

CHED MEMORANDUM ORDER

No.

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 in 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 the Batas Pambansa Blg. 232 and Republic Act (R.A.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 an ongoing paradigm shift to learning competency based standards that underlie the provisions of CHED Memorandum Order Number 2 Series of 2011; and

Pursuant to the Commission en Banc Resolution No. 168-2012 dated 16 July 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.

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 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
- 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 quality:

- Quality as “fitness for purpose”, which is generally used by international bodies for assessment and accreditation, requires the translation of the institution’s vision, mission, and goals into its 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 delivered.

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.

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 1976, the goal of (lifelong) education was expressed as “developing humane individuals and communities in the face of rapid change.” By 1996, this goal was updated by the Delors Report to take into account the forces of competition, cooperation and solidarity. 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 world¹.

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 a more 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.

Section 15. While CHED adopts an outcomes-based approach to monitoring and evaluation, **specific inputs (e.g., qualified teachers; laboratories for relevant disciplines) 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:

¹ Medel-Anonuevo, C et al (2001). *Revisiting Lifelong Learning for the 21st Century*. Hamburg: UNESCO Institute of Education.

- 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 QA system are the following:

- The one-size-fits-all QA system 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;
- 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”²;
- It results in the lack of focused support for knowledge production in the country’s universities. This, in turn, redounds to the missed opportunities to support the

² Boyer (1990:55) *Scholarship Reconsidered: Priorities of the Professoriate*. San Francisco: Jossey-Bass. The Carnegie Foundation for the Advancement of Teaching

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.

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
- 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 based on quality measures 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 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 faculty members who have the relevant degrees, 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 graduate degrees and/or 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;
- 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 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.

In order to attain its mandate, Universities should have

- Faculty members with advanced (masters and doctoral) degrees in their areas of specialization, 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 (disciplinal 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 disciplinal 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

OPERATIONALIZATION OF THE HORIZONTAL TYPOLOGY OF HEIs

Section 24. The unique political economic realities of Philippine higher education reform and the results of three rounds of CHED stakeholder consultations on typology-based QA (**Annex 2**) 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 will be implemented within a five year period to further raise quality standards to the level comparable to the academic norms for higher education in the Asia-Pacific region.

Section 25. 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.

Section 26. In operationalizing the functional classification of HEIs along the horizontal typology, it is important to take note of the following points:

- HEIs, regardless of type, may offer a combination of “professional” and “liberal arts” programs subject to compliance with relevant CHED policies;
- HEIs, regardless of type, may offer either undergraduate or graduate programs or a combination of both programs subject to compliance with relevant CHED policies;
- All HEIs are expected to do research. However, research may take different forms depending on the type of scholarship that underlies it—e.g. scholarship of discovery; scholarship of integration; scholarship of application; and the scholarship of teaching. Thus, even if HEIs have some units or faculty members engaged in the scholarship of discovery, their functional classification in the horizontal typology ought to reflect their core mission if such discovery-oriented scholarship is not their main mandate. Nevertheless, the research done in HEIs regardless of type will figure in the vertical typology;
- Similarly, 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.
- The operational criteria for each of the HEI types **highlight a combination of features** along the variables in Article 5 Section 22 that reflect the core mission or function of the HEI vis-à-vis its contribution to the nation. Thus, for the sole purpose of classifying HEIs horizontally and **not** for determining their level of quality, each operational criterion need not necessarily have a corresponding operationalization for the other HEI types. For example, 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 sections of this CMO—are the distinguishing features of universities.
- All HEIs are expected to produce ethical students with high levels of academic, thinking, behavioral and technical skills/competencies. However, the distinguishing feature of

colleges is the core curriculum in their degree programs that enhances the development of these competencies in the service of their significant communities.

Section 27. The operational criteria for each of the HEI types are as follows:

Section 27.1. Professional Institutions are operationally defined as follows:

1. 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).
2. 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) and have enrollees.
3. There should be a core of permanent faculty members, with at least 50% of full time 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, 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 have doctoral degrees).
4. Learning resources and support structures are appropriate to the HEI's technical or professional programs.
5. 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.

Section 27.2. Colleges are operationally defined as follows:

1. At least 70% of undergraduate programs have a core curriculum that *develops thinking, problem solving, decision-making, communication, technical, and social skills*.
2. 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 (e.g. In the event the college has doctoral programs, all faculty members teaching in these programs have doctoral degrees).
3. Learning resources and support structures are appropriate for the HEIs' programs.

4. Outreach programs 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.

Section 27.3. Universities are operationally defined as follows:

1. The presence of graduate students manifests the training of experts, who will be involved in professional practice and/or discovery of new knowledge.
2. Academic degree programs should be comprehensive and manifest the pursuit of new knowledge.
 - a) There are at least *twenty (20)* academic degree programs with enrollees, at least six of which is at the graduate level.
 - b) 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”³. Fields of study, refers to recognized areas of specialization within a discipline⁴. 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;
 - c) All graduate programs and at least *50%* of baccalaureate programs require the submission of a thesis/project/or research papers.
 - d) 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.
 - e) At least *thirty (30) full-time faculty* members or *20%* of all full-time faculty, whichever is higher, are actively involved in research.
 - f) Any one of these conditions:

³ Petts, J., Owens, S. and Bulkeley, H. (2008) “Crossing boundaries: interdisciplinarity in the context of urban environments,” *Geoforum* 39 (2008) 593-601.

⁴ Inter-Agency Committee on Education Statistics (IACES) & National Statistical Coordination Board, *Glossary of Commonly Used Terms in Education Statistics*, 2006, p33.

- Annual research cost expenditure for the past five years is equivalent to at least PhP75,000 x the number of faculty members involved in research⁵; or
 - 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 years⁶
3. 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.
 4. 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.
 5. 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.

Section 28. Consistent with the developmental nature of the QA framework, HEIs will be allowed to choose the horizontal type based on their institutional vision and mission, and on their own reckoning of their institutions’ profile, strengths, and weaknesses. The HEIs will choose their classification and prepare documentary evidence to satisfy the requirements for the proposed classification into the type.

ARTICLE VII VERTICAL TYPOLOGY OF HEIs

Section 29. 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, IQuAME, 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

⁵Including external grants, monetary value of research load of faculty members, equipment, and similar expenses credited to research

⁶Includes the CHED-accredited journals

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 revised IQuAME instrument for the assessment of HEIs. There is a further recommendation to allow accrediting agencies to use this instrument in parts or en toto.

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 30. 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 31. Vertical classification is based on the assessment of the HEI’s **Commitment to Excellence** and **Institutional Sustainability and Enhancement**. Commitment to Excellence mainly considers program excellence while Institutional Sustainability and Enhancement is largely based on institutional quality.

Section 32. In this scheme, points are awarded to the different criteria as follows:

- 1) A maximum of 70 points is awarded for Commitment to Excellence (**Program Excellence=70%**).
- The criteria for Commitment to Excellence include the presence of Centers of Excellence and/or Development, program accreditation (local/ international), and international program certification.

Criteria for Commitment to Excellence (70%)

Criteria	No. of points	Max points that can be awarded (points)
COE	10/COE	60
COD	5/COD	

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

- Commitment to Excellence cannot be fully manifested using just one criterion; thus, points from at least two criteria are needed to get the maximum points.
 - HEIs that wish to qualify for Autonomous and Deregulated status should highlight type-based evidences, which should already form part of the materials for COEs/CODs and/or accreditation.
- 2) A maximum of 30 points is awarded for Institutional Sustainability and Enhancement (**Institutional Sustainability and Enhancement=30%**).
- The criteria for Institutional Sustainability and Enhancement include institutional accreditation, institutional certification (local/ international), Revised IQuAME category, 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 ⁸ using instrument for type-based institutional accreditation	25 Points to be aligned the Institutional Sustainability Assessment (ISA)	30
IQuAME (Categories from 2005-2010)*	Category A: 30 Category B: 25	30
Institutional Sustainability Assessment (ISA) ⁹	Ave ≥ 2.75 : 30 (Annex 4) 2.75 > Ave ≥ 2.50 : 25 2.50 > Ave ≥ 2.00 : 20 Six sigma, Baldrige,	30

⁸Program-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)

⁹See **Annexes 4 and 5** for the Institutional Sustainability Assessment framework

Criteria	No. of points	Max points that can be awarded (points)
	PQA (different kinds)	
Institutional certification	ISO 2014: 25 ISO 9001: 20	25
Additional evidence(type-based)*: <ul style="list-style-type: none"> • Governance & Management • Quality of Teaching & Learning • Quality of Professional Exposure/Research/Creative Work • Support for Students • Relations with the Community 	Max 3/key result area	15

- 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.

- 3) An HEI may accumulate more points for each area but only the maximum number of points will be awarded.
- 4) 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 (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

	<p>national passing rate¹⁰ in board/licensure exams, in the last five years</p> <ul style="list-style-type: none"> 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. <p><i>By 2017:</i></p> <ul style="list-style-type: none"> 3. The Institutional Sustainability Score or its equivalent ≥ 2.75 (Annex 4). 4. Any two of the following: <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 1. The Institutional Sustainability Score or its equivalent ≥ 2.75 (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.

¹⁰For 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	<p><i>By 2014:</i></p> <ol style="list-style-type: none"> 1. The Institutional Sustainability Score or its equivalent ≥ 2.75 (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.) <p><i>By 2017:</i></p> <ol style="list-style-type: none"> 1. The Institutional Sustainability Score or its equivalent ≥ 2.75 (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	<p><i>By 2014:</i></p> <ol style="list-style-type: none"> 1. The Institutional Sustainability Score or its equivalent ≥ 2.50 (Annex 4). 2. Any two of the following: <ol style="list-style-type: none"> 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. <p><i>By 2017:</i></p>

	<p>3. The Institutional Sustainability Score or its equivalent ≥ 2.50 (Annex 4).</p> <p>4. Any two of the following:</p> <p>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.</p> <p>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.).</p> <p>c. Over the last five years, at least 70% of its graduates were employed within the first two years of graduation.</p> <p>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.</p>
College	<p>1. The Institutional Sustainability Score or its equivalent ≥ 2.50 (Annex 4).</p> <p>2. At least 70% of all graduates are required to participate in a community-based extension program for a cumulative period of two years.</p> <p>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.</p>
University	<p><i>By 2014:</i></p> <p>1. The Institutional Sustainability Score or its equivalent ≥ 2.50 (Annex 4).</p> <p>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.</p> <p><i>By 2017:</i></p> <p>4. The Institutional Sustainability Score or its equivalent ≥ 2.50 (Annex 4).</p> <p>5. 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.</p> <p>4. At least 7% full-time faculty has patents or publications in refereed journals.</p>

Section 33. 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.

**ARTICLE VIII
TRANSITORY PROVISIONS**

Section 34. 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 35: 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 36: 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 37: 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 38: The policy and implementing guidelines for other quality and QA mechanisms (e.g. the ISA) will be the subject of other CMOs.

**ARTICLE IX
REPEALING CLAUSE**

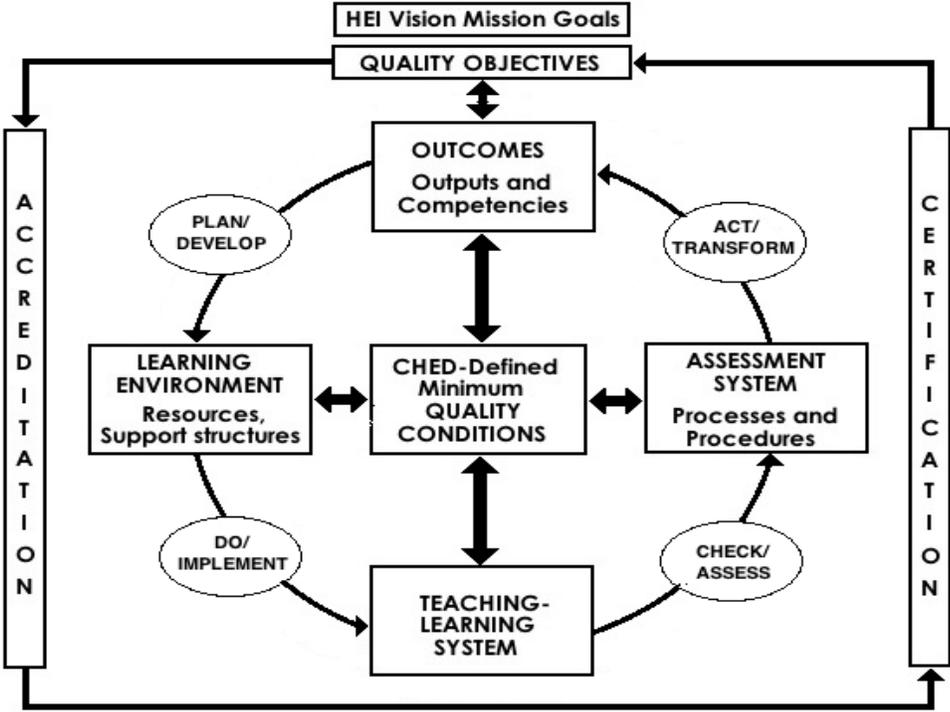
Section 38. All previous issuances pertaining to the grant of university status, system status, autonomous and deregulated status that are inconsistent with the provisions in this CMO are deemed repealed, revoked or rescinded after the transitory provisions are implemented.

**ARTICLE X
EFFECTIVITY**

Section 39. This CMO shall take effect 15 days after publication in an official gazette or in a newspaper of public circulation.

Issued the ____ day of _____ in Quezon City

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



**TASK FORCE QUALITY ASSURANCE
SCHEDULE OF STAKEHOLDER CONSULTATIONS
(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 (DALIS)	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 articipants
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-April- 12	10
Group 2	Coordinating Council for Private Educators Asso.	19-April- 12	19
Group 3	Philippine Association of State Universities and Colleges	20-April- 12	14
Group 4	CHED Office of Program Standards Director and Staff	26- April- 12	19
Group 5	Technical Panels/Committees under the Division of Agriculture, Maritime and Engineering	27-April- 12	48
Group 6	Technical Panels/Committees under the Division of Social Sciences	30 April - 12	70
Group 7	Technical Panels/Committees under the Division of Physical and Natural Sciences, and Division of Non- conventional higher education	30-April- 12	72

	program		
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
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:		

Round 3:		Date	No. of Participants
	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 April-12	12
	SUCs and LUCs		37
	Private HEIs	24-April-12	103
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

**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 enrollment. 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).

Equation 1

$$\text{UG Accred} = \left(\frac{\text{UG4}}{\text{UG}} \times 1.25 + \frac{\text{UG3}}{\text{UG}} \times 1 + \frac{\text{UG2}}{\text{UG}} \times 0.75 + \frac{\text{UG1}}{\text{UG}} \times 0.5 \right) \times \text{Wt}$$

where

Wt = Percentage of undergraduate enrollment (e.g., 90% = 90)

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

Equation 2

$$\text{G Accred} = \left(\frac{\text{G4}}{\text{G}} \times 1.25 + \frac{\text{G3}}{\text{G}} \times 1 + \frac{\text{G2}}{\text{G}} \times 0.75 + \frac{\text{G1}}{\text{G}} \times 0.5 \right) \times \text{Wt}$$

where

Wt = Percentage of graduate enrollment (e.g., 10% = 10)

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

Table A2-1. Weights for Accreditation Levels. (After two years, it is recommended that accrediting agencies use the outcomes-based approach in its instruments, for which higher weights will be given.)

	Inputs based	Outcomes based (Level III & IV)
Level IV	1.25	1.50
Level III	1.00	1.25
Level II	0.75	
Level I	0.50	

SUSTAINABILITY SCORES FOR AUTONOMOUS AND DEREGULATED STATUS

Table A3-1 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*
C-Appropriate Learning Resources	3*	3*	3*

Indicator	Professiona l Institution	College	Universit y
<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	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 A3-2. 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.

INSTITUTIONAL SUSTAINABILITY INDICATORS

Table A4-1. ISA: Core Indicators and Criteria

<i>KRA 1: GOVERNANCE AND MANAGEMENT</i>	
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.
<i>KRA 2: QUALITY OF TEACHING AND LEARNING</i>	
Core Indicator: Setting and Achieving Program Standards	<p><i>Criterion 1: Program Approval.</i> 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 (including board passing rates).</p> <p><i>Criterion 2: Program Monitoring and Review.</i> The institution has effective arrangements for monitoring the effectiveness of its programs.</p> <p><i>Criterion 3: Action to Strengthen Programs.</i> The institution takes effective action to address weakness, build on strengths, and to enhance performance by the dissemination of good practice.</p>
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.

<i>KRA 3: QUALITY OF PROFESSIONAL EXPOSURE, RESEARCH, AND CREATIVE WORK</i>	
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 level).
Indicator: Research Capability	<i>Criterion:</i> The institution has a research community of faculty, 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.
<i>KRA 4: SUPPORT FOR STUDENTS</i>	
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.
<i>KRA 5: RELATIONS WITH THE COMMUNITY</i>	
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/or 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 A4-2 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