



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



CHED MEMORANDUM ORDER

No. 17
Series of 2015

**SUBJECT: REVISED IMPLEMENTING GUIDELINES FOR THE
CHED CENTERS OF EXCELLENCE AND CENTERS
OF DEVELOPMENT FOR ENGINEERING PROGRAMS**

In accordance with the pertinent provisions of Republic Act No. 7722, otherwise known as the Higher Education Act of 1994, and by virtue of Resolution No.183-2015 dated April 20, 2015, the attached Revised Implementing Guidelines for the CHED Centers of Excellence and Centers of Development for Engineering Programs are hereby adopted and promulgated by the Commission on Higher Education for information, guidance and compliance of all concerned.

The said implementing guidelines contain detailed information on the process of application, selection, evaluation, grants, and responsibilities of the Centers, and other concerns in the identification and implementation of the COE/COD.

This Order shall take effect immediately and shall remain in force and effect until revoked or amended.

Issued this April 23, 2015, Quezon City, Philippines.


PATRICIA B. LICUANAN, Ph.D.
Chairperson

**REVISED IMPLEMENTING GUIDELINES FOR THE CHED CENTERS
OF EXCELLENCE/ DEVELOPMENT FOR ENGINEERING PROGRAMS
2015-2018**

Draft Version 3.0 (04/12/2015)

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REVISED IMPLEMENTING GUIDELINES FOR THE CHED CENTERS OF EXCELLENCE/DEVELOPMENT FOR ENGINEERING PROGRAMS 2015-2018

In accordance with the pertinent provisions of Republic Act No. 7722, otherwise known as the Higher Education Act of 1994, and to expedite the attainment of relevant, responsive, and quality higher education in the country, the following revised guidelines for the support and development of Centers of Excellence and Centers of Development for Engineering are hereby adopted and promulgated by the Commission of Higher Education, thus:

1. Background

1.1 Statement of Policy

Section 8(f) of the Higher Education Act of 1994 provides that the Commission develop Centers that can spearhead the nation's thrust towards development. It is, therefore, the policy of the Commission to promote quality and excellence in higher education by identifying, supporting, and developing Centers of Excellence and Centers of Development in higher education institutions (HEIs). These revised implementing guidelines for Centers of Excellence/Development for Engineering are designed to support the original priorities set forth by the Commission yet be flexible enough to maximize the impact for the assistance and upgrading of programs and to consider the unique needs and priorities of the selected institutions in trying to best address their developmental requirements.

1.2 The First Centers of Excellence / Development Project (1997-2004)

The original basis for the identification of Centers of Excellence/Development was CHED Memo No. 14, Series of 1997. For this project, a set of guidelines was issued by the CHED dated 19 March 1997 and was disseminated to all institutions through the CHED Regional Offices (CHEDROs). Interested institutions submitted applications for their programs to the CHEDROs, where they were initially evaluated. Complete applications were forwarded to the CHED main office and the TPETA. Evaluation visits of programs were conducted from November 1997 to April 1998 by a team of program specialists trained by the TPETA. Based on the evaluation, the TPETA submitted a recommendation on Potential Centers of Excellence to the Commission in June 1998. After an additional recommendation by the TPETA, the final decision by the Commission was to award the following status to programs based on the evaluation ratings

- Center of Excellence: 90% or better
- Center of Development Category 1: 80% to 89%
- Center of Development Category 2: 70% to 79%

The Commission issued Resolution R457-98 dated 16 November 1998, identifying specific programs of institutions as COEs, COD-1s, and COD-2s. As benefits, COEs were to receive three million pesos a year for three academic years, COD-1s will receive one million a year for three years, and COD-2s will receive 500,000 pesos a year for three years, provided that the institution will provide counterpart funding of the same amount. Specific guidelines were given for the proper expenditure and liquidation of the grants. Due to unavoidable delays, the project extended to 2004.



1.3 The Second Centers of Excellence / Development Project (2007-2010)

CMO 60, s.2006 entitled "Implementing Guidelines for the CHED Centers of Excellence and Centers of Development for Engineering" was released on December 26, 2009 and it redefined the criteria and evaluation system for identifying the next Centers of Excellence and Development for Engineering.

The CMO specified two phases of identification: Centers of Development for Engineering (CODFE) with an application period covering 2007-2008 and Centers of Excellence for Engineering (COEFE) with an application period beginning with 2008-2009.

1.4 Definitions and Procedures from CMO 60, s.2006

1.4.1 Center of Excellence for Engineering (COEFE)

A Center of Excellence for Engineering is an engineering department or unit of a higher education institution with a strong undergraduate program, research and extension capability, and preferably a good graduate program. The selection criteria and evaluation system for COEFE was set to be available by AY 2008-2009, but this did not materialize.

1.4.2 Center of Development for Engineering (CODFE)

A Center of Development for Engineering is an engineering unit of a higher education institution with a good undergraduate program, extension capability, and potential for research.

1.4.2.1 Selection Criteria for CODFE

The next batch of CODFE were selected based on the following evaluation areas: Instructional Quality (45%); Research and Publication (30%); Extension and Linkages (20%), and Institutional Qualifications (5%).

1.4.2.2 Evaluation Workbook for CODFE

To facilitate the selection process for CODFE, a worksheet-based Evaluation Workbook was fielded for interested applicants, containing a quantitative assessment of the level of compliance with CMO 25, s.2005, the "Revised Policies, Standards, and Guidelines (PSG) for Engineering". CODFE were selected after validating the voluntary self-evaluation of the applicants using the workbook through school visits; based on the following:

- a. An overall evaluation rating of 75% or better;
- b. All ratings in all four evaluation areas are better than 50%; and
- c. No critical deficiency. A critical deficiency arises when a critical item incurs a failed rating as set in the evaluation workbook.



1.4.3 Three Year Cycle of Re-Selection of CODFE and COEFE/Proposals for Grants/Extension of COD Status

CMO 60, s.2006 planned for a three year cycle or period of re-selection of CODFE and COEFE, but this was not implemented due to the release of subsequent CMOs realigning engineering programs to follow outcomes based education. As such, all engineering programs identified as CODFE by virtue of CMO 60, s.2006 were given a series of extensions on their status. CMO 34, s.2013 also released updated Guidelines for Grants and Proposals for Centers of Development in Engineering. A final deadline of for all programs enjoying COD status was set by CHED for May 15, 2015.

1.5 Shift to Outcomes Based Education as Basis for Revising CMO 60, s.2006

1.5.1 Policies and Standards for Specific Programs

Beginning AY 2008-2009, CHED released Policies and Standards for specific B.S. Engineering programs through the assistance of the various Technical Committees. These CMOs marked the beginning of the shift to Outcomes Based Education as Annexes 1 and 2 in the CMOs listed the Expected Competencies and Program Outcomes for the various engineering programs. Furthermore, a Suggested Matrix connecting the List of Courses with the Program Outcomes was presented also in Annex 2 of the same CMO.

1.5.2 Policies, Standards, and Guidelines in the Establishment of an Outcomes Based System in All Engineering Programs

On September 11, 2012, CMO 37, s. 2012 was released, informing all HEIs with engineering programs to establish an outcomes based system within five years up to AY 2017-2018. Since then the TPET has been conducting regional workshops to train OBE Coordinators as trainers in the different regions in order that the basic components of an OBE System may be complied with. OBE-Monitoring Forms 1 and 2 were distributed online through the TPET website (www.ched-tpet.org) for completion by all Engineering HEIs. The latest Monitoring Form required the commitment of the HEIs to specify performance indicators as well as assessment and evaluation methods for program outcomes.

1.5.3 Typology and Outcomes Based Quality Assurance

CMO 46, s. 2012 was released on December 11, 2012, expanding the need for all HEI programs to shift to the OBE Approach and for HEIs to plan for horizontal and vertical typologies. This was followed by a series of both regional and national workshops and conferences in order to prepare the HEIs. A Handbook for Institutional Sustainability and Outcomes Based Program Assessment was also prepared in 2013 and released in 2014 as guide in the conduct of orientation meetings by disciplines. In this regard, the various Technical Committees of CHED were tasked to complete an OBE based curriculum by December, 2014.



The various Technical Committees for Engineering Programs were also able to complete revisions in their 2008-2009 Policies and Standards and conduct regional orientation programs on their enhanced Policies and Standards to inform all the concerned HEIs.

It is on the bases of all the above CMOs, as well as in anticipation of full ASEAN Integration leading to the mobility of students and engineering professionals and the growing number of HEIs applying for accreditation of their engineering programs using Washington Accord outcomes based system, that this CHED Memorandum from the Chairperson revising the implementing guidelines for the selection of Centers of Excellence (COE) and Centers of Development (COD) has been prepared and issued for immediate compliance.

2. Implementing Guidelines for COE and COD for Engineering Selection Effective AY 2015-16 to AY 2017-18

2.1 Definition of Terms

2.1.1 Center of Excellence (COE) for Engineering

A Center of Excellence (COE) for Engineering is a recognition awarded to a strong outcomes-based undergraduate engineering program offered by a higher educational institution with research and extension capability and preferably a sustainable graduate program.

2.1.2 Center of Development (COD) for Engineering

A Center of Development (COD) for Engineering is a recognition awarded to a good outcomes-based undergraduate engineering program offered by a higher educational institution with research and extension capability, and a potential to become a Center of Excellence.

2.2. Covered Engineering Programs

The following undergraduate programs are covered by this CMO:

- 2.2.1 Agricultural Engineering
- 2.2.2 Aeronautical Engineering
- 2.2.3 Ceramic Engineering
- 2.2.4 Chemical Engineering
- 2.2.5 Civil Engineering
- 2.2.6 Computer Engineering
- 2.2.7 Electrical Engineering
- 2.2.8 Electronics Engineering
- 2.2.9 Geodetic Engineering
- 2.2.10 Industrial Engineering
- 2.2.11 Mechanical Engineering
- 2.2.12 Metallurgical Engineering
- 2.2.13 Mining Engineering
- 2.2.14 Sanitary Engineering



2.3 Selection Criteria and Weights

The COEs and CODs shall be identified using the following criteria given in the table below. The Center of Excellence status shall be given to programs achieving a total score of 85% or better while the Center of Development status is awarded to programs achieving scores of at least 75%, but not reaching 85%. The assignment of appropriate points to be given in each criterion shall be based on analytic rubrics from Annex C.

Table of Criteria for COE/COD Selection for Engineering

1	INSTITUTIONAL QUALITY (IQ)		w/ LE	w/o LE	45%
	1.1	OBE Framework	4	5	
	1.2	Program Educational Objectives (PEO)	4	5	
	1.3	Program Outcomes(PO)	7	8	
	1.4	Curriculum	5	5	
	1.5	Students	5	5	
	1.6	Faculty	5	5	
	1.7	Facilities and Learning Environment	5	5	
	1.8	Continuous Quality Improvement	6	7	
	1.9	Licensure Examination	4	0	
2	RESEARCH AND PUBLICATIONS (RP)				30%
	2.1	Organization and Funding		5	
	2.2	Publication		8	
	2.3	Research Dissemination		8	
	2.4	Faculty Active in Research		7	
	2.5	Intellectual Property Generation		2	
3	EXTENSION AND LINKAGES (EL)				20%
	3.1	Industry-Academe Linkages		7	
	3.2	Professional Services		7	
	3.3	Community Extension Services		6	
4	INSTITUTIONAL ASPECTS (IA)				5%
	4.1	Vision, Mission, Objectives		1	
	4.2	Institutional Planning and Development		1	
	4.3	Governance		2	
	4.4	Institutional Linkages		1	



2.4 Application Prerequisites, Process and Deadlines

2.4.1 Prerequisites for COD and COE Applications

- 2.4.1.1 The program must be included in the list of recognized programs by the Commission.
- 2.4.1.2 The program must have graduated at least 3 cohorts or batches in the last three years.
- 2.4.1.3 The HEI must not have any pending administrative or legal issues in connection with the engineering program being applied for.

2.4.2 Application Process

- 2.4.2.1 The application is voluntary, and interested HEIs must visit the CHED TPET Website HEI Portal at www.ched-tpet.org to download the COE-COD Application Workbook (COE-COD-AF) Template and the HEI Self-assessment Rubrics. The same template may also be provided by the CHED Regional Offices concerned upon request by HEIs who do still not have usernames and passwords for the website.
- 2.4.2.2 The applicant HEI unit must fill out completely the application workbook template, which shall require that all supporting evidences shall be in electronic format and must be hyperlinked preferably to an online database managed by the HEI, or from open online based storage (Dropbox, Google drive or similar websites).
- 2.4.2.3 An online submission link by program shall be made available to the applicant HEI in order to upload their completed application form and completed self-assessment rubrics of their application. A guide to the online application, uploading of the completed workbook, and self-assessment is given in Annex C
- 2.4.2.4 In the event that online submission is not possible, the supporting files must be hyperlinked in a DVD or flash drive containing the master application template online application, including the completed self-assessment rubric, and the HEI unit must send and have their DVD or flash drive to the nearest CHED Regional Office.
- 2.4.2.5 After AY 2017-2018, HEI units applying for renewal of their COD/COE status, all applications must be filed within 3 months prior to the expiration of their current COD/COE certification.
- 2.4.2.6 Schedule of visits, if needed, will be promptly coordinated by CHED.



2.4.3 Period of Application

2.4.3.1 CHED will issue a Call for Applications upon release of this Memorandum to all its regional offices.

2.4.3.2 A maximum period of 2 months shall be given between the issuance of the call for applications and the last day for online submission of applications.

2.5 Assessment, Evaluation and Designation Process

The assessment, evaluation and designation of the next Centers of Excellence (COE) and Centers of Development (COD) for Engineering shall cover a one month period, preferably prior to the start of a new Academic Year.

2.5.1 All applications will be assessed and evaluated by the Technical Committee (TC) members of the concerned Engineering Program.

2.5.2 All applications (in DVD or flash drive medium) submitted to the regions shall be acknowledged by and endorsed immediately by concerned CHEDRO and delivered to the Technical Committee through the Central Office. Online applications may immediately be accessed by the TC members from the TPET website.

2.5.3 The TC members shall schedule an Assessment Workshop of the applications using the same analytic rubrics used by the HEIs for self-assessment. After completing their Assessments, It will then convene to evaluate the results and then come up with initial recommendations on the application which could be any one of the following:

COE-A	Application merits COE designation approval
COE-V	Application meets COE score but verification of documents or a visit is needed in some evidences
COD-A	Application merits COD designation approval
COD-V	Application meets COD score but verification of documents or a visit is needed in some evidences
DNQ	Application did not qualify for the minimum score needed for COD designation

2.5.4 The results of the initial recommendations will be communicated to the HEI by the Technical Committee by email or through the CHED Regional Offices. An HEI may submit an appeal on the initial recommendations but only for errors of fact within 7 working days upon receipt of the initial recommendation by email.



- 2.5.5 Upon receipt of any 7 day response, the Technical Committee will convene and decide on the final recommendation for the program which shall be endorsed to the Technical Panel through a committee resolution.
- 2.5.6 The Technical Panel for Engineering and Technology (TPET) Education shall meet to make a review and act on the TC resolution, and come up with its own resolution endorsing the approval of the TC Resolution by the Commissioners, or in the case of major identified issues, subject the submitted TC resolution to a final review by an appointed ad-hoc committee.
- 2.6 Continuing Quality Improvement for the COD/COE Selection Process
- 2.6.1 A review of the COD/COE Selection Process, including its Criteria, shall be done before the next selection cycle, in order to check for the need for possible revisions as influenced by certain factors.
- 2.6.2 In case there will be revisions in standards for the criteria, these will be properly disseminated immediately to the universities and stakeholders, before the next selection cycle.
- 2.6.3 Henceforth, this cycle of periodic review of the selection criteria and process will lead to a continuous quality improvement of the system.

3. Grants and Benefits of Selected COE and COD for Engineering

- 3.1 The grants and benefits of selected COE and COD for Engineering shall: Still follow the stipulations set forth in CMO 34, s. 2013 or the Guidelines for Grants and Proposals for Centers of Development (COD) in Engineering, and will also apply to designated Centers of Excellence for the period AY 2015-2016 to AY 2017-2018
- 3.2 Following the guidelines for Awards of Section 3.2 of CMO 34, s. 2013, financial support may be granted to each designated COE and COD, which they can use for faculty development, instruction, research, and extension and linkages.
- 3.3 In addition, the designated COEs and CODs may also get additional grants from approved project or program proposals following the set guidelines set in Section 3.1.1 of the CMO 34., s. 2013.

4. Roles and Responsibilities of Selected COE and COD for Engineering

The units and institutions cooperating in this program shall adopt the following roles and responsibilities:



4.1 Centers of Excellence and Centers of Development

Identified Centers of Excellence and Centers of Development shall:

- a. Act as role models /leaders in the local, regional and national community;
- b. Sustain and enhance research capabilities and upgrade professional or research graduate programs in engineering;
- c. Provide assistance to agencies / institutions within its geographical area of coverage;
- d. Undertake other activities/projects necessary in developing quality education in engineering;
- e. Accelerate the development of the engineering discipline through strategic developmental programs and projects;
- f. Develop instructional program quality through faculty development activities and upgrading of facilities and library resources;
- g. Undertake basic and applied research activities on emerging trends and advancement in the field and offer graduate programs;
- h. Undertake extension and link age projects through regional or national consortia agreements, internationalization activities and industry-academe collaboration;
- i. Provide assistance to other HEIs within its area of coverage in terms of faculty and curricular development and other quality improvement activities; and
- j. Establish linkages with COEs in the same discipline to further improve their capability to undertake research in engineering

4.2 CHED Technical Panel for Engineering and Technology (TPET) and its Technical Committees (TC) for Engineering

The CHED TPET and supporting TCs shall:

- a. Recommend the criteria and the procedures for the identification of Centers of Excellence/Development for Engineering;
- b. Assess and evaluate all COE-COD applications through the TCs based on the set criteria and recommend those that will qualify to the Commission;
- c. Review the project proposals with assistance from the Technical Committees and recommend the award of grants and other forms of benefits to the Centers;
- d. Assist the Centers in preparing their work and financial plans in accordance with CHED priorities and financial regulations;
- e. Monitor and evaluate the progress of the grant projects with assistance from the CHED-OPSD, TPET Secretariat and CHEDROs; and
- f. Recommend a program of action to the Commission after the duration of the COE/COD project.



4.3. CHED Regional Offices (CHEDRO)

The CHEDROs shall:

- a. Assist the TPET, through the CHED's Office of Programs and Standards Development (OPSD), in receiving applications from the HEIs;
- b. Assist the Centers in the implementation of the different components in their approved project grants;
- c. Assist the TPET in monitoring the development and progress of the Centers being supported;
- d. Submit progress assessment reports to the CHED OPS on the Centers' status of implementation of approved projects;
- e. Facilitate the processing of the financial liquidation reports to the CHED-COA Auditors; and
- f. Submit the liquidation reports of the Centers to the TPET Secretariat of the CHED-OPS.

4.4 CHED Higher Education Development Fund (CHED-HEDF)

The CHED-HEDF shall:

- a. Release the financial requirements of the Center as reflected in its approved grant project proposal;
- b. Verify the correctness of the liquidation reports submitted by the Centers; and
- c. Coordinate with the TPET Secretariat of CHED-OPS regarding the financial and operational status and requirements of the Centers for orderly and expeditious action.

5. Period of Validity of COE and COD Designation for Engineering

The designation of Centers of Development for Engineering shall be starting Academic Year 2015-2016 to AY 2018-2019, subject to the regular monitoring by the CHED. If, at any point, the CHED assesses the Center as being incapable of fulfilling its functions and responsibilities, the designation of such Centers shall be revoked.

6. Repealing Clause

All other CHED issuances that are inconsistent with these implementing guidelines are hereby repealed or modified.

7. Effectivity

These revised guidelines shall take effect upon the approval by the Commissioners of the Commission on Higher Education through a resolution and after publication in an official gazette or in a newspaper of general circulation.



Annex A: Application Workbook Template Contents (Excel File)

See the Inside Sheets



1. Complete this COE-COD-AW-2015 for EACH engineering program you are offering.
2. Begin by clicking the OBE Framework Worksheet Tab below and follow the written instructions
3. Click the Basic Program Info Worksheet Tab below and secure a copy of your OBE-MF-02 (if you have already submitted one this year) as guide to possible needed revisions.
4. Fill out the basic information required of the institution. You may copy and paste previous data from the your OBE-MF-02 Excel file, if you have already prepared and submitted it to CHED this year. If you have not completed the OBE-MF-02 file, you have to complete the worksheet from your student database, and your OBE Implementation documents.
5. For the part about the Institutional and Mission and Vision statements and the Program Educational Objectives, you may maintain or edit previously submitted based on any comments on the evaluated OBE-MF-01 or OBE-MF-02.
6. Click the Program Outcomes tab. As with the case of IMV and PEOs, you may edit or add to previously submitted program outcomes in OBE-MF-01 or OBE-MF-02. Bear in mind however that any change in the codes for the program outcomes must also be reflected in the curriculum map. Delete any extra row in the worksheet without program outcomes.
7. After completing the Programs Outcomes worksheet, click the Curriculum Map Tab. Make any necessary changes from the previously submitted map or copy and paste previous map if no changes will be made. Do the same for the Course Prerequisite Worksheet. You may use data from the previous
8. Click the Instructional Quality (IQ) List of Evidences Worksheet tab. Prepare the hyperlinks to the folder or files pertaining to the required or suggested evidences supporting Instructional Quality. Some of the links may be inside this workbook already. Important: Please checks that all the hyperlinks are working or active.
9. Do the same as in Step 8 for the Research and Publications (RP) List of Evidences, Extension and Linkages (EL) List of Evidences, and the Institutional Aspects (IA) List of Evidences Worksheets. Note that CHED is not prescribing any format for the evidences. You may use existing evidences from your previous PTC, PAASCU, PACU-COA, or AACUP program accreditation, provided it shows the pertinent data for the last three years.
10. Finally, click the Transmittal Sheet Tab and fill out the needed information. The worksheets should be saved per worksheet as pdf files, and the files should then be combined together by an appropriate pdf software as one combined pdf file with the filename format: COE-COD-AW-2015-XXXXX-YYYYY.pdf where XXXXX is the acronym of the institution, and YYYYY is the program acronym (e.g. COE-COD-AW-2015-UST-BSChE.pdf).
11. If your HEI has a username and password for the CHED-TPET website, you may upload directly your completed pdf file at the appropriate link inside the folder for the specific Engineering program as seen in the Engineering School Portal. If you do not have yet an account in the TPET website, you may email the CHED-OPSD Secretariat at chedopsd_pddengg@yahoo.com in order to be given a username and password. As another option, you may put the same pdf file together with the properly linked electronic files or folders in one DVD or flash drive media, and then have the DVD or flash drive media properly received by a CHED Regional Office representative with instructions to send it ASAP to the CHED Central Office care of the OPSD-PDD-ENGG
12. In addition to uploading the completed Application Workbook, a program representative, preferably the program head, must also complete a self-assessment rubric for each program applied for. Please note that there are two self-assessment rubrics downloadable from the site, one for programs with licensure examination, and another for programs without PRC licensure examination (like computer engineering, and industrial engineering). The completed self-assessment rubric must also be uploaded in the same link specific for each program, as was done for the completed application workbook. The original filename of COE-COD-HEI Self-Assessment Rubric-2015-PWOLE or -PWLE must be changed by replacing HEI with the HEI Acronym and the "PWLE" or the "PWOLE" with the program acronym preceded by the HEI acronym. Example: COE-COD-UST Self-Assessment Rubric-2015-BSChE. Non-online submissions through the CHED Regional Offices must also include also the same self-assessment rubric file in the DVD or flash media submitted by the HEI to the their regional office.



Adoption Process (OBE Framework)	Use this space to give a short description of your OBE Framework	Where and When Last Published
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Basic Program Information		Region
Name of Institution		
Address		
Head of Institution	Head of College	
Program Name	CHED Program Status	
Program Head	Contact Number	
E-mail Address 1	E-mail Address 2	
VISION, MISSION, AND STUDENT DEVELOPMENT STATEMENTS (10-1)		
Academic Year	First Year	Second Year
2010-2011		
2011-2012		
2012-2013		
2013-2014		
2014-2015		
Institutional Mission, Vision, Statement (10-1)		
<p>Institutional Mission and Vision – statements on the long-term view of the institution of itself and of the world within which it operates, including the fundamental purpose of its existence, its long-term role and stature, and what it does to achieve this purpose and how it would like to play its role.</p>		
College Mission Vision Statement (10-1)		
<p>College Mission and Vision – statements on the long-term view of the college of itself and of the world within which it operates, including the fundamental purpose of its existence, its long-term role and stature, and what it does to achieve this purpose and how it would like to play its role.</p>		
Program Educational Objectives (10-1)		
<p>Program Educational Objectives – broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve within a few years of graduation. Program educational objectives are based on the needs of the program's constituencies</p>		

Batch 2013 Batch 2014 Batch 2015



When and Where	Program Outcomes (LOs)
	By the time of graduation, the students of the program shall be able to:
	a.
	b.
	c.
	d.
	e.
	f.
	g.
	h.
	i.
	j.
	k.
	l.
	m.
	n.
	o.
	p.
	q.
	r.

NOTE: Please delete any extra outcome row



#			
1	Proof of Consultation of Stakeholders re PEO		IQ-5
2	Coherency of PEOs with Mission Statements		IQ-6
3	Assessment and Evaluation Plan for PEOs		IQ-7
4	Consistency of POs with PEOs		IQ-9
5	Program of Study by Term		IQ-14
6	OBTL -Based Syllabus Template		IQ-15
7	Course Assessment/Evaluation System		IQ-16
8	Program Advisory Panel Members		IQ-17
9	Appointment Papers of Program Advisory Panel Members		IQ-18
10	Minutes of the meeting of Program Advisory Panel		IQ-19
11	Student Performance Evaluation Process		IQ-21
12	Student Retention Policy		IQ-22
13	Student Admission Policy		IQ-23
14	Student Development Support		IQ-24
15	Student Advising Program		IQ-25
16	Career Guidance Program		IQ-26
17	Faculty Sufficiency for Professional Courses		IQ-27
18	Faculty Profile		IQ-28
19	Faculty Loading Sheet Per Term		IQ-29
20	Faculty Classification/Evaluation System		IQ-30
21	Faculty Development		IQ-31
22	List of Classroom Facilities		IQ-32
23	List of Teaching Laboratories		IQ-33
24	List of Computing Resources		IQ-34
25	List of Other Learning Resources		IQ-35
26	List of modern learning tools (equipment and computer software)		IQ-36



27	List of research laboratories	IQ-37	
28	List of library resources to support scholarly and professional activities of faculty and students	IQ-38	
29	PEO CQI Process Description	IQ-39	
30	Assessment and Evaluation Results of PEOs	IQ-40	
31	Proof of Improvement Implementation based on PEO assessment and evaluation	IQ-41	
32	PO CQI Process Description	IQ-42	
33	Assessment and Evaluation Results of POs	IQ-43	
34	Proof of Improvement Implementation based on PO assessment and evaluation.	IQ-44	
35	Licensure Performance in the last three years; Citation as top performing school:	IQ-45	




Program Assessment and Evaluation Matrix and Plan (IQ-10)										
Item	1	2	3	4	5	6	7	8	9	10
a	1	2	3							
b	1	2	3							
c	1	2	3							
d	1	2	3							
e	1	2	3							
f	1	2	3							
g	1	2	3							
h	1	2	3							
i	1	2	3							
j	1	2	3							
k	1	2	3							
l	1	2	3							



Program Assessment and Evaluation Matrix and Plan (IQ-10)

PO Code	PO Assessment	Assessment Instrument (AI)	Assessment Frequency	Assessment Method	Assessment Location	Assessment Date	Assessment Results	Assessment Analysis	Assessment Action
a			1						
			2						
			3						
b			1						
			2						
			3						
c			1						
			2						
			3						
d			1						
			2						
			3						
e			1						
			2						
			3						
f			1						
			2						
			3						
g			1						
			2						
			3						
h			1						
			2						
			3						
i			1						
			2						
			3						
j			1						
			2						
			3						
k			1						
			2						
			3						
l			1						
			2						
			3						



		
Document		
1	MOA of industry-academe linkages	EL-1
2	List of faculty and students involved in industry-academe linkages	EL-2
3	Reports of industry-academe linkage projects	EL-3
4	Performance Monitoring Assessment and Evaluation of industry-academe linkages	EL-4
5	List of non-degree educational programs, short-courses, and training programs offered to fellow engineers/other professionals	EL-5
6	List of professional and consultancy services done by faculty & staff	EL-6
7	Performance monitoring assessment and evaluation of professional and consultancy services	EL-7
8	List of community-oriented programs, including reports and MOAs	EL-8
9	List of faculty & students involved in community-oriented programs:	EL-9
10	Performance monitoring assessment and evaluation plan of community oriented programs	EL-10



1	Published Vision-Mission Statement	IA-1
2	IMV CQJ Process Description	IA-2
3	Long-term Institutional Development Plan (10 or more years)	IA-3
4	Medium-term Institutional Development Plan (5 years)	IA-4
5	Proof of implementation of Institutional Development Plan:	IA-5
6	Mechanism to review, assess, and update the Institutional Development Plan	IA-6
7	Support of higher administration to the BS program	IA-7
8	Decision making system on important academic matters	IA-8
9	Manuals and standard operating procedures (Course Catalog, Faculty Manual, Student Handbook, Administrative Manual, Procedures, and Reference Guidelines)	IA-9
10	List of MOU/MOA of the university with international academic, research, and professional organizations and summary of activities related to the program over the last three years	IA-10
	List of MOU/MOA of the university with national academic, research, and professional organizations and summary of activities related to the program over the last three years	IA-11
	Manuals and standard operating procedures (Course Catalog, Faculty Manual, Student Handbook, Administrative Manual, Procedures, and Reference Guidelines)	IA-12
	List of MOU/MOA of the university with international academic, research, and professional organizations and summary of activities related to the program over the last three years	IA-13
	List of MOU/MOA of the university with national academic, research, and professional organizations and summary of activities related to the program over the last three years	IA-14



Annex B: List of Required and Suggested Evidences

REQUIRED/SUGGESTED EVIDENCES FOR INSTRUCTIONAL QUALITY (IQ)	
IQ-1	Institutional OBE Framework (MF-02):(Paste Link here: _____)
IQ-2	Adoption Process (Paste Link here: _____)
IQ-3	Publication of Institutional OBE Framework in Catalogues and University Website (Paste Link here: _____)
IQ-4	Published PEO Statements (MF-02):(Paste Link here: _____)
IQ-5	Proof of Consultation of Stakeholders: (Paste Link here: _____)
IQ-6	Coherency of PEOs with Mission Statements: (Paste Link here: _____)
IQ-7	Assessment and Evaluation Plan for PEOs: (Paste Link here: _____)
IQ-8	Published POs: (Paste Link here: _____)
IQ-9	Consistency of POs with PEOs: (Paste Link here: _____)
IQ-10	Assessment and Evaluation Plan for POs (MF-02):(Paste Link here: _____)
IQ-11	Curriculum Map (MF-02): (Paste Link here: _____)
IQ-12	Course Prerequisite Map (MF-02): (Paste Link here: _____)
IQ-13	Program of Study by Term (MF-02): (Paste Link here: _____)
IQ-14	OBTL-Based Syllabus Template (MF-02): (Paste Link here: _____)
IQ-15	Sample of OBTL Syllabi: (Paste Link here: _____)
IQ-16	Course Assessment and Evaluation System (MF-02): (Paste Link here: _____)
IQ-17	Program Advisory Panel: (Paste Link here: _____)
IQ-18	Appointment Papers of Program Advisory Panel Members: (Paste Link here: _____)
IQ-19	Minutes of the meeting of Program Advisory Panel: (Paste Link here: _____)
IQ-20	Average Annual Student Enrolment (MF-02): (Paste Link here: _____)
IQ-21	Student Performance Evaluation Process: (Paste Link here: _____)
IQ-22	Student Retention Policy: (Paste Link here: _____)
IQ-23	Student Admission Policy: (Paste Link here: _____)
IQ-24	Student Development Support (MF-02): (Paste Link here: _____)
IQ-25	Student Advising Program: description of activities and assessment and evaluation of activities implemented: (Paste Link here: _____)



IQ-26	Career Guidance Program: description of activities and assessment and evaluation of activities implemented: (Paste Link here: _____)
IQ-27	Demonstration of Sufficiency of Faculty to Cover all Curricular Areas of the Program: (Paste Link here: _____)
IQ-28	Faculty Profile (Educational Qualifications, Industry Experience, Research Works, Full-Time/Part-Time): (Paste Link here: _____)
IQ-29	Faculty Loading Sheet per Term (MF-02): (Paste Link here: _____)
IQ-30	Faculty Classification and Evaluation System (MF-02): (Paste Link here: _____)
IQ-31	Faculty Development Program: (Paste Link here: _____)
IQ-32	List of Classroom Facilities (MF-02): (Paste Link here: _____)
IQ-33	List of teaching laboratories (MF-02): (Paste Link here: _____)
IQ-34	List of computing resources (MF-02): (Paste Link here: _____)
IQ-35	List of other learning resources: (Paste Link here: _____)
IQ-36	List of modern learning tools (equipment and computer software): (Paste Link here: _____)
IQ-37	List of research laboratories: (Paste Link here: _____)
IQ-38	List of library resources to support scholarly and professional activities of faculty and students: (Paste Link here: _____)
IQ-39	PEO CQI Process Description (MF-02): (Paste Link here: _____)
IQ-40	Assessment and Evaluation of PEOs: (Paste Link here: _____)
IQ-41	Proof of Improvement Implementation based on PEO assessment and evaluation: (Paste Link here: _____)
IQ-42	PO CQI Process Description (MF-02)
IQ-43	Assessment and Evaluation of POs
IQ-44	Proof of Improvement Implementation based on PO assessment and evaluation.
IQ-45	Licensure Performance in the last three years; Citation as top performing school: (Paste Link here: _____)
REQUIRED/SUGGESTED EVIDENCES FOR RESEARCH AND PUBLICATIONS (RP)	
RP-1	Existence of Research Center/Organizations: (Paste Link here: _____)



RP-2	MOA for Research Grants: (Paste Link here: _____)
RP-3	List of ISI-Listed paper published by the program in the last three years: (Paste Link here: _____)
RP-4	List of Abstracted Papers Published by the program in the last three years: (Paste Link here: _____)
RP-5	List of Refereed Papers Published by the program in the last three years: (Paste Link here: _____)
RP-6	List of papers presented by the program in local and international conferences in the last three years: (Paste Link here: _____)
RP-7	List of best paper awards received by the program in the last three years: (Paste Link here: _____)
RP-8	List of full-time faculty doing research: (Paste Link here: _____)
RP-9	List of faculty with name of mentees and corresponding title of thesis: (Paste Link here: _____)
RP-10	Sample of thesis manuscript of students: (Paste Link here: _____)
RP-11	List of patents produced by the program in the last three years: (Paste Link here: _____)

LIST OF REQUIRED AND SUGGESTED EVIDENCES FOR EXTENSION AND LINKAGES (EL)

EL-1	MOA of industry-academe linkages: (Paste Link here: _____)
EL-2	List of faculty and students involved in industry-academe linkages: (Paste Link here: _____)
EL-3	Reports of industry-academe linkage projects: (Paste Link here: _____)
EL-4	Performance Monitoring Assessment and Evaluation of industry-academe linkages: (Paste Link here: _____)
EL-5	List of non-degree educational programs, short-courses, and training programs offered to fellow engineers/other professionals: (Paste Link here: _____)
EL-6	List of professional and consultancy services done by faculty & staff: (Paste Link here: _____)
EL-7	Performance monitoring assessment and evaluation of professional and consultancy services: (Paste Link here: _____)
EL-8	List of community-oriented programs, including reports and MOAs: (Paste Link here: _____)
EL-9	List of faculty & students involved in community-oriented programs: (Paste Link here: _____)
EL-10	Performance monitoring assessment and evaluation plan of community oriented programs: (Paste Link here: _____)
EL-11	MOA of industry-academe linkages: (Paste Link here: _____)
EL-12	List of faculty and students involved in industry-academe linkages: (Paste Link here: _____)
EL-13	Reports of industry-academe linkage projects: (Paste Link here: _____)
EL-14	Performance Monitoring Assessment and Evaluation of industry-academe linkages: (Paste Link here: _____)



EL-15	List of non-degree educational programs, short-courses, and training programs offered to fellow engineers/other professionals: (Paste Link here: _____)
EL-16	List of professional and consultancy services done by faculty & staff: (Paste Link here: _____)
EL-17	Performance monitoring assessment and evaluation of professional and consultancy services: (Paste Link here: _____)
EL-18	List of community-oriented programs, including reports and MOAs: (Paste Link here: _____)
EL-19	List of faculty & students involved in community-oriented programs: (Paste Link here: _____)
EL-20	Performance monitoring assessment and evaluation plan of community oriented programs: (Paste Link here: _____)

REQUIRED/SUGGESTED EVIDENCES FOR INSTITUTIONAL ASPECTS (IA)

IA-1	Published Vision-Mission Statement: (Paste Link here: _____)
IA-2	IMV CQI Process Description (MF-02): (Paste Link here: _____)
IA-3	Long-term Institutional Development Plan (10 or more years): (Paste Link here: _____)
IA-4	Medium-term Institutional Development Plan (5 years): (Paste Link here: _____)
IA-5	Proof of implementation of Institutional Development Plan: (Paste Link here: _____)
IA-6	Mechanism to review, assess, and update the Institutional Development Plan: (Paste Link here: _____)
IA-7	Support of higher administration to the BS program: (Paste Link here: _____)
IA-8	Decision making system on important academic matters: (Paste Link here: _____)
IA-9	Manuals and standard operating procedures (Course Catalog, Faculty Manual, Student Handbook, Administrative Manual, Procedures, and Reference Guidelines): (Paste Link here: _____)
IA-10	List of MOU/MOA of the university with international academic, research, and professional organizations and summary of activities related to the program over the last three years: (Paste Link here: _____)
IA-11	List of MOU/MOA of the university with national academic, research, and professional organizations and summary of activities related to the program over the last three years: (Paste Link here: _____)
IA-12	Manuals and standard operating procedures (Course Catalog, Faculty Manual, Student Handbook, Administrative Manual, Procedures, and Reference Guidelines): (Paste Link here: _____)
IA-13	List of MOU/MOA of the university with international academic, research, and professional organizations and summary of activities related to the program over the last three years: (Paste Link here: _____)
IA-14	List of MOU/MOA of the university with national academic, research, and professional organizations and summary of activities related to the program over the last three years: (Paste Link here: _____)



Annex C: COE/COD Assessment Rubrics

See the Inside Sheets



CRITERION 1: INSTRUCTIONAL QUALITY		Required/Suggested Evidences (See Application Workbook)	Rating (Click Cell of Choice)				0.00%
							Total Score
							MEI
1.1	OBE Framework	Institutional OBE Framework	There is a draft institutional OBE framework, but it is unpublished.	There is a published institutional OBE framework, but there is no proof of adoption by stakeholders.	There is a published institutional OBE framework, and some stakeholders are consulted.	There is a published institutional OBE framework and all stakeholders are consulted.	
		Adoption Process					
		Publication of Institutional OBE Framework in Catalogues and University Website					
1.2	Program Educational Objectives (PEO)	Published PEO Statements	The program has no PEO statements.	Some of the PEO statements must be revised as they are inappropriate, incoherent with mission statements, or mere statements of program outcomes.	All PEO statements are properly stated and coherent with the mission statements, but they are not published in catalogues and university website and not all stakeholders	All PEO statements are properly stated and coherent with the mission statements; all stakeholders are consulted; the statements are published in catalogues and university website.	
		Proof of Consultation of Stakeholders					
		Coherency of PEOs with Mission Statements					
		Assessment and Evaluation Plan for PEOs	There is no assessment and evaluation plan for PEOs.	There is an incomplete assessment and evaluation plan for PEOs.	There is clear and complete plan to assess the PEOs, but there is incomplete or no evaluation plan.	There is a clear and complete assesment and evaluation plan for PEOs.	
1.3	Program Outcomes (PO)	Published POs	The POs are not published in catalogues or university website.	Though published in catalogues or university website, the POs are incomplete and are not consistent with PEOs.	Though the POs are complete and consistent with PEOs, they are only published in catalogues but not in university website.	The POs are published in catalogues and university website and consistent with PEOs.	
		Consistency of POs with PEOs					
		Assessment and Evaluation Plan for POs	There is no assessment and evaluation plan for POs.	There is an incomplete assessment and evaluation plan for POs.	The assesment plan for all the POs are complete, but some of the performance indicators and assessment tools must be improved.	There is a complete assessment and evaluation plan for all POs.	



1.4	Curriculum	Curriculum Map	The program has no course prerequisite map, program of study per term, and curriculum	The program has course prerequisite map and program of study per term, but no	The program has course prerequisite map and program of study per term; some	The program has course prerequisite map and program of study per term; the curriculum	
		Course Prerequisite Map					
		Program of Study by Term					
		OBTL-Based Syllabus Template	The syllabi are not in OBTL format.	The syllabi are in OBTL format. The course outcomes are identified, but they are not constructively aligned with teaching and learning activities (TLAs)	The syllabi are in OBTL format. The course outcomes are identified and are constructively aligned with teaching and learning activities (TLAs)	The syllabi are in OBTL format. The course outcomes are identified and are constructively aligned with teaching and learning activities (TLAs)	
		Sample of OBTL Syllabi					
		Course Assessment and Evaluation System					
		Program Advisory Panel	There are no appointed program advisory panel members.	Some members of the program advisory panel are formally appointed.	All the members of the program advisory panel have been formally appointed, but they are not yet convened for consultation.	There are appointed program advisory panel members; the panel members are convened and consulted with regard to the improvement of the curriculum and the program.	
		Appointment Papers of Program Advisory Panel Members					
		Minutes of the meeting of Program Advisory Panel					
1.5	Students	Average Annual Student Enrolment	There are only very few students enrolled in the program; the program is not sustainable. There are no admission and retention policies emplaced. There is no budget allotted for student development.	There are only very few students in the program; the program is not sustainable. There are admission and retention policies emplaced. There is no budget allotted for student development.	There are ample students enrolled in the program; the program is sustainable. There are admission and retention policies emplaced. There is no budget allotted for student development.	There are ample students enrolled in the program; the program is sustainable. There are admission and retention policies emplaced. There is a budget allotted for student development.	
		Student Performance Evaluation Process					
		Student Retention Policy					
		Student Admission Policy					
		Student Development Support					
		Student Advising Program: description of activities and assessment and evaluation of activities implemented	There are no student advising program and career guidance program.	There is either a student advising program or career guidance program, but not both.	Both the student advising program and career guidance programs are emplaced.	Both the student advising program and career guidance programs are emplaced. There is a monitoring system to assess and evaluate the effectivity of the programs and activities implemented.	
		Career Guidance Program: description of activities and assessment and evaluation of activities implemented					



1.6	Faculty	Demonstration of Sufficiency of Faculty to Cover all Curricular Areas of the Program Faculty Profile (Educational Qualifications, Industry Experience, Research Works, Full-Time/Part-Time) Faculty Loading Sheet per Term (MF-02)	There is an insufficient number of faculty to cover the curricular areas of the program.	There is sufficient number of faculty to cover the curricular areas of the program.	There is sufficient number of faculty to cover the curricular areas of the program. All full-time faculty have relevant master's	There is sufficient number of faculty to cover the curricular areas of the program. All full-time faculty have relevant master's degrees and valid	
		Faculty Classification and Evaluation System (MF-02)	There is no faculty ranking and evaluation system.	There is a faculty ranking and evaluation system, but the scholarly work of faculty are not taken into consideration.	There is a faculty ranking and evaluation system that among other things, the scholarly work of faculty are taken into consideration.	There is a faculty ranking and evaluation system that among other things, the scholarly work of faculty are taken into consideration. The faculty ranking system is also instrumental in retaining qualified faculty.	
		Faculty Development Program	There is no faculty development program.	The faculty development program is based on a periodic training needs analysis.	The faculty development program is based on a periodic training needs analysis. The program supports both formal and non-formal faculty development activities.	The faculty development program is based on a periodic training needs analysis. The program supports both formal and non-formal faculty development activities. The activities of the program clearly document its coherency with the strategic goals of the university and the program.	



1.7	Facilities and Learning Environment	List of Classroom Facilities	The learning facilities are not adequate to support the achievement of all the program outcomes.	The learning facilities are just in compliance with the minimum requirement of CHED.	The learning facilities are adequate toward the achievement of all the program outcomes.	The learning facilities are more than adequate toward the achievement of all the program outcomes.	
		List of Teaching Laboratories					
		List of Computing Resources					
List of other Learning Resources							
		List of Modern Tools (equipment and computer software)	The modern tools of the program are inadequate to support the achievement of the program outcomes.	The modern tools available are just in compliance with the minimum requirement of CHED.	The modern tools available are adequate toward the achievement of the program outcomes.	The modern tools available are more than adequate toward the achievement of the program outcomes.	
		List of Research Laboratories	There are no research laboratories for the students to do their undergraduate thesis.	The teaching laboratories and teaching facilities are also the designated research laboratories for the students to conduct their thesis work.	The teaching laboratories are also designated research laboratories for the students to conduct their thesis work. However, dedicated open computing facilities are provided for the students to conduct the computational part of their thesis work.	There are research facilities available dedicated for the students to conduct their thesis.	



		List of library resources to support scholarly and professional activities of faculty and students	The library resources are inadequate to support the scholarly and professional activities of faculty and students.	The library has limited capability to support the scholarly and professional activities of faculty and students.	The library has adequate capability to support the scholarly and professional activities of faculty and students. In particular, it has subscription to databases that allow faculty and students to access full-text research articles like Science Direct, IEEE Xplore, etc.	The library has more than ample resources to support the scholarly and professional activities of faculty and students. In particular, it has subscription to journal databases that provide faculty and students access to full-text research articles like Science Direct, IEEE Xplore, etc.; databases that can monitor citations like SCOPUS or Web of Science; and databases that can access patent information like Lexis Nexis Total Patent Database.	
1.8	Continuous Quality Improvement	PEO CQI Process Description	There is no PEO CQI Process; the PEOs are not assessed and evaluated.	The PEOs are assessed but not evaluated.	The PEOs are assessed and evaluated, but recommendations for improvement have not been implemented.	The PEOs are assessed and evaluated and recommendations for improvement have been implemented and documented.	
		Assessment and Evaluation of PEOs					
		Proof of Improvement Implementation based on PEO assessment and evaluation					
		PO CQI Process Description	There is no PO CQI process; the POs are not assessed and evaluated.	The POs are assessed but not evaluated.	The POs are assessed and evaluated, but recommendations for improvement have not been implemented.	The POs are assessed and evaluated and recommendations for improvement have been implemented and documented.	
		Assessment and Evaluation of POs					
		Proof of Improvement Implementation based on PO assessment and evaluation.					



1.9	Licensure Examination	Licensure Performance in the last three years; Citation as top performing school	Over the last three years, the licensure exam performances are most often below the national passing average.	Over the last three years, the licensure exam performances are most often above the national passing average.	Over the last three years, the licensure exam performances are always above the national passing average.	Over the last three years, the average licensure exam performances are always above the national passing average, and the program has been cited as one of top performing schools.	
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CRITERION 2: RESEARCH AND PUBLICATIONS		SUGGESTED EVIDENCES	Rating (Click Cell of Choice)				0.00%
							Total
						HEI	
2.1	Organization and Funding	Existence of Research Center/Organizations MOA for Research Grants	No research center or research organization	There is a plan to put up research centers. There is a research organization.	There is a research center with projects and grants from local funding agencies.	There is a research center with sustained operation, with projects and grants from local and international funding institutions.	
2.2	Publications	List of ISI-Listed paper published by the program in the last three years List of Abstracted Papers Published by the program in the last three years List of Refereed Papers Published by the program in the last three years	In the last 3 years, the program has published at least 12 papers in local refereed journals.	In the last 3 years, the program has published at least 12 papers in international refereed journals.	In the last 3 years, the program has published at least 12 papers in local or international abstracted journals.	In the last 3 years, the program has published at least 6 papers in ISI-abstracted journals	
2.3	Research Dissemination	List of papers presented by the program in local and international conferences in the last three years List of best paper awards received by the program in the last three years	In the last 3 years, the program has presented at least 5 papers in local conferences.	In the last 3 years, the program has presented at least 10 papers in local conferences.	In the last 3 years, the program has presented at least 10 papers in international conferences.	In the last 3 years, the program has presented at least 10 papers in international conferences, with proceedings with ISSN.	



2.4	Faculty Active in Research	List of full-time faculty doing research	1-24% of full-time faculty members are involved in research.	25-49% of full-time faculty members are involved in research.	50-74% of full-time faculty members are involved in research.	75%-100% of full-time faculty members are involved in research.	
		List of faculty with name of mentees and corresponding title of thesis					
		Sample of thesis manuscript of students					
2.5	Intellectual Property Generation	List of patents produced by the program in the last three years	No patent or patent application by the program in the last three years	At least 1 patent application by the program in the last three years	At least 2 patent applications by the program in the last three years	At least 1 patent by the program in the last three years	



CRITERION 3: EXTENSION AND LINKAGES	SUGGESTED EVIDENCES	Rating (Click Call of Choice)				0.00%
						TOTAL MEI
3.1 Industry-Academe Linkages	MOA of industry-academe linkages List of faculty and students involved in industry-academe linkages Reports of industry-academe linkage projects	There is no existing industry-academe linkage program.	There is an existing industry-academe linkage program of which at least 1 program is active.	There is an existing industry-academe linkage program of which at least 2 programs are active.	There is an existing industry-academe linkage program of which at least 3 programs are active.	
	Performance Monitoring Assessment and Evaluation of industry-academe linkages	The industry-academe linkage programs are not monitored.	The industry-academe linkage programs are monitored, but the results are not evaluated.	The industry-academe linkage programs are monitored and the results are evaluated, but the recommendations for improvement are not implemented.	The industry-academe linkage programs are monitored and the results are evaluated, and the recommendations for improvement are documented and implemented.	
3.2 Professional Services	List of non-degree educational programs, short-courses, and training programs offered to fellow engineers	At least 1 non-degree educational program, short-course or training program was offered in the last 3 years	At least 2 non-degree educational programs, short-courses or training programs were offered in the last 3 years	At least 3 non-degree educational programs, short-courses or training programs were offered in the last 3 years	At least 4 non-degree educational programs, short-courses or training programs were offered in the last 3 years,	
	List of professional and consultancy services done by faculty & staff	At least 5% of full-time faculty are involved in professional and consultancy services.	At least 10% of full-time faculty are involved in professional and consultancy services.	At least 15% of full-time faculty are involved in professional and consultancy services.	At least 20% of full-time faculty are involved in professional and consultancy services.	
	Performance monitoring assessment and evaluation plans or programs	The professional and consultancy services are not monitored consistently.	The professional and consultancy services are monitored consistently, but the results are not evaluated.	The professional and consultancy services are monitored and the results are evaluated consistently, but the recommendations for improvement are not implemented.	The professional and consultancy services are monitored and the results are evaluated consistently, and the recommendations for improvement are documented and implemented.	
3.3 Community Extension Services	List of community-oriented programs, including reports and MOAs	Active engagement in at least 1 community-oriented service and program	Active engagement in at least 2 community-oriented services and programs	Active engagement in 3 community-oriented services and programs	Active engagement in at least 4 community-oriented services and programs	
	List of faculty & students involved in community-oriented programs	At least 5% of full-time faculty members are involved in community-oriented services and programs	At least 10% of full-time faculty members are involved in community-oriented services and programs	At least 15% of full-time faculty members are involved in community-oriented services and programs	At least 20% of full-time faculty members are involved in community-oriented services and programs	
	Performance monitoring assessment and evaluation plan	The community-oriented services and programs are not monitored.	The community-oriented services and programs are monitored, but the results are not evaluated.	The community-oriented services and programs are monitored and the results are evaluated, but the recommendations for improvement are not implemented.	The community-oriented services and programs are monitored and the results are evaluated, and the recommendations for improvement are documented and implemented.	



CRITERION 4: INSTITUTIONAL ASPECTS	SUGGESTED EXHIBITS	Rating (Click Cell of Choice)				0.00%
		Excellent	Good	Fair	Poor	TOTAL HE
4.1 Vision/Mission and Objectives	Published Vision-Mision Statement	The institution has no vision-mission statement.	The institution has vision-mission statements but not published in university catalogues or website.	The institution has vision-mission statements that are published in university catalogues.	The institution has vision-mission statements that are published in university catalogues and website.	
	IMV CQI Process Description	The university has no CQI process related to vision-mission statements.	The university has a CQI process related to vision-mission statements.	The university has a CQI process related to vision-mission statements and the process is disseminated to stakeholders.	The university has a CQI process related to vision-mission statements, and all previous improvements are documented.	
4.2 Institutional Planning and Development	Long-term Institutional Development Plan (10 or more years)	The university has no institutional development plan.	The university has an institutional development plan.	The university has an institutional development plan.	The university has an institutional development plan. There is a documented proof of implementation of the institutional development plan. There is a mechanism to review, assess, and update the institutional development plan.	
	Medium-term Institutional Development Plan (5 years)					
	Proof of implementation of Institutional Development Plan					
	Mechanism to review, assess, and update the Institutional Development Plan					
4.3 Governance	Support of higher administration to the program	The program has no development plan.	The program development plan is consistent with the institutional development plan.	The program has budget to implement its development plan.	There is a proof of the implementation of the program development plan.	
	Decision making system on important academic matters	There is no decision making system on important academic matters.	There is a decision making system on important academic matters.	There is a decision making system on important academic matters and all the decisions are documented.	There is a decision making system on important academic matters and all the decisions are documented and disseminated properly.	
	Manuals and standard operating procedures (Course Catalog, Faculty Manual, Student Handbook, Administrative Manual, Procedures, and Reference Guidelines)	There university has no official manuals and standard operating procedures.	The university has official manuals and standard operating procedures.	The university has official manuals and standard operating procedures. The format of procedures and reference guidelines are not standardized.	The university has official manuals and standard operating procedures. The format of procedures and reference guidelines are standardized.	
4.4 Institutional Linkages	List of MOU/MOA of the university with international academic, research, and professional organizations and summary of activities related to the program over the last three years	In the last three years, there are no MOUs/MOAs of the university with international academic, research, and professional organizations.	In the last three years, there is at least 1 MOU/MOA of the university with international academic, research, and professional organizations wherein the program has an activity.	In the last three years, there are at least 2 MOUs/MOAs of the university with international academic, research, and professional organizations wherein the program has an activity.	In the last three years, there are at least 3 MOUs/MOAs of the university with international academic, research, and professional organizations wherein the program has an activity.	
	List of MOU/MOA of the university with national academic, research, and professional organizations and summary of activities related to the program over the last three years	In the last three years, there are no MOUs/MOAs of the university with national academic, research, and professional organizations	In the last three years, there is at least 1 MOU/MOA of the university with national academic, research, and professional organizations wherein the program has an activity.	In the last three years, there are at least 2 MOUs/MOAs of the university with national academic, research, and professional organizations wherein the program has an activity.	In the last three years, there are at least 3 MOUs/MOAs of the university with national academic, research, and professional organizations wherein the program has an activity.	



Annex D: Guidelines to Online Application and Self-Assessment by HEI Applicants for COE/COD

1. In order to access the TPET website, an applicant HEI must have a Username and Password for each Engineering Program it will be applying for as COE/COD. The HEI representative can request for the usernames and passwords by emailing the CHED Office for Program and Standards Development (CHED-OPSD) at chedopsd_pddengg@yahoo.com. The email must indicate all the engineering programs it will be applying for. Expect to receive an email providing the usernames and passwords within three working days after receipt of the request. Those with previously given usernames and passwords may still use their existing ones, but they have still to inform the CHED-OPSD, the programs they will be applying for as COE/COD.
2. To access the TPET Website, open any browser and go to www.ched-tpet.org Log in by entering an active username and password. In the opening page, click the link to the Engineering Schools Portal. Browse the resulting page for the section on COE/COD Applications. Click the Link to Download Application Workbook Template.
3. The HEI may now make copies of the downloaded template for each of the program it intends to apply for. Rename the original file name using the following format for each copied file: COE-COD-2015-AW-XXXXX-YYYYY.xlsx or xls where XXXXX is the HEI acronym given in the username, and YYYYY is the acronym of the program. Example: COE-COD-2015-AW-Mapua-BSchE.xls
4. The HEI Program Representative must now complete ALL the worksheets in the Excel File, most importantly, the Annexes for Supporting Evidences. (Annex-IQ, Annex-RP, Annex-EL, and Annex IA) These annexes will require that each supporting evidence be hyperlinked to an electronic document or folder pertaining to the evidence which can be stored by the HEI in its own database, or an open cloud database like Dropbox, Google Drive, Megashare, etc. It shall be the responsibility of the Workbook preparer to test that all hyperlinks are active and properly linked.
5. Note that many of the worksheets in the Application Workbook were part of the requirements of OBE-MF-02, used to monitor compliance of the program with CMO 37, s 2012. The HEI may just therefore copy and paste their previous information to the appropriate worksheet in the Application Workbook, unless there have been changes in the information since the form was submitted.
5. Be sure that the Transmittal Worksheet contains the Electronic Signatures of the Preparer, the Program Chair (if not the Preparer), and the College Dean.
6. Once an application workbook for a program is completed, the HEI program Chair or representative may now go back to the CHED-TPET Website and click the Specific Engineering Program Link to which the completed workbook must be



uploaded online. Once inside the portal opening page, look for, and click the link for uploading the completed workbook. The user may now browse his computer to search for the file to be uploaded.

7. Aside from uploading the application workbook, the HEI Program Chair or Representative may also click the download link to the Self-Assessment Rubric, and accomplish it as a macro-enabled Excel file, based on the evidences submitted in the completed Application Workbook. Please note that there are two rubrics, one for programs with licensure exam (PWLE), and another one for programs without licensure exam (PWOLE). Be sure to use the rubric applicable to the program. After accomplishing the Rubric, it is also to be uploaded in the same link using the filename format: COE-COD-XXXX Self-Assessment Rubric-2015-YYYY.xlsx where XXXX is the HEI Acronym and YYYY is the Program Acronym. Example: COE-COD-UST Self-Assessment Rubric-2015-BSChE.xlsx

8. After completing the self-assessment rubric, the HEI will now have to wait for a notification email from the CHED-OPSD informing them of the Technical Committee (TC) Assessment scores of their application, together with an initial recommendation based on the table below, as stated in the implementing guidelines,. As stated in the implementing guidelines, the HEI is given seven (7) working days upon notification by email to refute the scores of the TC, but only for errors of facts, usually pertaining only to the submitted evidences. After this 7-day period elapses, the TC concerned shall make its final recommendation to the Technical Panel on the application.

COE-A	Application merits COE designation approval
COE-V	Application meets COE score but verification of documents or by visit is needed in some evidences
COD-A	Application merits COD designation approval
COD-V	Application meets COD score but verification of documents or by visit is needed in some evidences
DNQ	Application did not qualify for the minimum score needed for COD designation

9. A 30 working-day period of verification of documents or by visit shall be given for those HEIs getting the COE-V or COD-V recommendation. This shall be coordinated by the CHED-OPSD with the HEI and the TC concerned. The decision from such verification status could be either a COE-A or COD-A for those with COE-V recommendation, and either a COD-A or DNQ for those with COD-V recommendation. In any case, the final decision shall be recommended by the TC concerned to the TPET for final endorsement to the Commission. The final approval of the Commission on these matters shall be final and unappeasable.

