30 Dec 2013: -accreditation criteria aligned with learning competency-based standards
-criteria for COEs and CODs aligned with learning competency-based standards and, beyond the minimum core criteria for programs across all types, sensitized to the HEI type and draft CMO subjected to consultations and public hearings
- 15 Jan 2014 -CHED begins processing applications for Institutional Sustainability Assessment
-CHED begins applications for classification along the horizontal typology
- 15 February 2014 -CHED begins processing applications for COE/COD
- 15 July 2014 -CHED begins processing applications for horizontal typology

10. These Guidelines shall be effective upon the effectivity of the CMO.

Issued the 11th day of December 2012 in Quezon City.


PATRICIA B. LICUANAN
CHAIRPERSON



**TASK FORCE QUALITY ASSURANCE
SCHEDULE OF STAKEHOLDER CONSULTATIONS AND PUBLIC HEARINGS
(First, Second and Third Round)**

I. Internal Stakeholders Consulted (Informal consultations with external stakeholders including key legislators were held as well)

A. Special meetings

Stakeholders	Date
CHED Central Office Executives and Regional Directors (Management Committee Meeting and strategic Planning)	January 19, 2011 June 3, 2011 October 7, 2011 February 15, 2012
CHED Technical Working Group on the Amalgamation of HEIs (Regional University System group)	June 9, 2011 September 6, 2011 January 5, 2012

B. Consultations with Technical Panels/ Committees/ Higher Education Institutions/ Accrediting Agencies and Higher Education Institutions

	Round 1:	Date	No. of Participants
Group 1	a. Technical Panels (TPs) - Division of Social Sciences (DSS)	18-May-11	36 participants
Group 2	b. Technical Panels (TPs) - Division of Physical & Natural Sciences (DPNS), Division of Agriculture, Maritime & Engineering (DAME), and Division of Alternative Learning Systems (DALs)	19-May-11	56 participants
Group 3	HEI Organizations – Philippine Association of State Universities and Colleges (PASUC)	23-May-11	7 participants
Group 4	HEI Organizations – Coordinating Council of Private Educators Association (COCOPEA)	24-May-11	10 participants
Group 5	Accrediting Agencies PACUCUA/PAASCU/ACSCU-AAI/ NNQA/AACUP/ALCUCOA and IDEAL	8-Jun-11	16 participants
Group 6	HEI Organizations – PASUC	28-Jun-11	300 participants
TOTAL			425 participants

	Round 2:	Date	No. of Participants
Group 1	Accrediting Agencies (FAAP)	22-Nov-11	9 participants
Group 2	HEI Organizations (PASUC, COCOPEA, CEAP, PBED and MBC)	22-Nov-11	13 participants
Group 3	Technical Panel (TP) Chairs and Members	1-Dec-11	62 participants
TOTAL			84 participants

	Round 3:	Date	No. of Participants
Group 1	Accrediting Agencies (FAAP and NNQAA)	18-Apr-12	10
Group 2	Coordinating Council for Private Educators Asso.	19-Apr-12	19
Group 3	Philippine Association of State Universities and Colleges	20-Apr-12	14
Group 4	CHED Office of Program Standards Director and Staff	26-Apr-12	19
Group 5	Technical Panels/Committees under the Division of Agriculture, Maritime and Engineering	27-Apr-12	48
Group 6	Technical Panels/Committees under the Division of Social Sciences	30-Apr-12	70
Group 7	Technical Panels/Committees under the Division of Physical and Natural Sciences, and Division of Non-conventional higher education program	30-Apr-12	72
TOTAL			252

ZONAL CONSULTATIONS WITH HEADS OF HEIs

	Round 1:	Date	No. of Participants
Group 1	Regions I, II, III and CAR	6-Jun-11	200 participants
Group 2	National Capital Region (NCR)	30-May-11	117 participants



Round 1:		Date	No. of Participants
Group 3	Regions IV-A, IV-B and V	9-Jun-11	114 participants
Group 4	Regions VI, VII, VIII and IX	22-Jun-11	193 participants
Group 5	Regions X, XI, XII and CARAGA	1-Jul-11	254 participants
TOTAL			878 participants

Round 2:		Date	No. of Participants
Group 1	Regions I, II, III and CAR	9-Jan-12	220 participants
Group 2	National Capital Region (NCR)	29-Nov-11	104 participants
Group 3	Regions IV-A, IV-B and V	29-Nov-11	106 participants
Group 4	Regions VI, VII, VIII and IX	19-Dec-11	167 participants
Group 5	Regions X, XI, XII and CARAGA	12-Jan-12	184 participants
TOTAL			776 participants

Round 3:		Date	No. of Participants
Group 1	Regions I, II, III and CAR:		
	CHED Directors and Partners	15-May-12	29
	Private HEIs	16-May-12	144
	SUCs, LUCs, CHEDRO Directors and CHEDRO Supervisors in Regions I-III and CAR	21 May-12	70
Group 2	National Capital Region (NCR):		
	SUCs and LUCs	8 May-12	14
	Private HEIs	9-May-12	104
Group 3	Regions IV-A, IV-B and V:		
	CHEDRO Directors and CHED Partners	23-Apr-12	12
	SUCs and LUCs		37
	Private HEIs	24-Apr-12	103

Round 3:		Date	No. of Participants
Group 4	Regions VI, VII, VIII and IX: CHEDRO Directors and CHED Partners	10-May-12	7
	CHEDRO Directors and Staff		32
	HEIs	11-May-12	185
Group 5	Regions X, XI, XII and CARAGA: RDC	17-May-12	17
	CHEDRO Directors and Staff		35
	HEIs	18-May-12	195
TOTAL			884 participants

C. Public Hearings on the Proposed CHED Memorandum Order

	Round 1:	Date	No. of Participants
Group 1	NCR	23-Aug-12	149
Group 2	Regions I-III and CAR	24-Aug-12	100
Group 3	Regions IV-A, IV-B and V	24-Aug-12	146
Group 4	Regions VI-IX	28-Aug-12	175
Group 5	Regions X-XII and CARAGA	3-Sept-12	178
	TOTAL		748 participants



ILLUSTRATIVE SIMULATION FOR HORIZONTAL CLASSIFICATION OF TWO SAMPLE HEIs

A. Simulation for Professional Institutions (Programs and Enrollment)

Table 1. HEI X – Program Offerings and Enrollment

Undergraduate Programs (Professional)		5 yr. Ave. Enrollment	Undergraduate Programs (Non-Professional)		5 yr. Ave. Enrollment
1	AB Journalism	112	1	AB English	31
2	AB Mass Communications	135	2	AB Filipino	43
3	B Elementary Education	867	3	AB History	52
4	B Secondary Education	973	4	AB Literature	73
5	BS Accountancy	456	5	AB Philippine Studies	75
6	BS Business Administration	979	6	AB Philosophy	31
7	BS Chemical Engineering	153	7	AB Political Science	78
8	BS Civil Engineering	267	8	AB Social Science	81
9	BS Computer Engineering	360	9	AB Sociology	56
10	BS Computer Science	321	10	BS Biology	49
11	BS Electronics Engineering	290	11	BS Environmental Science	59
12	BS Entrepreneurship	1290	12	BS Mathematics	48
13	BS Hotel and Restaurant Management	1508	TOTAL		676
14	BS Industrial Engineering	208			
15	BS Information Technology	764			
16	BS Mechanical Engineering	299			
17	BS Medical Laboratory Science	143			
18	BS Midwifery	254			
19	BS Nursing	378			
20	BS Occupational Therapy	74			
21	BS Optometry	127			
22	BS Pharmacy	213			
23	BS Physical Therapy	189			
24	BS Tourism Management	782			
TOTAL		11,142			

Graduate Programs (Professional)		5 yr. Ave. Enrollment	Graduate Programs (Non-Professional)		5 yr. Ave. Enrollment
1	Master of Arts in Nursing (MAN)	10	1	MS Biology	21
2	M Business Administration (MBA)	15	2	MA English	18
3	MA Education (MAEd)	32	3	MA History	15
4	Doctor of Education (Ed.D.)	8	4	MA Social Science	13
TOTAL		65	TOTAL		67



A.1 Enrollment

A.1.1 At least 70% of the enrollment (graduate and undergraduate levels) is in degree programs in the various professional areas.

HEI X's Enrollment Data

Enrollment of graduate and undergraduate programs professional = 11,207

Enrollment of graduate and undergraduate programs non-professional = 743

Total Enrollment of graduate and undergraduate programs = 11,950

$$11,207 / 11,950 = 0.938 \text{ or } 93.8\%$$

A.2 Program Offerings

A.2.1 At least 60% of the academic degree program offerings are in the various professional areas

HEI X Program Offerings

No. of programs in the professional area (24 undergraduate + 4 graduate) = 28

No. of programs in non-professional area (12 undergraduate + 4 graduate) = 16

Total number of program offerings = 44

$$28/44 = 0.636 \text{ or } 63.6\%$$

B. Simulation for Universities (Programs and Enrollment)

Table 2. HEI Y - Program Offerings and Enrollment

Undergraduate Programs (Professional)		5 yr. Ave. Enrollment	Undergraduate Programs (Non-Professional)		5 yr. Ave. Enrollment
1	AB Journalism	126	1	AB Asian Studies	65
2	AB Mass Communications	150	2	AB English	54
3	B Elementary Education	1253	3	AB Filipino	48
4	B Secondary Education	1369	4	AB History	58
5	BS Accountancy	587	5	AB Humanities	44
6	BS Architecture	126	6	AB International Studies	67
7	BS Business Administration	1780	7	AB Literature	80
8	BS Ceramics Engineering	83	8	AB Philippine Studies	98
9	BS Chemical Engineering	267	9	AB Philosophy	38
10	BS Chemistry	85	10	AB Political Science	97
11	BS Civil Engineering	378	11	AB Social Science	88
12	BS Computer Engineering	400	12	AB Sociology	76
13	BS Computer Science	329	13	AB Theology	26
14	BS Criminology	1539	14	BS Biology	57

B.1 Enrollment

B.1.1 There are graduate students who are being trained for professional practice and/or discovery of new knowledge.

HEI Y's Enrollment Data

Enrollment of graduate programs (for both professional and non-professional) = 356

B.2 Program Offerings

B.2.1 There are at least 20 active academic degree programs, at least six of which is at the graduate level

HEI X Program Offerings

There are 67 active academic degree programs, 13 of which are at the graduate level.

B.2.2 There is at least one active doctoral program in three different fields (disciplines or branches of knowledge).

HEI X Program Offerings

There 4 active doctoral programs, one in four different disciplines namely: Doctor of Education, Doctor of Business Administration, Doctor of Philosophy in Biology, and Doctor of Philosophy in Social Science.

B.2.3 All graduate programs and at least 50% of baccalaureate programs require the submission of a thesis/project.

The HEI must submit documentary evidences to prove that at least 50% of their baccalaureate programs require submission of a thesis or a project.



THE VERTICAL CLASSIFICATION SYSTEM

A maximum of 70 percentage points is awarded for Commitment to Excellence (**Program Excellence=70%**).

Table 1a. Criteria for Commitment to Excellence (70%)

Criteria	No. of points	Max points that can be awarded (points)
COE (type-based)	10/COE	60
COD (type-based)	5/COD	
Local accreditation	Please refer to Annex 2	60
International accreditation (CHED recognized-mobility)	10/program	40
International certification	10/program	20

A maximum of 30 percentage points is awarded for Institutional Sustainability and Enhancement (**Institutional Sustainability and Enhancement=30%**).

Table 1b. Criteria for Institutional Sustainability and Enhancement (30%)

Criteria	No. of points	Max points that can be awarded (points)
Institutional accreditation - based on program accreditation¹ - using instrument for type-based institutional accreditation	25 ² Points to be aligned with IQuAME	30
IQuAME (Categories from 2005-2010)*	Category A: 30 Category B: 25	30
ISA ³	Ave ≥ 2.75 : 30 (Annex 3) 2.75 > Ave ≥ 2.50 : 25 2.50 > Ave ≥ 2.00 : 20 Six sigma, Baldrige, PQA (different kinds)	30
Institutional certification	ISO 2014: 25 ISO 9001: 20	25
Additional evidence (type-based)*:	Max 4/key result area	20

¹ The Task Force proposes program-based institutional accreditation only for the transition period. After the interim, accrediting agencies are recommended to have their own type-based institutional accreditation that may use elements of the Revised IQuAME. Program-based institutional accreditation gives points only to those who have reached the highest level of program accreditation while a type-based institutional accreditation can give scores even to those HEIs who are still in the process of development.

² The differences in perspectives on institutional accreditation, as articulated in the 18 April 2012 consultation with the accrediting bodies, suggests that the points have to be equalized for the program-based accreditation and the revised IQuAME such that a maximum of 30 points be given to program-based accreditation in the interim period and beyond.

³ Please refer to sections on ISA.

Criteria	No. of points	Max points that can be awarded (points)
• Governance & Management • Quality of Teaching & Learning • Quality of Professional Exposure/Research/Creative Work • Support for Students • Relations with the Community		

CRITERIA FOR COMMITMENT TO EXCELLENCE: EQUATIONS TO DETERMINE POINTS FOR LOCAL ACCREDITATION

The points for local accreditation takes into account several factors.

- 1) **Proportion of accredited programs.** It is the proportion of accredited programs in relation to the total number of programs *covered by accreditation* that is measured. For example, HEI X has five Level II-accredited programs in a total of twenty programs that can be accredited, while HEI Y has also five Level II-accredited programs but in a total of ten programs that can be accredited: HEI Y will have more points than HEI X because it has a higher proportion of Level II accredited programs.
- 2) **Level of accreditation.** There are increasing weights (values) from Level I to Level IV.
- 3) **Undergraduate/graduate programs.** The weights for undergraduate or graduate programs depend on HEI type and the proportion of programs at the two levels.

Total points for local accreditation is the sum of undergraduate and graduate components:

$$\text{Accreditation} = \text{UG Accreditation} + \text{G Accreditation}$$

The weights for the UG and G components depend on the ratio of graduate or undergraduate enrollment to the total student population, *excluding the enrollment in the following programs*:

- Programs that do not have accreditation processes (e.g., law)
- Programs that are five years old or less

The ratio of graduate or undergraduate enrollment to the total student population will be taken as the average of the first semester/trimester *full-time* enrollment data of the last five years.

The points for accreditation are based on the sum of the ratios for the different accreditation levels, multiplied by a value for the level (Table A2-1).

The UG and G accreditation components are given in Equations 1 and 2. The equations for the different type of HEIs are summarized in Table A2-3.

Equation 1

$$\text{G Accred} = \left(\frac{G4}{G} \times 125 + \frac{G3}{G} \times 100 + \frac{G2}{G} \times 75 + \frac{G1}{G} \times 50 \right) \times Wt$$

where

Wt = Ratio of FT graduate enrollment to total

G Accred = the points earned from the accredited graduate programs

G = total number of G programs offered

G4 = number of G programs accredited at Level IV

G3 = number of G programs accredited at Level III

G2 = number of G programs accredited at Level II

G1 = number of G programs accredited at Level I



Equation 2

UG Accred = ((UG4 / UG) x125 + (UG3 / UG) x100 + (UG2 / UG) x75 + (UG1 / UG) x50) xWt

where

- Wt = Ratio of FT undergraduate enrollment to total
- UG Accred = the points earned from the accredited undergraduate programs
- UG = total number of UG programs offered
- UG4 = number of UG programs accredited at Level IV
- UG3 = number of UG programs accredited at Level III
- UG2 = number of UG programs accredited at Level II
- UG1 = number of UG programs accredited at Level I

Table 4a.Weights for Accreditation Levels.

Level IV	125
Level III	100
Level II	075
Level I	050

Example: HEI X

	No. of students	
Total G Enrollment (5-yr ave FT)	1000	
Total UG Enrollment (5-yr ave FT)	12000	
Total Enrollment (5-yr ave FT)	13000	
Ratio of Grad Enrollment/Total	0.08	(Wt _G)
Ratio of Undergrad Enrollment/Total	0.92	(Wt _{UG})

Graduate programs	No. of Programs	Ratio of accred Prog to Total "accreditable"
Total "accreditable programs"-G	20	
Total Level 4 accreditation – G4	0	G4/G = 0.00
Total Level 3 accreditation – G3	8	G3/G = 0.40
Total Level 2 accreditation – G2	10	G2/G = 0.50
Total Level 1 accreditation – G1	2	G1/G = 0.10
To calculate the Graduate accreditation points, we use Equation 1: G Accreditation = [G4/G*125 + G3/G*100 + G2/G*75 + G1/G*50]*Wt _G = [(0*125) + (0.40*100) + (0.50*75) + (0.10*50)]*0.08 = 6.3		
Undergraduate Programs	No. of Programs	Ratio of Accred Prog to Total "accreditable"
Total "accreditable programs"-UG	100	
Total Level 4 accreditation – UG4	0	UG4/UG = 0.00
Total Level 3 accreditation – UG3	75	UG3/UG = 0.75
Total Level 2 accreditation – UG2	20	UG2/UG = 0.20
Total Level 1 accreditation – UG1	5	UG1/UG = 0.05
To calculate the Graduate accreditation points, we use Equation 1: UG Accreditation = [UG4/UG*125 + UG3/UG*100 + UG2/UG*75 + UG1/UG*50]*Wt _{UG} = [(0*125) + (0.75*100) + (0.20*75) + (0.05*50)]*0.92 = 85.4		
Graduate accreditation points	6.3	
Undergraduate accreditation points	85.4	
Local Accreditation	91.7 pts	60 pts will be awarded



No. of COE	2	No. of COE*10
No of COD	1	No. of COD*5
No. of programs with Intl accreditation		No of programs*10
No. of programs with Intl certification		No of programs*10
COE/COD points	25	
International accreditation points	0	
International certification points	0	
CPE: Total No. of points	85	70 pts will be awarded

Assuming that HEI X has no institutional accreditation or IQuAME, and decides to just submit additional documents, and gets 10 points for Institutional Sustainability and Enhancement, the total points is (70+10) or 80 points, the minimum needed for Autonomy by Evaluation. Hence the HEI just has to present additional evidence depending on its horizontal type.



PRIMER ON THE QUALITY ASSURANCE AND INSTITUTIONAL SUSTAINABILITY ASSESSMENT OF HEIS

Introduction

Quality in higher education is often defined as “fitness for purpose”, but it can also be understood in terms of “transformation” of stakeholders, especially for mature institutions (Harvey & Green, 1993). Thus, CHED views *quality as the alignment and consistency of outcomes with the institution’s vision-mission and goals, demonstrated by learning and service outcomes at exceptional levels, and by a shared culture of quality.*

HEIs must engage this challenge of having, preserving, and improving quality for it to develop into a mature institution, and this translates to having a mindset for quality assurance (QA). According to Church (1988; Harvey & Green, 1993), “Quality assurance is not about specifying the standards or specifications against which to measure or control quality. Quality assurance is about *ensuring that there are mechanisms, procedures and processes in place to ensure that the desired quality, however defined and measured, is delivered.*”

The internal capacity of HEIs to translate policy into quality programs and quality results depends on established internal QA systems. The starting point of QA is the articulation of the desired quality outcomes, set within the context of the HEI’s Vision, Mission, and Goals (VMG). This is the foundation for the development of a proper learning environment (content, methodology, and resources for the delivery of programs and services), assessment tools (performance indicators, instruments), and the systems and processes that are responsible for quality outcomes as well as sustainable programs and initiatives. QA will then look at institutional performance in terms of the HEI’s capacity to translate policy (in terms of VMG) into quality programs and quality results.

Furthermore, CHED takes the view that the strategic approach to QA involves developing the capacity of HEIs to design and deliver high quality programs that meet the needs of the Philippines, and which achieve standards comparable to those of universities in other countries with which the Philippines competes in global markets.

At the global and regional levels, countries need to demonstrate that their education systems match world-class standards. The changing realities spurred by globalization underscore the shift in contemporary international education discourse from education to lifelong learning, from education as transmission of expert knowledge to education as building learner competencies—including learning how to learn. Jobs can be moved readily from one country to another, and multi-national employers do not hesitate to relocate jobs to their maximum advantage. There will be many factors influencing relocation, including cost, access to markets, and the regulatory environment. However, one factor is undoubtedly the availability of a workforce with appropriate skills. Increasingly, the skills that are sought are those provided by higher education.

One measure of the international standing of national higher education systems and of individual universities is the ability of their students to secure employment, or to progress to postgraduate study in other countries. This international mobility is of particular importance to a country for which remittances from citizens working overseas make an important contribution to the economy. Increasingly, another measure of international standing is the willingness of multinational employers to take advantage of the skills of a workforce as a whole, by locating their operations in the country concerned. Meeting international standards is no longer an option or an aspiration; it has become a necessity. The achievement of the few

is no longer a sufficient indicator of international standing; it is the achievement of the many that matters as well.

At the national level, policies of equity and social inclusion demand a widening of participation in the opportunities offered by higher education. The national role of HEIs includes:

- Service to the nation by developing human resources with various types of knowledge, competencies, and expertise, especially in support of the social, economic, and development needs of the Philippines
- The maintenance, development, and critical appraisal of cultural values
- Preparation of individuals to play an active role in society

Evaluation processes thus need to demonstrate that HEIs are producing students with relevant competences that respond to the global challenges and national development needs, with sound values, and with social responsibility.

Objectives

As part of its mandate to promote quality tertiary education in the Philippines, CHED supports the development of HEIs into mature institutions by engaging them in the process of promoting a culture of quality. Premised on a shared understanding of quality, CHED encourages institutional flexibility of HEIs in translating policies into programs and systems that lead to quality outcomes, assessed and enhanced within their respective internal QA systems.

This takes into consideration that particular types of HEIs will respond fittingly to global and national challenges, play their part in the economic development of the country, and promote policies of equity and social inclusion. As such, CHED supports the evaluation of the effectiveness of institutions according to their typology, with a view to developing institutional systems that ensure effective governance and management, high quality and standards of teaching-learning, relevant and responsive professional/research programs, student support, linkages and community involvement.

The objectives of CHED in assessing the performance of higher education institutions are:

1. To support HEIs in developing institutional systems that lead to quality outcomes, as demonstrated by students and graduates whose competencies meet internationally recognized standards and are relevant to employment.
2. To support HEIs in developing a culture of quality, reflected in internal QA systems that will help them perform effectively and efficiently and meet their desired outcomes and performance targets.
3. To engage HEIs in addressing policy issues, especially those that address the need to improve quality assurance in higher education.

Types of Institutions

CHED recognizes that particular types of HEIs will respond fittingly to particular global and national challenges, and for its purposes classifies HEIs into horizontal and vertical typologies.



The horizontal typology includes the following types: Professional Institution, College, and University, and they are differentiated by features in the following areas:

- Desired competency of graduates
- Kinds of academic and co-curricular programs
- Qualification of Faculty
- Learning Resources and Support Structures
- Nature of linkages and outreach activities

The vertical typology is applied within each type, and the HEIs are differentiated by categories as follows:

- Autonomous (By Evaluation)
- Deregulated
- Regulated

Institutional Sustainability and Quality Assurance

As was mentioned above, QA will look at institutional performance in terms of the HEI's capacity to translate policy (in terms of VMG) into quality programs and quality results. This can be achieved through internal QA systems that look into the cycle of planning, implementation, review, and enhancement (Deming, 1986). From the VMG and desired learning outcomes will come the plan for setting up the proper learning environment, which includes the human and learning resources and support structures for the programs. The implementation of systems and processes for the programs will establish the teaching-learning systems, processes, and procedures, which can now be reviewed against performance indicators and standards defined in the assessment system. The results of the review should yield enhancement of programs and systems that give quality outcomes. The cycle continues as the HEI develops into a mature institution.

QA can also be carried out with the help of external agencies, like the CHED and accrediting bodies. The role of CHED is to oversee a rational and cohesive system that promotes quality according to the typology of HEIs. This recognizes that different types of HEIs have different requirements in terms of the desired competencies of its graduates, its programs, the qualifications of its faculty, its learning resources and support structures, and the nature of its linkages and outreach activities. This also means that CHED will have different incentives depending on the type of HEI, and programs of recognition within each type, e.g., autonomous and deregulated status, and COEs and CODs.

The overall approach to QA is *developmental*, with the goal of helping the HEI develop a culture of quality. CHED will work with institutions to assist them in strengthening their management of academic and administrative processes so that they are better able to achieve their educational objectives. Where there are serious weaknesses, or failures to comply with conditions attached to permits or recognitions, CHED will expect remedial action to be taken, and will use its powers in relation to such shortcomings as appropriate.

CHED will also coordinate closely with accrediting bodies especially in matters related to policies, standards, and guidelines as well as the development and use of appropriate assessment instruments.

CHED is adopting an *outcomes-based approach* to assessment (including monitoring and evaluation) because of its potential greatly to increase both the effectiveness of the QA

system, and the quality and efficiency of higher education generally. There is a need to demonstrate the achievement of outcomes that match international norms. Mature evaluation systems are based upon outcomes, looking particularly into the *intended, implemented, and achieved* learning outcomes. Inputs and processes remain important, as they shape the learning experience that is made available to students.

There are two main approaches to outcomes-based evaluation. The first approach is a direct assessment of educational outcomes, with evaluation of the individual programs that lead to those outcomes. This can provide a basis for program accreditation. The second approach is an audit of the quality systems of an institution, to determine whether these are sufficiently robust and effective to ensure that all programs are well designed and deliver appropriate outcomes. Such an audit will not normally make direct judgments on academic programs, but it will consider program-level evidence to the extent necessary to establish that institutional systems are functioning properly. This can provide a basis for institutional accreditation.

A move to outcomes-based evaluation from an evaluation system based more on inputs represents a shift to a review process that is more reflective, e.g., asking the HEI to provide justification for their initiatives and chosen strategies, in view of its vision-mission, goals, and desired outcomes. Factual data is still required to support the HEI's effective performance but not as an end in itself. The approach is less prescriptive, and gives the institution the opportunity to propose solutions that is more fitting to its vision-mission and goals, its culture, and its context.

The Assessment Framework

The Assessment Framework has five key result areas within which judgments are made about the performance of institutions:

- Governance and Management (including Management of Resources)
- Quality of Teaching and Learning (competency, programs, faculty)
- Quality of Professional Exposure, Research, and Creative Work (incl. linkages)
- Support for Students (learning resources and support structures)
- Relations with the Community (extra-curricular linkages, service learning, outreach)

Within each key results area there is a number of indicators. Some of these are core indicators that apply to all institutions. The other indicators apply to institutions to the extent that is appropriate in relation to the mission and stage of development of the institution. There are fourteen indicators, eight of which are core indicators.

Pre-ISA Workshops

To help institutions establish or strengthen their internal QA systems, CHED will engage HEIs through workshops on Institutional Sustainability and Enhancement. Through active participation in these workshops, key HEI stakeholders will be able to:

- 1) answer the ISA self-evaluation document (SED) instrument properly;
- 2) assess the effectiveness and efficiency of their systems and processes; and
- 3) identify areas that need to be strengthened or enhanced.

This exercise will allow the HEIs to be familiar with the instrument in a non-threatening way.

Frequency and Scheduling of Visits and Reviews

For an institution to gain full benefit from the exercise of assessment, it will need to prepare well. It begins with the writing of a self-evaluation document, which provides an opportunity to reflect on the HEI's own performance. The frequency of assessment visits considers these factors.

Each CHEDRO will draw up a schedule of visits for a year ahead, as a part of its operational planning cycle. The schedule will be drawn up such that each institution to be visited has a minimum of four months notice of the date by which it will have to submit a self-evaluation document, and a minimum of six months notice of the intended date of the visit.

Pre-Visit Arrangements

Notice to Institutions

As soon as the schedule of visits for the forthcoming year has been drawn up, the CHEDRO should notify institutions due to be visited of the dates on which it is intended that visits should take place, and the deadline for submission to the CHEDRO of the self-evaluation document. A minimum of four months notice should be given of the date by which the self-evaluation document is to be submitted to the CHEDRO. To ensure that the self-evaluation document remains current at the time of the visit, there should be no more than three months between the deadline for submission of the self-evaluation document and the date of commencement of the visit.

Self-Evaluation Document

The HEI may ask the CHEDRO for assistance in planning the SED. The CHEDRO should follow up with the HEI two months after the notice. The HEI should submit two copies of the SED to the CHEDRO *within four months after the notice*. On receipt of the self-evaluation document, there will be an initial assessment of it by the CHEDRO to determine whether it provides an adequate basis for the review visit. If the document falls significantly short of meeting the criteria set out in Annex 3, or if the statistical data is incomplete, the institution will be asked to revise the document and to re-submit 10 final copies.

The institution should be notified of the need for revision *within three weeks* of the date of receipt of the self-evaluation document, and the institution should be allowed further *four weeks from the date of notification* to make amendments and to re-submit. If, after revision, the self-evaluation document remains inadequate, the visit will still proceed as planned, but the institution should be aware that an inadequate document will make it less likely that the review team will be able to reach favorable conclusions on the performance of the institution.

Copies of the self-evaluation document must be supplied by the CHEDRO to all members of the review team *at least one month before the commencement of the visit*. After consultation with the members of the review team, the team leader may request the institution to make further information available. Any such request should be made *at least two weeks in advance of the date of the visit*, and should specify whether the team would wish to receive the information in advance of the visit, or whether it is acceptable for the information to be provided during the course of the visit.

Visit of the Review Team

The Conduct of the Visit

Reviews will be conducted in a spirit of dialogue and cooperation between the institution and the review team; a confrontational approach from either side would be wholly inappropriate.

Depending on the size and complexity of the institution, two or three days will be allocated for the visit. Exceptionally, a longer visit may be needed for very large or complex institutions.

Making Judgments

The review team will make judgments against each of the criteria, using the following scale:

- 4: *The criterion is fully met, and elements of it are achieved at a level of excellence that provides a model for others.*
- 3: *The criterion is met, with most elements demonstrating good practice.*
- 2: *The criterion is met in most respects, but improvement is needed to overcome weaknesses in some elements.*
- 1: *The criterion is met in some respects, but much improvement is needed to overcome weaknesses.*
- 0: *The criterion is not met.*

Judgments are intended to assist institutions in identifying areas of strength and weakness, and to provide information about their general performance. However, where there are serious weaknesses in performance, the judgments will be used also to determine whether an institution should be subject to a requirement to produce an action plan to address weaknesses, and an early re-visit by CHED (usually within 12 months) to check on progress.

An action plan and an early re-visit will be required in two circumstances. First, if a score of 0 (the criterion is not met) is given in respect of any criterion, an action plan will be required in respect of the criterion or criteria concerned. Second, if scores of 1 or 2 (improvement needed) are made with respect to any two or more of the criteria that relate to the core business of providing good quality programs, taught by suitably qualified staff, to students selected in accordance with national priorities, then an action plan will be required with respect of those criteria. The six criteria are:

- Setting and achieving program standards:
 1. Program Approval
 2. Program Monitoring and Review
 3. Action to Strengthen Programs
- Quality of Teaching and Learning:
 1. Faculty Profile
- Support for students:
 2. Recruitment, Admission and Academic Support
 3. Student Scholarship



Note that, aside from scores, no recommendations are given by the review team. This emphasizes the idea that the HEI is given a hand in looking for solutions within their particular context.

Post-Visit Arrangements

After the Visit

The team of assessors should meet at the end of the visit, before leaving the site, to discuss the scores for the different criteria being considered for the institution. Ideally, the final report should be written before leaving the site. However, because this may be difficult for particular locations, the team leader should submit the report to the CHEDRO *within 48 hours of the conclusion of the visit*.

The report should discuss briefly for each criterion the strengths and weaknesses of the institution, and should refer to the evidence that the team took into account in reaching its judgment in respect of the criterion. The report should conclude with a short summary, which may include commendations for matters in respect of which the institution is performing well, or has made significant progress since the last review.

To ensure a consistency of treatment of all institutions visited, the report will be reviewed within the CHEDRO for consistency of approach and style, by a person not involved in the visit. Any adjustments to the text should be agreed with the team leader *within two weeks* of the submission of the report. The report should then be submitted to the TWG for final review. The report should be sent to the institution *no later than six weeks* from the conclusion of the visit, for comments on matters of factual accuracy only. The institution is entitled to ask for any errors of fact to be corrected, but no alteration will be made to the judgments reached, unless a factual inaccuracy had a material effect on a judgment. The response of the institution on matters of factual accuracy should be made *within two weeks* of receiving the report.

Publication of Reports

The full narrative report will be provided only to the Office of the President of the institution and to CHED. This limited circulation is intended to encourage frankness of commentary in the narrative parts of the report. However, should an institution quote or publish selectively from a report, CHED reserves its right to publish the entire narrative report, so as to present a balanced picture.

A summary report will be published by CHED, on its website. This will give the name of the institution, the date of the visit, the category assigned to the institution, and the best practices of the institution. Periodically, CHED will publish thematic reports on good practice in relation to particular criteria. These will draw on the narrative reports, but will not identify individual institutions.

Complaints and Appeals

Should an institution have any complaint about the way in which a visit is being conducted, the team leader will endeavor to resolve the matter in a speedy and courteous manner. If an institution remains dissatisfied, the matter may be referred to the CHEDRO director. Formal appeals will be entertained normally only on grounds of procedural irregularity or abuse of process. Appeals should be made to the CHEDRO director. If the CHEDRO director finds that there was irregularity or abuse, he or she will then consider if that irregularity or abuse had a material effect on the judgments made. If there was no

material effect on the judgments, they will stand. If there was a material effect, the judgments will be set aside, and a re-visit ordered. In the event that the CHEDRO director was a member of the review team, a CHEDRO director from another region will consider the appeal.

As with all matters dealt with by CHEDROs, appeals against their decisions lie to the Commission *en banc*.

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Table 1. ISA: Core Indicators and Criteria

KRA 1: GOVERNANCE AND MANAGEMENT	
Core Indicator: Governance	<i>Criterion:</i> The institution's governance arrangements demonstrate probity, strategic vision, accountability, awareness and management of risk, and effective monitoring of performance.
Core Indicator: Management	<i>Criterion:</i> The institution's management, financial control, and quality assurance arrangements are sufficient to manage existing operations and to respond to development and change.
Indicator: Enabling Features	<i>Criterion:</i> 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.
KRA 2: QUALITY OF TEACHING AND LEARNING	
Core Indicator: Setting and Achieving Program Standards	<i>Criterion 1:</i> 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. <i>Criterion 2:</i> Program Monitoring and Review. The institution has effective arrangements for monitoring the effectiveness of its programs. <i>Criterion 3:</i> 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.
Core indicator: faculty profile	<i>Criterion:</i> The institution has an adequate number of faculty with the appropriate expertise and competence to teach the courses offered by the institution.
Core Indicator: Appropriate Learning Resources	<i>Criterion:</i> The institution makes effective use of learning resources, such as library resources, laboratories, and information and communications technology, to support student learning.
KRA 3: QUALITY OF PROFESSIONAL EXPOSURE, RESEARCH, & CREATIVE WORK	
Indicator: Professional Exposure	<i>Criterion:</i> The institution has programs that allow students to practice their learned competencies in view of their future careers, such as programs for practicum, internship, on-the-job training (OJT), and case writing (for graduate HEIs).
Indicator: Research Capability	<i>Criterion:</i> 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.
Indicator: Creative Work and/or Innovation	<i>Criterion:</i> The institution has programs that promote creative work in the arts and/or innovation in science and technology.
KRA 4: SUPPORT FOR STUDENTS	
Indicator: Equity and Access	<i>Criterion 1:</i> 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 classes, foreign students, and other special groups. <i>Criterion 2:</i> 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.

Core Indicator: Student Services	<i>Criterion:</i> The institution has programs for student services, to support the non-academic needs of the students.
KRA 5: RELATIONS WITH THE COMMUNITY	
Core Indicator: Relevance of Programs	<i>Criterion:</i> The institution offers programs that take into consideration the social, cultural, economic, and developmental needs of the country at local, regional, and national levels, as well as the need for the country to compete effectively in global markets.
Indicator: Networking and Linkages	<i>Criterion:</i> 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.
Indicator: Extension Programs	<i>Criterion:</i> 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.

Table 2. ISA Indicators by HEI Type

Indicator	Professional Institute	College	University
<i>Governance and Management</i>			
Governance	Core	Core	Core
Management	Core	Core	Core
Enabling Features	Indic	Indic	Indic
<i>Quality of Teaching and Learning</i>			
Setting and Achieving Program Standards	Core	Core	Core
Faculty Profile	Core	Core	Core
Appropriate Learning Resources	Core	Core	Core
<i>Quality of Professional Exposure, Research, and Creative Work</i>			
Professional Exposure	Req	Indic	Indic
Research Capability	Indic	Indic	Req
Creative Work and/or Innovation	Indic	Req	Indic
<i>Support for Students</i>			
Equity and Access	Indic	Indic	Indic
Student Services	Core	Core	Core
<i>Relations with the Community</i>			
Relevance of Programs	Core	Core	Core
Networking and Linkages	Req	Indic	Req
Extension Programs	Indic	Req	Indic

Legend:

- **Core** – Core indicator; **Req** – Required indicator; **Indic** – Indicator

Table 3. Scale and Score Interpretation for Rating Each Indicator

4	The criterion/criteria for the indicator is/are fully met, and its elements are achieved at a level of excellence that provides a model for others.
3	The criterion/criteria for the indicator is/are met, with most elements demonstrating good practice.
2	The criterion/criteria for the indicator is/are met in most respects, but improvement is needed to overcome weaknesses in some elements.
1	The criterion/criteria for the indicator is/are met in some respects, but much improvement is needed to overcome weaknesses.
0	The criterion is not met.

Table 4. Minimum Scores to Qualify for Autonomous and Deregulated Status, in Relation to HEI Type

Indicator	Professional Institution	College	University
AUTONOMOUS			
<i>Governance and Management</i>			
C-Governance	3*	3*	3*
C-Management	3*	3*	3*
I- Enabling Features			
<i>Quality of Teaching and Learning</i>			
C-Setting and Achieving Program Standards	3*	3*	3*
C-Faculty Profile	3*	3*	3*
C-Appropriate Learning Resources	3*	3*	3*
<i>Quality of Professional Exposure, Research, and Creative Work</i>			
I- Professional Exposure	3*		
I- Research Capability			3*
I- Creative Work and/or Innovation		3*	
<i>Support for Students</i>			
C-Equity and Access	3*	3*	3*
C-Student Services	3*	3*	3*
<i>Relations with the Community</i>			
C-Relevance of Programs	3*	3*	3*
I- Networking and Linkages	3*		3*
I- Extension Programs		3*	
Minimum Average Score = 2.75			
No score below 2			
DEREGULATED			
<i>Governance and Management</i>			
C-Governance	3*	3*	3*
C-Management	3*	3*	3*
I- Enabling Features			
<i>Quality of Teaching and Learning</i>			
C-Setting and Achieving Program Standards	3*	3*	3*
C-Faculty Profile	3*	3*	3*

Indicator	Professional Institution	College	University
C-Appropriate Learning Resources	3*	3*	3*
I- Professional Exposure	3*		
I- Research Capability			3*
I- Creative Work and/or Innovation		3*	
<i>Support for Students</i>			
C-Equity and Access	2*	2*	2*
C-Student Services	3*	3*	3*
<i>Relations with the Community</i>			
C-Relevance of Programs	2*	2*	2*
I- Networking and Linkages	2*		2*
I- Extension Programs		2*	
Minimum Average Score = 2.50			
No score below 1			

*Required

Table 5. Summary of Requirements According to Type

<i>Professional Institutions</i>	
Core Indicators:	Governance, Management, Setting and Achieving Program Standards, Faculty Profile, Appropriate Learning Resources, Equity and Access, Student Services, Relevance of Programs
Required Indicators:	Professional Exposure, Networking and Linkages
Optional Indicators:	Enabling Features, Research Capability, Creative Work and/or Innovation, Extension Programs
<i>Colleges</i>	
Core Indicators:	Governance, Management, Setting and Achieving Program Standards, Faculty Profile, Appropriate Learning Resources, Equity and Access, Student Services, Relevance of Programs
Required Indicators:	Creative Work and/or Innovation, Extension Programs
Optional Indicators:	Enabling Features, Professional Exposure, Research Capability, Networking and Linkages
<i>Universities</i>	
Core Indicators:	Governance, Management, Setting and Achieving Program Standards, Faculty Profile, Appropriate Learning Resources, Equity and Access, Student Services, Relevance of Programs
Required Indicators:	Research Capability, Networking and Linkages
Optional Indicators:	Enabling Features, Professional Exposure, Creative Work and/or Innovation, Extension Programs

Self-Evaluation Document

In this self-evaluation document, the institution is asked to reflect, in a constructively self-critical manner, on its performance against the criteria in the CHED assessment framework. It is an opportunity for the institution to reflect on what it is doing, why it is doing it, and why it does it in the way that it does. It is also an opportunity to judge for itself the extent to which it is succeeding in its vision, mission, and objectives.

By discussing strengths, weaknesses, and ways by which weaknesses are being (or will be) addressed, this document can be a means of promoting continuous improvement within the institution. A complete and well-organized document will make the task of reviewers easier and, thus, place a minimum burden on the institution when the visit is made. Otherwise, more inquiries will be made and more proofs will be required by the reviewers.

In order for this document to be truly helpful to the institution, as well as to the reviewers, it should:

- Be *reflective and evaluative*, rather than merely descriptive
- Be *structured to address the criteria of the CHED assessment framework*
- Draw upon *robust internal review procedures* of the institution
- Indicate where *supporting evidence* may be found (e.g. within specified institutional documents)
- Provide purely factual information in *annexes*, rather than in the main text

It is suggested that the document begin with a brief statement of the *mission of the institution* in order to give context to the document as a whole, followed by a discussion of institutional performance against each criterion in the CHED assessment framework. The statements regarding each of the criteria should be supported by a list of evidences. These evidences should be made available to the reviewers.

Data that will be useful to the reviewers (and, thus, must be appended) are those about student recruitment, progression, and performance:

- Student enrolment figures
- Cohort survival rates
- Graduation rates
- Performance in licensure examinations
- Employment rates

Aggregate data for the whole institution should be presented for:

- All students
- Students enrolled on priority courses
- Disadvantaged students
- Foreign students

Data broken down by program should be available to reviewers on request.

The accompanying SED Guide will give a clearer idea of the points that the HEI needs to reflect upon.



DATA AND DOCUMENTS FOR TYPING AND CLASSIFICATION

1. Academic programs (please see suggested format in spreadsheet file Annex 1a/b)
 - a. Graduate and undergraduate levels, as applicable
 - b. Number of years in existence
 - c. Accreditation, as applicable
2. Enrollment data (please see suggested format in spreadsheet file Annex 1a/b)
 - a. Graduate and undergraduate levels, as applicable
 - b. Distribution of students in all academic degree programs offered by the HEI
3. Faculty data (please see suggested format in spreadsheet file Annex 1c)
 - a. Number and percentage of full-time faculty, indicating if permanent or contractual
 - b. Number and percentage of part-time faculty
 - c. List of faculty per department, indicating their graduate degrees, academic specializations, professional licenses, and relevant professional experience, as applicable
4. List of learning resources and support structures, as applicable (please see suggested format in spreadsheet file Annex 1d/e)
 - a. List of learning resources for general use
 - b. List of general support structures
 - c. List of special learning resources for particular academic programs
 - d. List of special support structures for particular academic programs
5. Linkages and extension programs, as applicable (please see suggested format in spreadsheet file Annex 1f/g)
 - a. List of linkages, the nature of the linkage, the participants, and the extent of activity
 - b. List of extension/outreach programs, the nature of the programs, the participants, the community(ies) they serve, and the resulting impact



GRADUATE PROGRAMS AND ENROLLMENT

Academic programs	Year started	Professional program (Y/N)	Thesis/project? (Y/N)	Accreditation available? (Y/N)	Accreditation level	Enrollment (FT; 1st sem/trimester)					Ave Enrollment
						Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	
<i>List by Discipline</i>											
Doctoral programs											
Program 1											
Program 2											
Program 3											
Master's programs											
Program 1											
Program 2											
Program 3											



UNDERGRADUATE PROGRAMS AND ENROLLMENT

Academic programs	Year started	Professional program (Y/N)	Thesis/project? (Y/N)	Accreditation available? (Y/N)	Accreditation level	Enrollment (FT; 1st sem/trimester)					Ave Enrollment
						Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	
List by Discipline											
Undergraduate programs											
Program 1											
Program 2											
Program 3											

Academic programs	With core curriculum? (Y/N)	With licensure (Y/N)	Passing Rate				
			Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
List by Discipline							
Undergraduate programs							
Program 1							
Program 2							
Program 3							



FACULTY

[illegible]

LEARNING RESOURCES

Learning Resources for General Use	Description	
LR 1		
LR 2		
LR 3		
Special Learning Resources	Description	Academic programs supported
SLR 1		
SLR 2		
SLR 3		



SUPPORT STRUCTURES

Support Structures for General Use		Description
SS 1		
SS 2		
SS 3		

Special Support Structures		Description	Academic programs supported		Annual expenditure Yr1	Annual expenditure Yr2	Annual expenditure Yr3	Annual expenditure Yr4	Annual expenditure Yr5
SSS 1-	Research funds								
SSS 2									
SSS 3									



LINKAGES

Linkages	Description of nature & type	Description of activities/ extent	Sectors involved	No. of participants from HEI	No. of participants from partner
LR 1					
LR 2					
LR 3					



EXTENSION

Extension/Outreach	Description of nature & type	Description of activities/ extent	Sectors involved (List academic programs, if integrated in curriculum)	No. of participants from HEI	No. of participants from partner
LR 1					
LR 2					
LR 3					



TABLE 1. MINIMUM REQUIREMENTS FOR DIFFERENT HORIZONTAL TYPES

	Professional Institution	College	University
Enrollment	At least 70% of the enrollment (graduate and undergraduate levels) is in degree programs in the various professional areas		There are graduate students who are being trained for professional practice and/or discovery of new knowledge.
Programs	At least 60% of the academic degree program offerings are in the various professional areas	At least 70% of undergraduate programs have a well-defined core curriculum that has a holistic approach in developing thinking, problem solving, decision-making, communication, technical, and social skills	There are at least 20 active academic degree programs, at least six of which is at the graduate level There is at least one active doctoral program in <i>three</i> different fields (disciplines or branches of knowledge).
Faculty	There should be a core of permanent faculty members, with at least 50% of FT permanent faculty members having the relevant degrees, as well as professional licenses (for licensed programs) and/or professional experience in the subject areas they handle. All other faculty should have the relevant degrees, licenses (for licensed programs), and/or professional experience in the subject areas they handle.	There should be a core of permanent faculty members, with at least 50% of full time permanent faculty members having the relevant graduate degrees in the subjects they handle. All other faculty should have the relevant degrees, licenses (for licensed programs), and/or experience in the subject areas they handle.	All graduate programs and at least 50% of baccalaureate programs require the submission of a thesis/project. There should be a core of permanent faculty members. All full-time permanent faculty members and researchers have, at least, relevant master's degrees. All faculty members teaching in the doctoral programs have doctoral degrees. All other faculty should have the relevant degrees, professional licenses (for licensed programs), and/or relevant experience in the subject areas they handle.



	Professional Institution	College	University
Faculty (cont'd)			At least 30 full-time faculty members or 20% of all full-time faculty, whichever is higher, are actively involved in research. At least 5% of full-time faculty members engaged in research have patents, articles in refereed journals, or books published by reputable presses in the last ten years Annual research cost expenditure for the past five years is equivalent to at least PhP75,000 x the number of faculty members involved in research
Learning resources; support structures	Learning resources and support structures are appropriate to the HEI's technical or professional programs	Learning resources and support structures are appropriate for the HEIs' programs.	
Linkages; Extension	There are sustained program linkages with relevant industries, professional groups and organizations that support the professional development programs. Outreach programs develop in students a service orientation in their professions	Outreach programs allow students to contextualize their knowledge within actual social and human experiences.	

