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INSTRUCTIONS TO THE HEI:

1. Please attach the Vision/Mission/Goals/Objectives (VMGO) of the HEI at the start of the Self-Evaluation Document.

2. At the beginning of each Key Result Area, please identify the outcomes related to the particular indicator.

3. Indicate and append the sources of evidences to support your statements. In cases where the evidence is voluminous, please append a summary.

4. This SED Guide has several parts:
   a. The tables give the criteria for the indicators of the Key Result Areas (KRAs).
   b. Each criterion has several elements, which try to define or clarify aspects of the criterion.
   c. There is a column for Remarks, where you may wish to list your comments regarding that element.
   d. The column on Possible sources of evidence suggests documents you may wish to present.

CATEGORY CHOSEN BY HEI:

- **Category A(r):** all of the indicators
- **Category A(t):** all of the indicators except indicator for Research Capability
- **Category B:** all core indicators
- **Category C:** all core indicators
PERFORMANCE MEASURES – GOVERNANCE AND MANAGEMENT

A. Core Indicator: Governance

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

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

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

B. Core Indicator: Management

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

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

Possible outcomes: Efficient and effective operations, support of stakeholders, clear lines of communication, ability to respond to external and internal developments, and effective monitoring.

Additional Notes
1. Governing body: Board of Trustees, Board of Regents, Management Board
2. Stakeholders: Any or combination of the following - Administrators, Faculty, Students, Parents, Alumni, investors
OUTCOMES/RESULTS OF EFFECTIVE GOVERNANCE AND MANAGEMENT:
**G1-Probity:**

<table>
<thead>
<tr>
<th>Remarks</th>
<th>Possible sources of evidence</th>
</tr>
</thead>
</table>
| The governing body demonstrates integrity and objectivity in the transaction of its business. | o Relevant pages in manuals  
|                                                                       | o Relevant University policies and procedures  
|                                                                       | o Memos                                                          |
| There are clear guidelines and protocols in dealings of the school with different parties. |                                                                   |
| There are clear guidelines and procedures in the selection of suitable members of the governing body/management. |                                                                   |
| Administrators clearly understand, adhere to, and implement the guidelines set by the governing body. |                                                                   |
| There are clear lines of communication in the transactions of business. |                                                                   |
| Various stakeholders sense a policy of openness and transparency in the dissemination of the governing body’s decisions. | o Memos/minutes  
|                                                                       | o Newsletters  
|                                                                       | o Annual Report of HEI                                           |
| Stakeholders receive timely information of the governing body’s decisions. |                                                                   |
| Stakeholders find the governing body’s decisions fair and transparent. |                                                                   |
| Other relevant information:                                             |                                                                   |
### G1-Strategic vision:

The governing body considers, approves, and supports the strategic plan of the institution.

<table>
<thead>
<tr>
<th>Remarks</th>
<th>Possible sources of evidence</th>
</tr>
</thead>
</table>
| Various stakeholders took part in putting together the strategic plan. | o Strategic Plan  
  o Proceedings of meetings/workshops |
| The crafting of the strategic plan was guided by the institutional vision/mission. | |
| There was a process followed in formulating and approving the plan. | |
| There are indicators for the objectives of the strategic plan. | |
| Human, financial, and physical resources were identified by the plan. | |

#### Other relevant information:

**G1-Accountability:**

There are processes in place for the regular internal/external financial audit of the institution.

<table>
<thead>
<tr>
<th>Remarks</th>
<th>Possible sources of evidence</th>
</tr>
</thead>
</table>
| Internal/external audit is performed by an appropriate internal/external independent body and the report is submitted to a responsible officer for action. | o Relevant pages in manuals  
  o Relevant University policies and procedures  
  o Memos  
  o Audit Report  
  o Organizational chart showing place of auditors |

Frequency of audit:
<table>
<thead>
<tr>
<th>Remarks</th>
<th>Possible sources of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accountability (continuation):</strong>&lt;br&gt; The governing body ensures that funds provided by agencies and individuals are used in accordance with the terms and conditions specified when those funds were made available.</td>
<td>o Relevant University policies and procedures&lt;br&gt; o Work and financial plan&lt;br&gt; o Financial report&lt;br&gt; o Tuition fee increase implementation record</td>
</tr>
<tr>
<td>There are written specifications of terms and conditions for use of specific funds.</td>
<td>o Terms and conditions</td>
</tr>
<tr>
<td>Other relevant information:</td>
<td></td>
</tr>
</tbody>
</table>

<p>| <strong>G1-Awareness and management of risk:</strong>&lt;br&gt; There are structures that ensure the solvency, financial stability, and sustainability of the school and the safeguard of its assets. | o Relevant University policies and procedures&lt;br&gt; o Structure of governing body |
| There is a unit responsible for overseeing the sound financial management of the school. | o Organizational chart showing the finance unit |
| Program offerings/institutional projects are supported by appropriate feasibility studies. | o Minutes of meetings |
| There are processes and structures that put financial strategy, annual operating plans, and budgets in place. | o Relevant University policies and procedures&lt;br&gt; o Annual operating plans&lt;br&gt; o Memos/minutes |
| Other relevant information: | |</p>
<table>
<thead>
<tr>
<th>Remarks</th>
<th>Possible sources of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>G1-Effective monitoring of performance:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| The governing body regularly monitors the performance of the institution against its planned strategies and operational targets. | o Relevant University policies and procedures  
| | o Structure of governing body  
| | o Performance Audit Report |
| The governing body is involved in the approval, performance, and monitoring of programs. | o Relevant University policies and procedures |
| The governing body oversees | |
| a) the strategic management of the institution’s land, buildings, and facilities; | o Minutes of board meetings  
| | o Relevant pages from Manuals/Handbooks |
| b) the institution’s employment policies; | |
| c) arrangements for consideration of student grievances, and student discipline; and | |
| d) procedures to safeguard the health and safety of employees, students, and other individuals while they are on the institution’s premises, or in other places where they may be affected by its operations. | |
| Other relevant information: | |
SCORING GUIDE FOR GOVERNANCE: (Core Indicator)

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

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

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

2 The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.
   • Governance arrangements, which demonstrate most characteristics specified in the criterion, are in place.
   • They are implemented to a moderate extent, in a manner consistent with the institution’s VMGO.
   • They result in good outcomes in the following areas:
     o policy formulation;
     o decision making
     o sustainability of operations
     o monitoring
     o communication systems
   • The institution demonstrates good practice in many aspects of its governance system.
1 The criterion is met in some respects, but much improvement is needed to overcome weaknesses.

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

0 The criterion is not met.

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

*includes vision-mission, goals, policies, systems, and procedures.*

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

SED Guide: Governance and Management
<table>
<thead>
<tr>
<th>M1-Management and financial control:</th>
<th></th>
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</thead>
</table>
| The management, financial control, and quality assurance policies are sufficient and to manage existing operations and to respond to development and change. | o Relevant pages in Manuals  
 o Relevant University policies and procedures  
 o Procedures on consultation and dissemination |
| The academic policies of the institution are consistent with the mission, aims, and objectives of the institution. |  |
| Policies (financial, quality assurance and resource allocation) support the academic goals of the institution. |  |
| Quality assurance measures are appropriate to the academic outcomes desired by the institution. |  |
| Resources are allocated to enable the accomplishment of the institution’s academic goals. |  |
| Its policies and systems are developed and implemented in a manner that involves administrators, faculty, and, where appropriate, students. | o Minutes and Proceedings of meetings/workshops |
| The institution sees to it that its mission, as well as associated policies, systems, and procedures are understood, accepted, and implemented by its members. | o Memos/Brochures  
 o Annual Report  
 o Proceedings of consultations  
 o Special programs  
 o Curricula and course syllabi |
### Management and financial control (continuation):

<table>
<thead>
<tr>
<th>Stakeholders understand and support VMGO of the institution.</th>
<th>o Results of studies conducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stakeholders understand and support the policies, systems, and procedures of the institution.</td>
<td></td>
</tr>
</tbody>
</table>
| The governing body/management implements and follows through what it commits to stakeholders. | o Annual report  
o Proceedings of information dissemination |
| The institution is responsive to national policies and international developments in higher education. | o Proceedings of consultations  
o Curricula  
o Program goals and objectives in line with national/intl developments  
o MOAs, MOUs |
| The institution is able to communicate with its key stakeholders. | o Samples of communications and publications  
o Minutes of meetings  
o Relevant University policies and procedures |
| There are mechanisms for effective feedback at different levels. |  |
| The feedback of stakeholders is considered in the formulation of policies and procedures. |  |

Other relevant information:
<table>
<thead>
<tr>
<th>M1-Quality Assurance Arrangements:</th>
<th></th>
</tr>
</thead>
</table>
| *The implementation of policies and the performance of programs are monitored.* | o Minutes of meetings on monitoring activities, addressing gaps between targets and accomplishments  
  o Performance audit reports  
  o Accreditation reports  
  o Program recognition/ authorization |
| Other relevant information: |  |
SCORING GUIDE FOR MANAGEMENT: (Core Indicator)

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

4 The criterion is met in all respects, at a level of excellence that provides a model for others.
   • All management, financial control, and quality assurance arrangements are in place.
   • These arrangements are fully implemented to achieve the institution’s VMGO.
   • They result in excellent outcomes in the following areas:
     o operations;
     o support of stakeholders;
     o lines of communication;
     o responsiveness; and
     o monitoring.
   • The institution demonstrates best practices that make their management system a model for others.

3 The criterion is met in all respects, at a level that demonstrates good practice.
   • All management, financial control, and quality assurance arrangements are in place.
   • These arrangements are implemented to a great extent to achieve the institution’s VMGO.
   • They result in very good outcomes in the following areas:
     o operations;
     o support of stakeholders;
     o lines of communication;
     o responsiveness; and
     o monitoring.
   • The institution demonstrates good practice in most aspects of their management system.

2 The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.
   • Most management, financial control, and quality assurance arrangements are in place.
   • These arrangements are implemented to a moderate extent to achieve the institution’s VMGO.
   • They result in good outcomes in the following areas:
     o operations;
     o support of stakeholders;
     o lines of communication;
     o responsiveness; and
     o monitoring.
   • The institution demonstrates good practice in many aspects of their management system.
1 **The criterion is met in some respects, but much improvement is needed to overcome weaknesses.**
- Some management, financial control, and quality assurance arrangements are in place.
- These arrangements are implemented to limited extent to achieve the institution’s VMGO.
- They result in fair outcomes in the following areas:
  - operations;
  - support of stakeholders;
  - lines of communication;
  - responsiveness; and
  - monitoring.
- The institution demonstrates good practice in some aspects of their management system.

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

<table>
<thead>
<tr>
<th>Parameters</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presence of Management System</td>
<td>All aspects in place</td>
<td>All aspects in place</td>
<td>Most aspects in place</td>
<td>Some aspects in place</td>
<td>Aspects not in place</td>
</tr>
<tr>
<td>Extent of Implementation</td>
<td>Fully implemented</td>
<td>Implemented to a great extent</td>
<td>Implemented to a moderate extent</td>
<td>Implemented to a limited extent</td>
<td>Not implementation</td>
</tr>
<tr>
<td>Outcomes:</td>
<td>Excellent</td>
<td>Very good</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
<tr>
<td>Operations</td>
<td></td>
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<tr>
<td>Support of Stakeholders</td>
<td></td>
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<tr>
<td>Lines of Communication</td>
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<tr>
<td>Responsiveness</td>
<td></td>
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<tr>
<td>Monitoring</td>
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</tr>
<tr>
<td>Effectiveness of implementation, based on outcomes</td>
<td>Best practices that make it a model system</td>
<td>Good practice in most aspects</td>
<td>Good practices in many aspects</td>
<td>Good practices in some aspects</td>
<td>Lack of good practices</td>
</tr>
</tbody>
</table>
A. **Core Indicator: Setting and Achieving Program Standards**

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

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

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

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

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

Possible outcomes: Student performance, positive feedback (especially on effectiveness and impact of changes proposed and implemented)

B. **Indicator: Research Capability**

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

Possible outcomes: Publications, highly functional and relevant research programs
OUTCOMES OF SETTING AND ACHIEVING PROGRAM STANDARDS:
<table>
<thead>
<tr>
<th>Remarks</th>
<th>Possible sources of evidence</th>
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</thead>
<tbody>
<tr>
<td><strong>PS1 - Program approval:</strong></td>
<td></td>
</tr>
<tr>
<td>There is a system for approving academic programs.</td>
<td>o Relevant pages from Manuals</td>
</tr>
<tr>
<td></td>
<td>o Relevant University policies and procedures</td>
</tr>
<tr>
<td></td>
<td>o Program proposal/ Feasibility studies</td>
</tr>
<tr>
<td></td>
<td>o Status report of existing academic programs</td>
</tr>
<tr>
<td>Other relevant information:</td>
<td></td>
</tr>
<tr>
<td><strong>PS1 - Setting of objectives and learning outcomes:</strong></td>
<td></td>
</tr>
<tr>
<td>Degree and other programs have clearly defined objectives and learning outcomes.</td>
<td>o Program proposal with purposes and objectives</td>
</tr>
<tr>
<td></td>
<td>o Curriculum</td>
</tr>
<tr>
<td></td>
<td>o Minutes of meetings</td>
</tr>
<tr>
<td></td>
<td>o Proceedings of consultations/workshops</td>
</tr>
<tr>
<td>Stakeholders participate in defining the objectives and learning outcomes of a program and aligning them with the VMGO.</td>
<td></td>
</tr>
<tr>
<td><strong>Degree programs meet the subject-specific standards promulgated by CHED.</strong></td>
<td>o Program proposal</td>
</tr>
<tr>
<td></td>
<td>o Curricula</td>
</tr>
<tr>
<td></td>
<td>o Compliance report of degree programs to CHED guidelines</td>
</tr>
<tr>
<td>Remarks</td>
<td>Possible sources of evidence</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>PS1 - Setting of objectives and learning outcomes (continuation):</strong>&lt;br&gt;The institution establishes and maintains comparability of standards with other providers of equivalent level programs.</td>
<td>o Minutes of meetings&lt;br&gt;o Proceedings of consultations/workshops&lt;br&gt;o Reports on Curriculum Review and Enrichment&lt;br&gt;o Acceptance and recognition of degree programs by other local and foreign institutions</td>
</tr>
<tr>
<td>Other relevant information:</td>
<td></td>
</tr>
<tr>
<td><strong>PS1 - Mechanisms to achieve the objectives and intended outcomes:</strong>&lt;br&gt;There are effective systems of periodic self-evaluation of individual programs.</td>
<td>o Evaluation reports&lt;br&gt;o Proceedings of Curriculum Review&lt;br&gt;o PRC report&lt;br&gt;o Tracer studies&lt;br&gt;o Written feedback from employers/industry</td>
</tr>
<tr>
<td>Indicators are used to see if goals are met.</td>
<td></td>
</tr>
<tr>
<td>Licensure passing rates and/or employment rates are according to the institution’s targets.</td>
<td></td>
</tr>
</tbody>
</table>
### PS1- Mechanisms to achieve the objectives and intended outcomes (continuation):

#### These processes

<table>
<thead>
<tr>
<th>Remarks</th>
<th>Possible sources of evidence</th>
</tr>
</thead>
</table>
| • ensure that programs remain current and valid in the light of developments in the relevant field of study and related employment; | o Written feedback from employers  
| | o Minutes of meetings  
| | o Proceedings of consultations/workshops |
| • ensure that the coherence of programs with multiple elements or alternative modes of delivery is secured and maintained; | o Exit evaluation of students  
| | o Curricula  
| | o Description of elements/alternative delivery modes |
| • provide an effective link between academic planning and resource allocation; and | o Budget  
| | o Strategic/operational plan |
| • show how graduate programs are supported by relevant research or other advanced scholarship | o Research proposals  
| | o Terminal reports  
| | o Publications |

Other relevant information:
<table>
<thead>
<tr>
<th>Remarks</th>
<th>Possible sources of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PS2 - Program Monitoring and Review:</strong>&lt;br&gt;The effectiveness of teaching and learning is monitored in relation to curriculum content and the learning outcomes of programs.</td>
<td>o Program Evaluation Reports&lt;br&gt;o Proceedings of consultations/workshops&lt;br&gt;o Licensure passing rates&lt;br&gt;o Employment rate&lt;br&gt;o Output of students&lt;br&gt;o Written feedback from interviewers during job fairs</td>
</tr>
<tr>
<td>Other relevant information:</td>
<td></td>
</tr>
<tr>
<td><strong>PS2 - Matching of abilities and aptitudes:</strong>&lt;br&gt;The institution ensures the effective matching of the abilities and aptitudes of students to the demands of the programs to which they are recruited.</td>
<td>o Admissions policies&lt;br&gt;o Program admission requirements/standards</td>
</tr>
<tr>
<td>Other relevant information:</td>
<td></td>
</tr>
<tr>
<td><strong>PS2 - Academic support:</strong>&lt;br&gt;Academic support and counseling are made available to students to enable them to progress within their programs of study.</td>
<td>o Academic support programs&lt;br&gt;o List of learning resources&lt;br&gt;o Student Progress Report&lt;br&gt;o Retention standards</td>
</tr>
<tr>
<td>Students receive timely and effective feedback on their progress.</td>
<td>o Faculty Evaluation by students&lt;br&gt;o Copy of faculty evaluation instrument</td>
</tr>
<tr>
<td>Remarks</td>
<td>Possible sources of evidence</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>PS2 - Academic support (continuation):</strong></td>
<td></td>
</tr>
<tr>
<td>Adequate learning resources are available to support each program.</td>
<td>&quot;List of learning resources&quot;  &quot;Records of utilization of resource&quot;</td>
</tr>
<tr>
<td>Students are able to access the learning resources easily.</td>
<td></td>
</tr>
<tr>
<td>Other relevant information:</td>
<td></td>
</tr>
<tr>
<td><strong>PS2 - Delivery of programs:</strong></td>
<td></td>
</tr>
<tr>
<td>The delivery of programs is continuously improved.</td>
<td></td>
</tr>
<tr>
<td>There are processes for evaluating the extent to which intended learning outcomes are being implemented by faculty.</td>
<td>&quot;Sample course syllabi&quot;  &quot;Sample tests&quot;  &quot;Faculty evaluation&quot;</td>
</tr>
<tr>
<td>There are processes for evaluating the extent to which intended learning outcomes are being achieved by students.</td>
<td>&quot;Samples of tests and other assessment tools&quot;  &quot;Student performance reports&quot;</td>
</tr>
<tr>
<td>Student assessments are valid, reliable, secure and externally verified.</td>
<td>&quot;Samples of tests&quot;  &quot;Results of item analysis&quot;</td>
</tr>
<tr>
<td>Other relevant information:</td>
<td></td>
</tr>
</tbody>
</table>
### Remarks

<table>
<thead>
<tr>
<th>PS3 – Action to Strengthen Programs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution responds to matters that are raised through self-evaluation, formal internal monitoring, or external review.</td>
</tr>
<tr>
<td>The feedback from faculty, students, employers, and other HEIs (to which students’ progress is secured) is evaluated and acted upon.</td>
</tr>
<tr>
<td>There are mechanisms for disseminating good practice throughout the institution.</td>
</tr>
<tr>
<td>Weaknesses in student performance are identified and acted upon.</td>
</tr>
<tr>
<td>Other relevant information:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible sources of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Proceedings of consultations/workshops</td>
</tr>
<tr>
<td>o Memos regarding improvements in program delivery</td>
</tr>
<tr>
<td>o Memos</td>
</tr>
<tr>
<td>o Proceedings of workshops</td>
</tr>
<tr>
<td>o Minutes of meetings</td>
</tr>
<tr>
<td>o Seminars</td>
</tr>
<tr>
<td>o Publications</td>
</tr>
<tr>
<td>o Copies of programs of activities</td>
</tr>
<tr>
<td>o Tracking system</td>
</tr>
<tr>
<td>o Academic reports</td>
</tr>
<tr>
<td>o Special programs to improve student performance</td>
</tr>
</tbody>
</table>
SCORING GUIDE FOR SETTING AND ACHIEVING PROGRAM STANDARDS: (Core Indicator)

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

4 The criterion is met in all respects, at a level of excellence that provides a model for others.
   • All aspects of a mechanism for program approval are in place, including mechanisms to ensure that program objectives and learning outcomes are attained.
   • These arrangements are fully implemented in a manner consistent with the institution’s VMGO.
   • They result in excellent outcomes in the following areas:
     o Collaboration of sectors/stakeholders in the approval of program;
     o Relevance and responsiveness of programs to society’s needs.
   • The institution demonstrates best practices that make their program approval mechanism a model for others.

3 The criterion is met in all respects, at a level that demonstrates good practice.
   • All aspects of a mechanism for program approval are in place, including mechanisms to ensure that program objectives and learning outcomes are attained.
   • These arrangements are implemented to a great extent in a manner consistent with the institution’s VMGO.
   • They result in very good outcomes in the following areas:
     o Collaboration of sectors/stakeholders in the approval of program;
     o Relevance and responsiveness of programs to society’s needs.
   • The institution demonstrates good practices in most aspects of their program approval mechanism.

2 The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.
   • Most aspects of a mechanism for program approval are in place, including mechanisms to ensure that program objectives and learning outcomes are attained.
   • These arrangements are implemented to a moderate extent in a manner consistent with the institution’s VMGO.
   • They result in good outcomes in the following areas:
     o Collaboration of sectors/stakeholders in the approval of program;
     o Relevance and responsiveness of programs to society’s needs.
   • The institution demonstrates good practices in many aspects of their program approval mechanism.
1  **The criterion is met in some respects, but much improvement is needed to overcome weaknesses.**

- Some aspects of a mechanism for program approval are in place, including mechanisms to ensure that program objectives and learning outcomes are attained.
- These arrangements are implemented to a limited extent in a manner consistent with the institution’s VMGO.
- They result in fair outcomes in the following areas:
  - Collaboration of sectors/stakeholders in the approval of program;
  - Relevance and responsiveness of programs to society’s needs.
- The institution demonstrates good practices in some aspects of their program approval mechanism.

0  **The criterion is not met.**

- There is no mechanism for program approval.
- They result in poor outcomes in the following areas:
  - Collaboration of sectors/stakeholders in the approval of program;
  - Relevance and responsiveness of programs to society’s needs.

<table>
<thead>
<tr>
<th>Parameters</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presence of Mechanism for Program Approval</strong></td>
<td>All aspects in place</td>
<td>All aspects in place</td>
<td>Most aspects in place</td>
<td>Some aspects in place</td>
<td>Aspects not in place</td>
</tr>
<tr>
<td><strong>Extent of Implementation</strong></td>
<td>Fully implemented</td>
<td>Implemented to a great extent</td>
<td>Implemented to a moderate extent</td>
<td>Implemented to a limited extent</td>
<td>Not implemented</td>
</tr>
<tr>
<td><strong>Outcomes:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration of Sectors/stakeholders in the approval of program</td>
<td>Excellent</td>
<td>Very good</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
<tr>
<td>Relevance and Responsiveness of Programs to society’s needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Effectiveness of implementation, based on outcomes</strong></td>
<td>Best practices that make it a model mechanism</td>
<td>Good practice in most aspects</td>
<td>Good practices in many aspects</td>
<td>Good practices in some aspects</td>
<td>No good practices</td>
</tr>
</tbody>
</table>
Criterion 2: Program Monitoring and Review - The institution has effective arrangements for monitoring and reviewing the effectiveness of its programs.

4 The criterion is met in all respects, at a level of excellence that provides a model for others.
   • All aspects of program monitoring and review are in place, as shown by the mechanisms for the following areas:
     o Curriculum content
     o Learning outcomes
     o Admission policies
     o Feedback on student progress, academic support and counseling
     o Learning resources
     o Program delivery
   • These arrangements are fully implemented for very highly effective monitoring and review.
   • They result in excellent outcomes in the following areas:
     o Teaching and learning
     o Students’ achievements
     o Program delivery
     o Licensure examinations (average passing rate of at least 80% in the past 5 years)
     o Employability (average of at least 90% of graduates in the past 5 years)
   • The institution demonstrates best practices that make their program monitoring and review mechanism a model for others.

3 The criterion is met in all respects, at a level that demonstrates good practice.
   • All aspects of program monitoring and review are in place, as shown by the mechanisms for the following areas:
     o Curriculum content
     o Learning outcomes
     o Admission policies
     o Feedback on student progress, academic support and counseling
     o Learning resources
     o Program delivery
   • These arrangements are implemented to a great extent, for highly effective monitoring and review.
   • They result in very good outcomes in the following areas:
     o Teaching and learning
     o Students’ achievements
     o Program delivery
     o Licensure examinations (average passing rate of at least 70% in the past 5 years)
     o Employability (average of at least 80% of graduates)
   • The institution demonstrates good practices in most aspects of their program monitoring and review mechanism.
2. **The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.**
   - Most aspects of program monitoring and review are in place, as shown by the mechanisms for most of the following areas:
     - Curriculum content
     - Learning outcomes
     - Admission policies
     - Feedback on student progress, academic support and counseling
     - Learning resources
     - Program delivery
   - These arrangements are implemented to a moderate extent, for effective monitoring and review.
   - They result in good outcomes in the following areas:
     - Teaching and learning
     - Students’ achievements
     - Program delivery
     - Licensure examinations (average passing rate of at least 50% in the past 5 years)
     - Employability (average of at least 70% of graduates in the past 5 years)
   - The institution demonstrates good practices in many aspects of their program monitoring and review mechanism.

1. **The criterion is met in some respects, but much improvement is needed to overcome weaknesses.**
   - Some aspects of program monitoring and review are in place, as shown by the mechanisms for some of the following areas:
     - Curriculum content
     - Learning outcomes
     - Admission policies
     - Feedback on student progress, academic support and counseling
     - Learning resources
     - Program delivery
   - These arrangements are implemented to a limited extent, for very highly effective monitoring and review.
   - They result in fair outcomes in the following areas:
     - Teaching and learning
     - Students’ achievements
     - Program delivery
     - Licensure examinations (average passing rate of at least 30% in the past 5 years)
     - Employability (average of at least 60% of graduates in the past 5 years)
   - The institution demonstrates good practices in many aspects of their program monitoring and review mechanism.
**The criterion is not met.**

- There is no mechanism for any of the areas specified:
  - Curriculum content
  - Learning outcomes
  - Admission policies
  - Feedback on student progress, academic support and counseling
  - Learning resources
  - Program delivery

- They result in poor outcomes in the following areas:
  - Teaching and learning
  - Students’ achievements
  - Program delivery
  - Licensure examinations (average passing rate of below 30% in the past 5 years)
  - Employability (average of below 60% of graduates in the past 5 years)

<table>
<thead>
<tr>
<th>Parameters</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presence of Mechanisms</strong>&lt;br&gt;for Program Monitoring**&lt;br&gt;Curriculum Content&lt;br&gt;Learning Outcomes&lt;br&gt;Admission Policies&lt;br&gt;Feedback on Student Progress, Academic Support and Counseling&lt;br&gt;Learning Resources&lt;br&gt;Program Delivery</td>
<td>All aspects in place; Mechanisms for all the areas specified</td>
<td>All aspects in place; Mechanisms for all the areas specified</td>
<td>Most aspects in place; Mechanisms for most of the areas specified</td>
<td>Some aspects in place; Mechanisms for some of the areas specified</td>
<td>No mechanisms; process done as needed</td>
</tr>
<tr>
<td><strong>Extent of Implementation</strong></td>
<td>Fully implemented</td>
<td>Implemented to a great extent</td>
<td>Implemented to a moderate extent</td>
<td>Implemented to a limited extent</td>
<td>n.a.</td>
</tr>
<tr>
<td><strong>Outcomes:</strong>&lt;br&gt;Teaching and Learning&lt;br&gt;Students’ Achievements&lt;br&gt;Program Delivery&lt;br&gt;Licensure Examinations&lt;br&gt;Employability</td>
<td>Excellent&lt;br&gt;At least 80%&lt;br&gt;At least 90%</td>
<td>Very good&lt;br&gt;At least 70%&lt;br&gt;At least 80%</td>
<td>Good&lt;br&gt;At least 50%&lt;br&gt;At least 70%</td>
<td>Fair&lt;br&gt;At least 30%&lt;br&gt;At least 60%</td>
<td>Poor&lt;br&gt;Below 30%&lt;br&gt;Below 60%</td>
</tr>
<tr>
<td><strong>Effectiveness of implementation, based on outcomes</strong></td>
<td>Best practices that make it a model system</td>
<td>Good practice in most aspects</td>
<td>Good practices in many aspects</td>
<td>Good practices in some aspects</td>
<td>No good practices</td>
</tr>
</tbody>
</table>
Criterion 3: Action to Strengthen Programs - The institution takes effective action to address weakness, build on strengths, and to enhance performance by the dissemination of good practice.

4 The criterion is fully met, and elements of it are achieved at a level of excellence that provides a model for others.
   • Mechanisms for addressing weaknesses, strengthening programs, and enhancing performance are in place for all of the following areas:
     o Self-evaluation and formal internal monitoring
     o External review
     o Student evaluation
     o Dissemination of good practice
   • These mechanisms are fully implemented.
   • They result in programs that have very big impact on student performance and generate excellent feedback.
   • The institution demonstrates best practices that make their mechanisms for strengthening programs models for others.

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

2 The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.
   • Mechanisms for addressing weaknesses, strengthening programs, and enhancing performance are in place for two of the following areas:
     o Self-evaluation and formal internal monitoring
     o External review
     o Student evaluation
     o Dissemination of good practice
   • These mechanisms are implemented to a moderate extent.
   • They result in programs that have impact on student performance and generate good feedback.
   • The institution demonstrates good practices in many of their mechanisms for strengthening programs.
1 The criterion is met in some respects, but much improvement is needed to overcome weaknesses.
   - Mechanisms for addressing weaknesses, strengthening programs, and enhancing performance are in place for one of the following areas:
     o Self-evaluation and formal internal monitoring
     o External review
     o Student evaluation
     o Dissemination of good practice
   - These mechanisms are implemented to a limited extent.
   - They result in programs that have some impact on student performance.
   - The institution demonstrates good practices in some of their mechanisms for strengthening programs.

0 The criterion is not met.
   - There are no mechanisms for strengthening programs in any of the following areas:
     o Self-evaluation and formal internal monitoring
     o External review
     o Student evaluation
     o Dissemination of good practice
   - They result in programs that have little or no impact on student performance and generate poor feedback.

<table>
<thead>
<tr>
<th>Parameters</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presence of Mechanisms for Strengthening Programs</td>
<td>All aspects in place; Mechanisms for all the areas specified</td>
<td>All aspects in place; Mechanisms for all the areas specified</td>
<td>Most aspects in place; Mechanisms for most of the areas specified</td>
<td>Some aspects in place; Mechanisms for some of the areas specified</td>
<td>No mechanisms; process done as needed</td>
</tr>
<tr>
<td>Extent of Implementation</td>
<td>Fully implemented</td>
<td>Implemented to a great extent</td>
<td>Implemented to a moderate extent</td>
<td>Implemented to a limited extent</td>
<td>Not implemented</td>
</tr>
<tr>
<td>Outcomes:</td>
<td>Very big impact</td>
<td>Big impact</td>
<td>Impact</td>
<td>Some impact</td>
<td>Little or no impact</td>
</tr>
<tr>
<td>Feedback on Programs</td>
<td>Excellent</td>
<td>Very Good</td>
<td>Good</td>
<td>Little or none</td>
<td>Poor</td>
</tr>
<tr>
<td>Effectiveness of implementation, based on outcomes</td>
<td>Best practices that make them model mechanisms</td>
<td>Good practice in most of the mechanisms</td>
<td>Good practices in many of the mechanisms</td>
<td>Good practices in some of the mechanisms</td>
<td>No good practices</td>
</tr>
</tbody>
</table>

SED Guide: Quality of Teaching and Research
OUTCOMES OF HAVING RESEARCH CAPABILITY:
<table>
<thead>
<tr>
<th>Remarks</th>
<th>Possible sources of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>RC1- The institution has research programs and a research community of faculty, postgraduate students, and postdoctoral research workers that fosters and supports creative research and other advanced scholarly activity.</td>
<td></td>
</tr>
</tbody>
</table>
| The institution has an overall strategy for the management and development of its research activities and the provision of research facilities. | o Strategic Plan of the HEI  
 o Research policies, structures, and procedures  
 o R&D agenda |
| The institution’s research addresses national needs and priorities. | o Strategic Plan of the HEI  
 o R&D agenda  
 o Bases of R&D agenda, e.g., NEDA MTDP, NHERA |
| The institution’s research is at levels of international excellence. | o Publications in refereed journals  
 o Proceedings of international conferences  
 o MOAs and MOUs with intl research institutions |
| The institution is successful in securing income for its research activities. | o MOAs and MOUs  
 o Terminal reports of researches |
| Faculty members have research experience in other universities/research institutions in the Philippines and/or abroad. | o Reports of researches conducted in other institutions  
 o Faculty development reports  
 o Publications |
| There is support for graduate research students. | o Research policies, structures, and procedures  
 o Special programs for graduate research  
 o Contracts with graduate students |
| The research contributes to the community. | o Reports on utilization and impact of research outputs |
| Other relevant information: |  |
SCORING GUIDE FOR RESEARCH CAPABILITY: (Indicator)

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

4 The criterion is fully met, and elements of it are achieved at a level of excellence that provides a model for others.
   - There is a research community consisting of research workers and most of the faculty and students, who have high level of research skills and who promote a research culture and research agenda.
   - Research programs, with the following characteristics, are fully implemented:
     o Very relevant research agenda
     o Very adequate resources
     o Well-defined mechanisms to ensure publications
     o Benchmarking
   - They result in excellent outcomes as shown by:
     o Regular publications in ISI/refereed journals by most of the faculty members
     o Highly functional and relevant research programs
   - The institution demonstrates best practices that make their research community a model for others.

3 The criterion is met, with most elements demonstrating good practice.
   - There is a research community consisting of research workers and many of the faculty and students, who have adequate level of research skills and who promote a research culture and research agenda.
   - Research programs, with the following characteristics, are implemented to a great extent:
     o Relevant research agenda
     o Adequate resources
     o Well-defined mechanisms to ensure publications
     o Benchmarking
   - They result in excellent outcomes as shown by:
     o Regular publications in ISI/refereed journals by many of the faculty members
     o Functional and relevant research programs
   - The institution demonstrates good practices in most aspects of their research programs.
2 The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.

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

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

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

0 The criterion is not met.

- There is no research community or research program.
- They result in poor outcomes as shown by lack of publications by faculty members.
<table>
<thead>
<tr>
<th>Parameters</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presence of Research Community</strong></td>
<td>Faculty and students; High level of skills; Promote research culture</td>
<td>Many of the faculty and students; Adequate level of skills; Promote research culture</td>
<td>Some of the faculty and students; Adequate level of skills</td>
<td>Very few of the faculty and students; Limited level of skills</td>
<td>No research community in place</td>
</tr>
<tr>
<td>Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Researchers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Extent of Implementation</strong></td>
<td>Fully implemented</td>
<td>Implemented to a great extent</td>
<td>Implemented to a moderate extent</td>
<td>Implemented to a limited extent</td>
<td>Not implemented</td>
</tr>
<tr>
<td>Research agenda</td>
<td>Very relevant</td>
<td>Relevant</td>
<td>Existing</td>
<td>Unfocused</td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td>Very adequate</td>
<td>Adequate</td>
<td>Limited</td>
<td>Limited</td>
<td></td>
</tr>
<tr>
<td>Mechanisms</td>
<td>Well-defined</td>
<td>Well-defined</td>
<td>Existing</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td><strong>Outcomes:</strong></td>
<td>Excellent</td>
<td>Very Good</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
<tr>
<td>Publications by faculty</td>
<td>Regular, most</td>
<td>Regular, many</td>
<td>Regular, some</td>
<td>Occasional, few</td>
<td>Few or none</td>
</tr>
<tr>
<td>Research Program</td>
<td>Highly Functional and relevant</td>
<td>Functional and relevant</td>
<td>Functional and/or relevant</td>
<td>Existence of one</td>
<td>None</td>
</tr>
<tr>
<td><strong>Effectiveness of implementation, based on outcomes</strong></td>
<td>Best practices that make it a model research community</td>
<td>Good practice in most of the mechanisms</td>
<td>Good practices in many of the mechanisms</td>
<td>Good practices in some of the mechanisms</td>
<td>No good practices</td>
</tr>
</tbody>
</table>
PERFORMANCE MEASURES – SUPPORT FOR STUDENTS

A. Core Indicator: Equity and Access

Criterion 1: Recruitment, Admission, and Academic Support

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

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

Possible outcomes: Student quality, rate of completion

Criterion 2: Student Scholarships

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

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

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

B. Core Indicator: Student Services

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

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

Possible outcome: Level of competency, leadership qualities, level of empowerment, and quality of formation of students
OUTCOMES OF EFFECTIVE SUPPORT FOR STUDENTS:
<table>
<thead>
<tr>
<th>Remarks</th>
<th>Possible sources of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EA1- Recruitment, Admission, and Academic Support</strong> - The institution is effective in recruiting, admitting, supporting, and graduating students, including those from indigenous groups, the handicapped, low level income groups, foreign students, and other special groups.</td>
<td></td>
</tr>
<tr>
<td>The institution has clear policies and operational guidelines on recruitment and selection of students.</td>
<td>o Admission policies, structures, and procedures</td>
</tr>
</tbody>
</table>
| The institution encourages applications from special groups (e.g., financially disadvantaged, tribal groups, physically challenged) and ensures that they are given fair consideration. | o Recruitment efforts  
 o Admissions report  
 o Data on proportion of students from different sectors |
| The institution has systems to identify the special learning needs of students. | o Diagnostic tests for special learning needs |
| The institution provides counseling and academic support for students who are not yet ready to cope with the demands of a higher education program. | o Special programs |
| There are clear policies and operational guidelines on the recruitment of and support for foreign students. | o Admissions policies  
 o International linkages/twinning arrangements |
| Particular offices/administrators look after the needs of foreign students. | o Organizational setup |
| There are programs that provide foreign students with effective orientation to the institution and the country. | o Special programs |
**Remarks** | **Possible sources of evidence**
---|---
*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. (continuation)*

- There are mechanisms/programs to identify and address deficiencies in language proficiency of foreign students.
  - Special programs
- There are different kinds of support available to foreign students in relation to academic progression and integration with the community.
  - Special programs

**Other relevant information:**

**EA2 - 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.**

- The institution has granted scholarships in the past 5 years to various groups of beneficiaries, including special groups.
  - Scholarship report
  - Scholarship guidelines and procedures
  - Master list of scholarship beneficiaries and their programs of study
- There are eligibility criteria and procedures for the selection of students for the award of scholarships and study grants.
- Resources are available to support beneficiaries throughout the duration of studies.
- Guidance is provided for beneficiaries to ensure that they gain maximum benefit from the support they receive.
**EA2 - 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.* (continuation)

<table>
<thead>
<tr>
<th>Remarks</th>
<th>Possible sources of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Beneficiaries complete their studies successfully within the prescribed period.</em></td>
<td>o Data on progression of beneficiaries</td>
</tr>
<tr>
<td><em>Beneficiaries enter employment that is appropriate to the aims of the scholarship program.</em></td>
<td>o Tracer studies</td>
</tr>
<tr>
<td>Other relevant information:</td>
<td></td>
</tr>
</tbody>
</table>
SCORING GUIDE FOR EQUITY AND ACCESS: (Core Indicator)

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

4  **The criterion is met in all respects, at a level of excellence that provides a model for others.**
   - There are well-defined mechanisms for all aspects of recruitment, admissions, support and tracking of students.
   - These mechanisms are fully implemented, as shown by proper documentation and information dissemination.
   - They result in excellent outcomes in terms of student quality and rate of completion.
   - The institution demonstrates best practices, which make their mechanisms for recruitment, admissions, support and tracking of students, models for others.

3  **The criterion is met in all respects, at a level that demonstrates good practice.**
   - There are mechanisms for all aspects of recruitment, admissions, support and tracking of students.
   - These mechanisms are implemented to a great extent, as shown by proper documentation and information dissemination.
   - They result in very good outcomes in terms of student quality and rate of completion.
   - The institution demonstrates good practices in most aspects of their mechanisms for recruitment, admissions, support and tracking of students.

2  **The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.**
   - There are mechanisms for most aspects of recruitment, admissions, support and tracking of students.
   - These mechanisms are implemented to a moderate extent, as shown by proper documentation and information dissemination.
   - They result in good outcomes in terms of student quality and rate of completion.
   - The institution demonstrates good practices in many aspects of their mechanisms for recruitment, admissions, support and tracking of students.

1  **The criterion is met in some respects, but much improvement is needed to overcome weaknesses.**
   - There are mechanisms for some aspects of recruitment, admissions, support and tracking of students.
   - These mechanisms are implemented to a limited extent, as shown by proper documentation and information dissemination.
   - They result in fair outcomes in terms of student quality and rate of completion.
   - The institution demonstrates good practices in some aspects of their mechanisms for recruitment, admissions, support and tracking of students.
The criterion is not met.

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

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<tr>
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<tbody>
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<td>Presence of Mechanisms</td>
<td>Well-defined; all aspects</td>
<td>Existing; all aspects</td>
<td>Existing; most aspects</td>
<td>Existing; some aspects</td>
<td>No mechanisms in place</td>
</tr>
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<td>Recruitment</td>
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<td>Admission</td>
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<td>Support and tracking</td>
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</tr>
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<td>Extent of Implementation</td>
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<td>Implemented to a moderate extent</td>
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<td>Information dissemination</td>
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<td>Very good</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
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<tr>
<td>Student Quality</td>
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<td>Rate of Completion</td>
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<td>Effectiveness of</td>
<td>Best practices that make them model</td>
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<td>Good practices in many aspects</td>
<td>Good practices in some aspects</td>
<td>No good practices</td>
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<td>implementation, based on</td>
<td>mechanisms</td>
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<tr>
<td>outcomes</td>
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</tbody>
</table>
Criterion 2: Student scholarships - The institution operates effective arrangements to direct scholarships and study grants on merit to support the most able students on programs that develop competences needed to support the Filipino economy and to enable the country to compete in global labor markets.

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

- There are well-defined mechanisms for all aspects of a scholarship program, including:
  - Recruitment
  - Selection
  - Support and tracking of scholars
  - Fund-raising
  - Proper documentation
- These mechanisms are fully implemented in all aspects of the scholarship program.
- They result in excellent outcomes in terms of student quality, diversity, rate of completion, and employment of scholars.
- The institution demonstrates best practices that make their scholarship program a model for others.

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

- There are mechanisms for all aspects of a scholarship program, including:
  - Recruitment
  - Selection
  - Support and tracking of scholars
  - Fund-raising
  - Proper documentation.
- These mechanisms are implemented to a great extent, in most aspects of the scholarship program.
- They result in very good outcomes in terms of student quality, diversity, rate of completion, and employment of scholars.
- The institution demonstrates good practices in most aspects of their scholarship program.

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

- There are mechanisms for most aspects of a scholarship program, including:
  - Recruitment
  - Selection
  - Support and tracking of scholars
  - Fund-raising
  - Proper documentation.
- These mechanisms are implemented to a moderate extent, in many aspects of the scholarship program.
- They result in good outcomes in terms of student quality, diversity, rate of completion, and employment of scholars.
- The institution demonstrates good practices in many aspects of their scholarship program.
1 **The criterion is met in some respects, but much improvement is needed to overcome weaknesses.**
   - There are mechanisms for some aspects of a scholarship program, including:
     - Recruitment
     - Support and tracking of scholars
     - Proper documentation.
   - These mechanisms are implemented to a limited extent, in some aspects of the scholarship program.
   - They result in fair outcomes in terms of student quality, diversity, rate of completion, and employment of scholars.
   - The institution demonstrates good practices in some aspects of their scholarship program.

0 **The criterion is not met.**
   - There is no scholarship program in place.
   - They result in poor outcomes in terms of student quality and diversity.

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<td>Existing; most aspects</td>
<td>Existing; some aspects</td>
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</tr>
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<td>Recruitment</td>
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<td>Selection</td>
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<td>Fund-raising</td>
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<td>Proper documentation</td>
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<td>Implemented to a great extent, most aspects</td>
<td>Implemented to a moderate extent, many aspects</td>
<td>Implemented to a limited extent, some aspects</td>
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<td>Good</td>
<td>Fair</td>
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<tr>
<td><strong>SS1-The institution has programs for student services, to support the non-academic needs of the students.</strong>&lt;br&gt;&lt;br&gt;Guidance is provided to students, including special groups, to support them in their studies and to assist them in overcoming any non-academic problems that may be affecting their ability to study.</td>
<td>o Guidance programs&lt;br&gt;o Report on student affairs</td>
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<tr>
<td>There any special programs that help enhance the students’ development.</td>
<td>o Special programs&lt;br&gt;o Report on student affairs</td>
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<tr>
<td>Career orientation and job placement programs address the needs of students, including special groups.</td>
<td>o Job Placement programs&lt;br&gt;o Industry linkages</td>
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<tr>
<td>The institution looks after student welfare by providing opportunities for their participation in program planning and policy formulation.</td>
<td>o Student Handbook&lt;br&gt;o Minutes of meetings&lt;br&gt;o Report on student involvement</td>
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*SED Guide: Support for Students*
**SCORING GUIDE FOR STUDENT SERVICES: (Core Indicator)**

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

4  **The criterion is met in all respects, at a level of excellence that provides a model for others.**
   - A comprehensive program for student services is in place, including all aspects of the following areas:
     - Personal development (personality, discipline, health, leadership, athletics/sports)
     - Guidance and Counseling
     - Career orientation and job placement
     - Other support services (cafeteria, infirmary, photocopying)
     - Alumni affairs
   - These mechanisms are fully implemented.
   - They result in excellent quality of graduates, as seen in their:
     - Level of competency
     - Leadership qualities
     - Level of empowerment
     - Quality of Formation
   - The institution demonstrates best practices that make their programs for student services models for others.

3  **The criterion is met in all respects, at a level that demonstrates good practice.**
   - A program for student services is in place, including most aspects of the following areas:
     - Personal development (personality, discipline, health, leadership, athletics/sports)
     - Guidance and Counseling
     - Career orientation and job placement
     - Other support services (cafeteria, infirmary, photocopying)
     - Alumni affairs
   - These mechanisms are implemented to a great extent.
   - They result in very good quality of graduates, as seen in their:
     - Level of competency
     - Leadership qualities
     - Level of empowerment
     - Quality of Formation
   - The institution demonstrates good practices in most of their programs for student services.
2 The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.

- A program for student services is in place, including many aspects of the following areas:
  - Personal development (personality, discipline, health, leadership, athletics/sports)
  - Guidance and Counseling
  - Career orientation and job placement
  - Other support services (cafeteria, infirmary, publications, student residences)
  - Alumni affairs
- These mechanisms are implemented to a moderate extent.
- They result in good outcomes quality of graduates, as seen in their:
  - Level of competency
  - Leadership qualities
  - Level of empowerment
  - Quality of Formation
- The institution demonstrates good practices in many of their programs for student services.

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

- A program for student services is in place, including some aspects of the following areas:
  - Personal development (personality, discipline, health, leadership, athletics/sports)
  - Guidance and Counseling
  - Career orientation and job placement
  - Other support services (cafeteria, infirmary, publications, student residences)
  - Alumni affairs
- These mechanisms are implemented to a limited extent.
- They result in fair quality of graduates, as seen in their:
  - Level of competency
  - Leadership qualities
  - Level of empowerment
  - Quality of Formation
- The institution demonstrates good practices in some of their programs for student services.
The criterion is not met.
- There is no program for student services.
- They result in poor quality of graduates, as seen in their:
  - Low level of competency
  - Lack of leadership qualities
  - Low level of empowerment
  - Lack of Formation

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<tr>
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<td>Good practice in most aspects</td>
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</table>
A. **Core Indicator: Relevance of Programs**

Criterion: 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.

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

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

B. **Indicator: Networking and Linkages**

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

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

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

C. **Indicator: Extension Programs**

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

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

Possible outcomes: Impact of programs on local, regional, and national development
OUTCOMES OF HAVING GOOD RELATIONS WITH THE COMMUNITY:
<table>
<thead>
<tr>
<th>Remarks</th>
<th>Possible sources of evidence</th>
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</thead>
</table>
| **RP1**—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 needs for the country to compete effectively in global markets. | o Institutional/ Strategic plan of HEI  
 o Development Programs  
 o Bases of plans and programs, e.g., NEDA MTDP, NHERA  
 o Awards and recognition                                                                 |
| The institution has academic and non-academic programs that contribute to the achievement of local/ regional/ national priorities (e.g., poverty alleviation, environmental management, health) | o Proceedings of consultations/ minutes of the programs  
 o MOAs, MOUs  
 o Project proposals  
 o Linkage programs  
 o Performance Standards of comparable institutions (national/ international) |
| The institution has partnerships/ arrangements that promote dialogue with professional, organizations, industry, and other external groups, such as government and non-government organizations, socio-civic and religious groups. |                                                                                        |
| The institution responds to changing patterns and requirements of employment as well as to the needs of the community. | o Proceedings of consultations/ dialogues  
 o Minutes of curricular revisions/ updating  
 o Job Placement programs  
 o Tracer studies  
 o Report on placement / employment |

Other relevant information:
**SCORING GUIDE FOR RELEVANCE OF PROGRAMS: (Core Indicator)**

Criterion: 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.

4  **The criterion is met in all respects, at a level of excellence that provides a model for others.**
- Mechanisms, which ensure that programs are very highly relevant to social, cultural, economic and developmental needs at local, regional and national levels, are in place.
- These mechanisms are fully implemented.
- They result in excellent outcomes, as shown by student quality, rate of completion, and degree of competitivity.
- The institution demonstrates best practices that make their mechanisms for ensuring program relevance models for others.

3  **The criterion is met in all respects, at a level that demonstrates good practice.**
- Mechanisms, which ensure that programs are highly relevant to social, cultural, economic and developmental needs at local, regional and national levels, are in place.
- These mechanisms are implemented to a great extent.
- They result in very good outcomes, as shown by student quality, rate of completion, and degree of competitivity.
- The institution demonstrates good practices in most of their mechanisms for ensuring program relevance.

2  **The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.**
- Mechanisms, which ensure that programs are relevant to social, cultural, economic and developmental needs at local, regional and national levels, are in place.
- These mechanisms are implemented to a moderate extent.
- They result in good outcomes, as shown by student quality, rate of completion, and degree of competitivity.
- The institution demonstrates good practices in many of their mechanisms for ensuring program relevance.

1  **The criterion is met in some respects, but much improvement is needed to overcome weaknesses.**
- Mechanisms, which ensure that programs are relevant to social, cultural, economic and developmental needs at local and regional levels, are in place.
- These mechanisms are implemented to a limited extent.
- They result in fair outcomes, as shown by student quality, rate of completion, and degree of competitivity.
- The institution demonstrates good practices in some of their mechanisms for ensuring program relevance.
0 **The criterion is not met.**

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

<table>
<thead>
<tr>
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<td>Fair</td>
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### Networking and Linkages

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</thead>
</table>
| **NL1—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.**                                                                                       | o VMGO of HEI  
  o Institutional/ Strategic Plan of HEI  
  o MOAs, MOUs  
  o List of partnerships/ consortium arrangements  
  o Membership in networks and associations (certificate, correspondence, etc.)                                                                                                                                |
| The institution has partner institutional organizations and consortium arrangements, which are appropriate to its mission and programs.                                                                                                                                       |                                                                                                                                                 |
| The institution participates in academic and non-academic networks at program and institutional levels.                                                                                                                                                                         | o Report on network development                                                                                                                  |
| The institution benefits from its partnerships e.g., through acquisition of expertise and funding.                                                                                                                                                                          | o Reports on partnership/ Accomplishment                                                                                                         |
| Other relevant information:                                                                                                                                                                                                                                           |                                                                                                                                                 |
SCORING GUIDE FOR NETWORKING AND LINKAGES: (Indicator)

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

4 The criterion is met in all respects, at a level of excellence that provides a model for others.
   • All aspects of a system for networking and linkages are in place.
   • The system of networking and linkages is fully implemented.
   • The system results in excellent partnerships at local, national and international levels with:
     o Other HEIs
     o Professional, government and non-government organizations
     o Industry
   • The institution demonstrates best practices that make their system for networking and linkages a model for others.

3 The criterion is met in all respects, at a level that demonstrates good practice.
   • Most aspects of a system for networking and linkages are in place.
   • The system of networking and linkages is implemented to a great extent.
   • The system results in very good partnerships at local, national and international levels with:
     o Other HEIs
     o Professional, government and non-government organizations
     o Industry
   • The institution demonstrates good practices in most aspects of their system for networking and linkages.

2 The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.
   • Many aspects of a system for networking and linkages are in place.
   • The system of networking and linkages is implemented to a moderate extent.
   • The system results in good partnerships at local and national levels with:
     o Other HEIs
     o Professional, government and non-government organizations
     o Industry
   • The institution demonstrates good practices in many aspects of their system for networking and linkages.
1 The criterion is met in some respects, but much improvement is needed to overcome weaknesses.

- Some aspects of a system for networking and linkages are in place.
- The system of networking and linkages is implemented to a limited extent.
- The system results in fair partnerships at the local level with:
  - Other HEIs
  - Professional, government and non-government organizations
  - Industry
- The institution demonstrates good practices in some aspects of their system for networking and linkages.

0 The criterion is not met.

- There is no system for networking and linkages.
- The system results in poor partnership even at the local level with:
  - Other HEIs
  - Professional, government and non-government organizations
  - Industry

<table>
<thead>
<tr>
<th>Parameters</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presence of System for Networking &amp; Linkages</td>
<td>All aspects in place</td>
<td>Most aspects in place</td>
<td>Many aspects in place</td>
<td>Some aspects in place</td>
<td>No system in place</td>
</tr>
<tr>
<td>Extent of Implementation</td>
<td>Fully implemented</td>
<td>Implemented to a great extent</td>
<td>Implemented to a moderate extent</td>
<td>Implemented to a limited extent</td>
<td>Not implemented</td>
</tr>
<tr>
<td>Outcomes: Partnerships</td>
<td>Excellent</td>
<td>Very good</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
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<tr>
<td>Reach</td>
<td>Local, regional, national</td>
<td>Local, regional, national</td>
<td>Local, regional</td>
<td>Local</td>
<td>Local</td>
</tr>
<tr>
<td>Effectiveness of implementation, based on outcomes</td>
<td>Best practices that make it a model system</td>
<td>Good practice in most aspects</td>
<td>Good practices in many aspects</td>
<td>Good practices in some aspects</td>
<td>No good practices</td>
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</tbody>
</table>
### Possible sources of evidence

<table>
<thead>
<tr>
<th>Remarks</th>
<th>Possible sources of evidence</th>
</tr>
</thead>
</table>
| **EP1-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.** | - Needs assessment reports  
- Extension Program reports (agenda/ programs/ beneficiaries/ impact/ etc.) |
| The institution contributes to local/ regional/ national development through its extension programs. | - Financial allocation for extension programs  
- Inventory of resources |
| The institution provides support mechanisms for its extension programs. | - institutional/ strategic plan  
- R&D Agenda/Research proposals  
- Curricular programs  
- Extension programs practices of comparable institutions (national / international) |
| The institution integrates its extension program with research and instruction. Lessons from extension programs are used to inform the design of research projects and the content of related mainstream academic programs. |  |
| Other relevant information: |  |
SCORING GUIDE FOR EXTENSION PROGRAMS: (Indicator)

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

4  The criterion is met in all respects, at a level of excellence that provides a model for others.
   - Extension programs, which are most highly responsive to the needs of the community, are in place.
   - These extension programs are fully implemented, in terms of:
     o People empowerment and self-reliance
     o Sustainable human resources and material support
     o Utilization of research outputs in instruction and technology development/transfer
     o Acceptability of the extension programs to the community
   - These extension programs result in excellent outcomes in relation to local, regional, and national development.
   - The institution demonstrates best practices that make their extension programs models for others.

3  The criterion is met in all respects, at a level that demonstrates good practice.
   - Extension programs, which are highly responsive to the needs of the community, are in place.
   - These extension programs are implemented to a great extent, in terms of:
     o People empowerment and self-reliance
     o Sustainable human resources and material support
     o Utilization of research outputs in instruction and technology development/transfer
     o Acceptability of the extension programs to the community
   - These extension programs result in very good outcomes in relation to local, regional, and national development.
   - The institution demonstrates good practices in most aspects of their extension programs.

2  The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.
   - Extension programs, which are responsive to the needs of the community, are in place.
   - These extension programs are implemented to a moderate extent, in terms of:
     o People empowerment and self-reliance
     o Sustainable human resources and material support
     o Utilization of research outputs in instruction and technology development/transfer
     o Acceptability of the extension programs to the community
   - These extension programs result in good outcomes in relation to local and regional development.
   - The institution demonstrates good practices in many aspects of their extension programs.
1 **The criterion is met in some respects, but much improvement is needed to overcome weaknesses.**
   - Extension programs, which are less responsive to the needs of the community, are in place.
   - These extension programs are implemented to a limited extent, in terms of:
     - People empowerment and self-reliance
     - Sustainable human resources and material support
     - Utilization of research outputs in instruction and technology development/transfer
     - Acceptability of the extension programs to the community
   - These extension programs result in fair outcomes in relation to local and regional development.
   - The institution demonstrates good practices in some aspects of their extension programs.

0 **The criterion is not met.**
   - There are little or no extension programs in place.
   - These extension programs result in poor outcomes even in relation to local development.

<table>
<thead>
<tr>
<th>Parameters</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Presence of Extension Programs</td>
<td>Most highly responsive</td>
<td>Highly responsive</td>
<td>Responsive</td>
<td>Less responsive</td>
<td>Little or no programs</td>
</tr>
<tr>
<td>Extent of Implementation</td>
<td>Fully implemented</td>
<td>Implemented to a great extent</td>
<td>Implemented to a moderate extent</td>
<td>Implemented to a limited extent</td>
<td>Not implemented</td>
</tr>
<tr>
<td>Outcomes:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td>Excellent Local, regional, national</td>
<td>Very good Local, regional, national</td>
<td>Good Local, regional</td>
<td>Fair Local</td>
<td>Poor Local</td>
</tr>
<tr>
<td>Effectiveness of implementation, based</td>
<td>Best practices that make them model programs</td>
<td>Good practice in most aspects</td>
<td>Good practices in many aspects</td>
<td>Good practices in some aspects</td>
<td>No good practices</td>
</tr>
<tr>
<td>on outcomes</td>
<td></td>
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</tr>
</tbody>
</table>
PERFORMANCE MEASURES – MANAGEMENT OF RESOURCES

A. Core Indicator: Faculty Profile
Criterion: The institution has an adequate number of faculty members with the appropriate expertise and competence to teach the courses offered by the institution.
This section refers to the systems and processes of hiring, retaining, and developing faculty with the appropriate expertise and competence.
Possible outcomes: Student performance, rate of completion, and faculty competence

B. Core Indicator: Use of Information and Communications Technology and Learning Resources
Criterion: The institution makes effective use of information and communications technology and learning resources to support student learning and to manage its academic affairs.
This section refers to the structures that allow faculty, students, and administrators to effectively use ICT for academic and management purposes.
Possible outcomes: Efficiency in delivery of services, innovative programs, utilization of ICT and library resources

C. Indicator: Resource Generation
Criterion: The institution has a viable, sustainable and appropriate income-generating strategy to support its development plans.
This section refers to the structures that enable the institution to generate income to support its development plans.
Possible outcomes: Viable, sustainable, and appropriate strategy; ability to support special programs outside tuition income
OUTCOMES OF EFFECTIVE MANAGEMENT OF RESOURCES:
<table>
<thead>
<tr>
<th>Remarks</th>
<th>Possible sources of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FP1-The institution has an adequate number of faculty members with the appropriate expertise and competence to teach the courses offered by the institution.</strong></td>
<td></td>
</tr>
</tbody>
</table>
| A good proportion of faculty is teaching subjects related to their MA or PhD degrees, professional qualifications, or industrial experience. | o Faculty roster  
o Teaching assignments |
| A good proportion of faculty is fully up to date with developments in their academic field and has mastery of the content and contexts of the programs they teach. | o Faculty activity reports  
o Proceedings of conferences  
o Course syllabi |
| There is a faculty development program that provides training in pedagogy, and offers formal qualifications in teaching. | o Faculty development programs |
| The faculty development program has helped improve the quality of teaching. | o Faculty evaluation by peers/chairs/students |
| The performance of teachers is evaluated regularly. | o Relevant pages from Faculty Manual  
o Relevant University policies and procedures  
o Instruments for faculty evaluation by peers/chairs/students |
| There are incentives for faculty to undergo professional development. | o Relevant pages from Faculty Manual  
o Faculty development program  
o Process for merit and promotions |
<table>
<thead>
<tr>
<th>Remarks</th>
<th>Possible sources of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution has an adequate number of faculty members with the appropriate expertise and competence to teach the courses offered by the institution. (continuation)</td>
<td></td>
</tr>
<tr>
<td>There is a good proportion of faculty active in professional organizations and inter-agency committees.</td>
<td>o List of faculty involvement in professional organizations and inter-agency committees</td>
</tr>
</tbody>
</table>
| Faculty members accept willingly the full range of responsibilities of a higher education teacher to promote and facilitate the learning of students. | o Course syllabi  
o Special programs  
o List of faculty involved in co- and extra-curricular programs  
o Faculty evaluation by peers/chairs/students |
| Faculty members conduct research to improve instructional competencies | o Faculty evaluation by students  
| | o Programs for faculty consultation with students |
| Students are able to consult with the faculty. | |
| Faculty members employ innovative strategies to facilitate learning. | o Course syllabi  
| | o Special programs  
| | o Faculty evaluation by peers/chairs/students  
| | o Faculty activity reports |
| The faculty members employ strategies to make sure that students' higher order thinking skills are developed. | o Course syllabi  
| | o Samples of performance assessment of students |
| The compensation structure allows for the retention of qualified faculty. | |
| Other relevant information: | |
SCORING GUIDE FOR FACULTY PROFILE: (Core Indicator)

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

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

3  **The criterion is met in all respects, at a level that demonstrates good practice.**
   - All aspects of systems and processes for faculty hiring, retention, and development are in place.
   - These mechanisms are implemented to a great extent.
   - They result in very good outcomes, reflected in student performance, rate of completion, faculty competence, and faculty retention.
   - The institution demonstrates good practices in most aspects of their system for faculty hiring, retention, and development.

2  **The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.**
   - Most aspects of systems and processes for faculty hiring, retention, and development are in place.
   - These mechanisms are implemented to a moderate extent.
   - They result in good outcomes, reflected in student performance, rate of completion, faculty competence, and faculty retention.
   - The institution demonstrates good practices in many aspects of their system for faculty hiring, retention, and development.

1  **The criterion is met in some respects, but much improvement is needed to overcome weaknesses.**
   - Some aspects of systems and processes for faculty hiring, retention, and development are in place.
   - These mechanisms are implemented to a limited extent.
   - They result in fair outcomes, reflected in student performance, rate of completion, faculty competence, and faculty retention.
   - The institution demonstrates good practices in some aspects of their system for faculty hiring, retention, and development.
0 The criterion is not met.
- There is no system for faculty hiring, retention, and development.
- This results in poor outcomes, reflected in student performance, rate of completion, and faculty competence.

<table>
<thead>
<tr>
<th>Parameters</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presence of System for Faculty Hiring, Retention, and Development</td>
<td>All aspects in place; well-established</td>
<td>All aspects in place</td>
<td>Most aspects in place</td>
<td>Some aspects in place</td>
<td>No system in place</td>
</tr>
<tr>
<td>Extent of Implementation</td>
<td>Fully implemented</td>
<td>Implemented to a great extent</td>
<td>Implemented to a moderate extent</td>
<td>Implemented to a limited extent</td>
<td>Not implemented</td>
</tr>
<tr>
<td>Outcomes:</td>
<td>Excellent</td>
<td>Very good</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
<tr>
<td>Student Performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate of Completion</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Faculty Competence</td>
<td></td>
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</tr>
<tr>
<td>Effectiveness of implementation, based on outcomes</td>
<td>Best practices that make it a model system</td>
<td>Good practice in most aspects</td>
<td>Good practices in many aspects</td>
<td>Good practices in some aspects</td>
<td>No good practices</td>
</tr>
<tr>
<td>Remarks</td>
<td>Possible sources of evidence</td>
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<tr>
<td><strong>ICT1- The institution makes effective use of information and communications technology and learning resources to support student learning and to manage its academic affairs.</strong></td>
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</tbody>
</table>
| The institution sees to it that ICT resources are properly allocated. | o Operational plan of HEI, incl. budget (acquisition, upgrading, maintenance)  
 o Data on distribution and utilization of ICT resources  
 o Interviews with faculty and students |
| The institution has achieved its intentions of using ICT to support student learning. | o Data on distribution and utilization of ICT resources  
 o List of courses using ICT  
 o Outputs of students using ICT  
 o Interviews with faculty and students |
| Training for the use of ICT to support learning is made available to faculty. | o ICT programs for faculty and students  
 o Interviews with students |
| Training for the use of ICT facilities is made available to students. | |
| There is a good ratio of students to terminals and other equipment. | o Data on distribution and utilization of ICT resources  
 o Interviews with students |
| Other relevant information: | |
SCORING GUIDE FOR THE USE OF ICT AND LEARNING RESOURCES: (Indicator)

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

4 **The criterion is met in all respects, at a level of excellence that provides a model for others.**
   - All aspects in the use of ICT and learning resources are in place.
   - The system for the use of ICT and learning resources is fully implemented.
   - The system results in excellent outcomes, as shown by
     - Very highly efficient delivery of services
     - Very highly innovative programs
     - At least 80% utilization of ICT and learning resources
   - The institution demonstrates best practices that make their system for ICT and learning resources a model for others.

3 **The criterion is met in all respects, at a level that demonstrates good practice.**
   - All aspects in the use of ICT and learning resources are in place.
   - The system for the use of ICT and learning resources is implemented to a great extent.
   - The system results in very good outcomes, as shown by
     - Highly efficient delivery of services
     - Highly innovative programs
     - At least 60% utilization of ICT and learning resources
   - The institution demonstrates good practices in most aspects of their system for ICT and learning resources.

2 **The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.**
   - Most aspects in the use of ICT and learning resources are in place.
   - The system for the use of ICT and learning resources is implemented to a moderate extent.
   - The system results in good outcomes, as shown by
     - Efficient delivery of services
     - Innovative programs
     - At least 30% utilization of ICT and learning resources
   - The institution demonstrates good practices in many aspects of their system for ICT and learning resources.
1 The criterion is met in some respects, but much improvement is needed to overcome weaknesses.
- Some aspects in the use of ICT and learning resources are in place.
- The system for the use of ICT and learning resources is implemented to a limited extent.
- The system results in fair outcomes, as shown by
  - Less efficient delivery of services
  - Less innovative programs
  - At least 10% utilization of ICT and learning resources
- The institution demonstrates good practices in some aspects of their system for ICT and learning resources.

0 The criterion is not met.
- There is no system for the use of ICT and learning resources.
- The system results in poor outcomes, as shown by
  - Poor delivery of services
  - Lack of innovative programs
  - Less than 10% utilization of ICT and learning resources

<table>
<thead>
<tr>
<th>Parameters</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presence of System for ICT and Library Use</td>
<td>All aspects in place</td>
<td>All aspects in place</td>
<td>Most aspects in place</td>
<td>Some aspects in place</td>
<td>No system in place</td>
</tr>
<tr>
<td>Extent of Implementation</td>
<td>Fully implemented</td>
<td>Implemented to a great extent</td>
<td>Implemented to a moderate extent</td>
<td>Implemented to a limited extent</td>
<td>Not implemented</td>
</tr>
<tr>
<td>Outcomes: Delivery of services</td>
<td>Excellent Very highly efficient Very highly innovative At least 80%</td>
<td>Very good Highly efficient Highly innovative At least 60%</td>
<td>Good Efficient Innovative At least 30%</td>
<td>Fair Less efficient Less innovative At least 10%</td>
<td>Poor Inefficient Lack of innovative programs Less than 10%</td>
</tr>
<tr>
<td>Innovative programs</td>
<td>Utilization</td>
<td>Effectiveness of implementation, based on outcomes</td>
<td>Best practices that make it a model system</td>
<td>Good practice in most aspects</td>
<td>Good practices in many aspects</td>
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</tbody>
</table>

SED Guide: Management of Resources
<table>
<thead>
<tr>
<th>Remarks</th>
<th>Possible sources of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RG1-The institution has a viable, sustainable and appropriate resource generation strategy to support its development plans.</strong></td>
<td></td>
</tr>
</tbody>
</table>
| The institution is able to generate resources to supplement its tuition income. | o Financial reports  
o Reports of completed resource generation projects |
| There are mechanisms for the institution to actively appraise potential sources of new resources to support its development plans. | o Feasibility studies  
o Annual report of HEI |
| The institution takes a prudent attitude to the management of risk in financial matters. | o Organizational setup  
o Institutional policies on risk management |
| The institution has links with government and non-government funding and other partner agencies in the Philippines and overseas. | o MOAs, MOUs  
o Preliminary/Terminal reports of projects |
| Funds and other resources derived from specific projects produce the outcomes specified by the funder. |  |
| Resource generation activities are monitored and evaluated. | o Reports on monitoring and evaluation of projects |
| Other relevant information: |  |
SCORING GUIDE FOR RESOURCE GENERATION: (Indicator)

Criterion: The institution has a viable, sustainable and appropriate resource generation strategy to support its operations and development plans.

4 The criterion is met in all respects, at a level of excellence that provides a model for others.
   • All aspects of a resource generation strategy to support the institution’s operations and development plans are in place.
   • The strategy is fully implemented, and there is a periodic review of the strategy.
   • The strategy results in excellent outcomes, as shown by very highly viable, very highly sustainable, and very appropriate resource generation that enable the realization of development plans.
   • The institution demonstrates best practices that make their strategy for resource generation a model for others.

3 The criterion is met in all respects, at a level that demonstrates good practice.
   • All aspects of a resource generation strategy to support the institution’s operations and development plans are in place.
   • The strategy is implemented to a great extent, and there is a periodic review of the strategy.
   • The strategy results in very good outcomes, as shown by highly viable, highly sustainable, and very appropriate resource generation that enable the realization of development plans.
   • The institution demonstrates good practices in most aspects of their strategy for resource generation.

2 The criterion is met in most respects, but improvement is needed to overcome weakness in some elements.
   • Most aspects of a resource generation strategy to support the institution’s operations and development plans are in place.
   • The strategy is implemented to a moderate extent, and there is intermittent review of the strategy.
   • The strategy results in good outcomes, as shown by viable, sustainable, and appropriate resource generation that enable the realization of development plans.
   • The institution demonstrates good practices in many aspects of their strategy for resource generation.

1 The criterion is met in some respects, but much improvement is needed to overcome weaknesses.
   • Some aspects of a resource generation strategy to support the institution’s operations and development plans are in place.
   • The strategy is implemented to a limited extent, and it is not reviewed.
   • The strategy results in fair outcomes, as shown by less viable and less sustainable resource generation that are used for development plans.
   • The institution demonstrates good practices in some aspects of their strategy for resource generation.

0 The criterion is not met.
   • There is no resource generation strategy to support the institution’s operations and development plans.
   • The strategy results in poor outcomes, as shown by ineffective resource generation.
<table>
<thead>
<tr>
<th>Parameters</th>
<th>4</th>
<th>3</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Presence of Strategy for Resource Generation</td>
<td>All aspects in place</td>
<td>All aspects in place</td>
<td>Most aspects in place</td>
<td>Some aspects in place</td>
<td>No system in place</td>
</tr>
<tr>
<td>Extent of Implementation</td>
<td>Fully implemented Periodic review</td>
<td>Implemented to a great extent Periodic review</td>
<td>Implemented to a moderate extent Intermittent review</td>
<td>Implemented to a limited extent No review</td>
<td>Not implemented</td>
</tr>
<tr>
<td>Outcomes: Resource generation</td>
<td>Excellent Very highly viable</td>
<td>Very good Highly viable</td>
<td>Good Viable Sustainable</td>
<td>Fair Less viable Less sustainable</td>
<td>Poor Ineffective</td>
</tr>
<tr>
<td></td>
<td>Very highly sustainable</td>
<td>Highly sustainable Very appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectiveness of implementation, based on outcomes</td>
<td>Best practices that make it a model strategy</td>
<td>Good practice in most aspects</td>
<td>Good practices in many aspects</td>
<td>Good practices in some aspects</td>
<td>No good practices</td>
</tr>
</tbody>
</table>