



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

## **2019 APPLICATION GUIDELINES FOR THE GRANTING OF AUTONOMOUS AND DEREGULATED STATUS TO PRIVATE HIGHER EDUCATION INSTITUTIONS**

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### **1. INTRODUCTION**

The Commission on Higher Education issued CHED Memorandum Order (CMO) No. 46, series of 2012, “Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-based and Typology-based QA,” primarily to help higher education institutions (HEIs) develop a culture of quality. One of the initiatives being implemented by CHED is the vertical typology of HEIs which serves as basis for the granting of autonomous or deregulated status to qualified private HEIs. The long-term goals of vertical typology are “to have the majority of HEIs implementing an established internal quality assurance system and undergoing institutional assessment” and “to have a critical mass of autonomous and deregulated HEIs.”

Per CMO No. 58, series of 2017, “Grant of Autonomous and Deregulated Status by Evaluation to Private Higher Education Institutions,” CHED granted autonomous status to sixty-five (65) private HEIs and deregulated status to nine (9) private HEIs. Since the validity period of the status for almost all of these private HEIs will expire on May 31, 2019 and there have been other private HEIs signifying interest to apply for autonomous or deregulated status, the CHED through the Quality Assurance Division (QAD) of the Office of Institutional Quality Assurance and Governance (OIQAG) is providing the 2019 Application Guidelines to CHED Regional Offices (CHEDROs) and interested private HEIs for their guidance. It is emphasized here that this set of application guidelines is only supplemental to CMO No. 46, series of 2012. All the criteria and indicators discussed in the application guidelines are the criteria and indicators provided in said CMO, which remains to be **the** main reference for vertical typology. The main objective of the 2019 application guidelines is for the CHEDROs and HEIs to have a common understanding of the evaluation process, operational definitions of the indicators, and the document and supporting evidence to be submitted.

### **2. DEFINITIONS OF AUTONOMOUS AND DEREGULATED HEIs**

As defined in CMO No. 46, series of 2012:

#### **Autonomous HEIs (by Evaluation)**

HEIs that “demonstrate **exceptional** institutional quality and enhancement through internal QA systems, and demonstrate **excellent** program outcomes through a **high** proportion of accredited programs, the presence of Centers of Excellence and/or Development, and/or international certification. In particular, they show evidence of **outstanding** performance consistent with their horizontal type” (p. 9).

#### **Deregulated HEIs (by Evaluation)**

HEIs that “demonstrate **very good** institutional quality and enhancement consistent through internal QA systems, and demonstrate **very good** program outcomes through a **good** proportion of accredited programs, the presence of Centers of Excellence and/or Development, and/or international certification. In particular, they show evidence of **very good** performance consistent with their horizontal type” (p. 9).

### 3. POINT SYSTEMS AND INDICATORS

Per CMO No. 46, series of 2012, vertical typology or classification is about quality and quality assurance, and it involves an assessment of the HEI's (1) Commitment to Program Excellence, (3) Institutional Sustainability and Enhancement, and (3) evidence of excellence that is consistent with its horizontal type (p. 21). Results of the assessment on these three (3) criteria shall be the basis for the granting of autonomous or deregulated status to an HEI.

#### 3.1 GENERAL POINT SYSTEM

The first two criteria follow a point system common to all types of HEIs, while the third criterion has a set of indicators that is specific to the horizontal type of the HEI. The maximum points HEIs may receive for the first and second criteria are seventy (70) and thirty (30) points, respectively. Below is the general point system to be followed for the granting of autonomous or deregulated status.

<b>CRITERIA</b>	<b>MAX TOTAL PTS</b>
(1) Commitment to Program Excellence	70
(2) Institutional Sustainability and Enhancement	30
(3) Evidence of Excellence Consistent with Horizontal Type	-

On top of meeting the third criterion, the HEIs need to have a minimum combined score of sixty-five (65) points for Criteria 1 and 2 to qualify for deregulated status and a minimum combined score of eighty (80) points for Criteria 1 and 2 to be considered for autonomous status. The following are the point systems for the first two criteria:

#### 3.2 POINT SYSTEM FOR COMMITMENT TO PROGRAM EXCELLENCE (Max Pts: 70)

The maximum score that could be given for Commitment to Program Excellence is seventy (70) points. The indicators for this criterion include the presence of Center of Excellence (COE), Center of Development (COD), program accreditation (local or international), and international program certification. Each indicator has corresponding point allocation and an HEI may accumulate points from one or more indicators. If in case the accumulated points exceed the maximum score, it is still the maximum score that will be given to the HEI.

<b>Indicators</b>	<b>Points</b>	<b>Maximum Points to be Awarded</b>
Center of Excellence (COE)	10 points per COE	60 points
Center of Development (COD)	5 points per COD	
Local program accreditation	See Annex 3 of CMO No. 46, s. 2012 for the accreditation formula	60 points
International program accreditation (CHED recognized-mobility)	10 points per program	40 points
International program certification	10 points per program	20 points

### 3.3 POINT SYSTEM FOR INSTITUTIONAL SUSTAINABILITY AND ENHANCEMENT (Max Pts: 30)

A maximum score of thirty (30) points is awarded for “Institutional Sustainability and Enhancement.” Since this criterion pertains to institutional quality, an HEI can get points for one indicator only. This single indicator may be institutional accreditation, institutional certification, Institutional Sustainability Assessment (ISA), or Philippine Quality Award. If in case an HEI submits evidence for two (2) indicators, the indicator with a higher point allocation shall be considered.

Indicator	No. of Points	Maximum Points to be Awarded
Institutional accreditation based on program accreditation	25	25 points
Institutional Sustainability Assessment (ISA)	Ave Score $\geq 2.75 = 30$ Ave Score $\geq 2.50 = 25$ Ave Score $\geq 2.00 = 20$ Ave Score $< 2.00 = 15$	30 points
Philippine Quality Award (PQA)	<ul style="list-style-type: none"> <li>▪ PQA for Performance Excellence = 30</li> <li>▪ Mastery in Quality Management = 25</li> <li>▪ Proficiency in Quality Management = 20</li> <li>▪ Commitment to Quality Management = 15</li> </ul>	30 points
Institutional Certification	ISO 9001: 2015	20 points

Note: No longer included are the IQuAME and Additional Evidence (Type-Based) as these were only considered during the transition/interim period (2014-2017).

### 3.4 EVIDENCE OF EXCELLENCE CONSISTENT WITH HORIZONTAL TYPE

#### 3.4.1 FOR UNIVERSITIES

Indicators	For Autonomous Status	For Deregulated Status
1. Institutional Sustainability Score or its equivalent*	<b>Score <math>\geq 2.75</math></b> (See Table 4, Annex 4 of CMO No. 46, s. 2012)	<b>Score <math>\geq 2.50</math></b> (See Table 4, Annex 4 of CMO No. 46, s. 2012)
2. Full-time faculty members who have been actively engaged in scholarly work (research or creative work) in the last five (5) years	<b>At least 50</b> full-time faculty members or <b>at least 30%</b> of full-time faculty, whichever is higher.	<b>At least 30</b> full-time faculty members or <b>at least 25%</b> of full-time faculty, whichever is higher.
3. Full-time faculty who have patents or publications in refereed journals, internationally indexed journals and/or books published in reputable academic presses in the last five (5) years	<b>At least 10%</b> full-time faculty has patents or publications in refereed journals. Of these, <b>at least 5%</b> of full-time faculty has publications in internationally indexed journals and/or books published in reputable academic presses in the last five (5) years.	<b>At least 7%</b> full-time faculty has patents or publications in refereed journals in the last five (5) years.

\*Will not be applied for 2019.

### 3.4.2 FOR COLLEGES

Indicators	For Autonomous Status	For Deregulated Status
1. Institutional Sustainability Score or its equivalent*	<b>Score <math>\geq</math> 2.75</b> (See Table 4, Annex 4 of CMO No. 46, s. 2012)	<b>Score <math>\geq</math> 2.50</b> (See Table 4, Annex 4 of CMO No. 46, s. 2012)
2. Graduates were required as students to participate in a community-based research/ public service/ extension program for a cumulative period of two (2) years.	<b>At least 80%</b> of all graduates	<b>At least 70%</b> of all graduates
3. Over the last five (5) years, faculty members were engaged in research and extension services that contribute to instruction and/ or community development.	<b>At least 20%</b> of faculty members	<b>At least 15%</b> of faculty members

\*Will not be applied for 2019.

### 3.4.3 FOR PROFESSIONAL INSTITUTIONS

Indicators	For Autonomous Status	For Deregulated Status
1. Institutional Sustainability Score or its equivalent*	<b>Score <math>\geq</math> 2.75</b> (See Table 4, Annex 4 of CMO No. 46, s. 2012)	<b>Score <math>\geq</math> 2.50</b> (See Table 4, Annex 4 of CMO No. 46, s. 2012)
2. Any two (2) of the following:		
a. Board performance in the last three (3) years	At least one (1) program with licensure, or 20% of the HEI's programs with licensure, whichever is higher, has a passing rate that is <b>at least 1.1 times</b> than the national passing rate in board/ licensure exams, in the last three (3) years.	At least one program with licensure, or 20% of the HEI's programs with licensure, whichever is higher, has a passing rate that is <b>higher</b> than the national passing rate in board/licensure exams, in the last three (3) years.
b. Programs are accredited under internationally agreed upon criteria and procedures, which guarantee professional mobility across national boundaries (e.g., accreditation under the terms of Washington Accord by ABET or by the PTC as a full signatory of said Accord; Bologna Accord, etc.).	At least <b>two</b> programs	At least <b>one</b> program

<b>Indicators</b>	<b>For Autonomous Status</b>	<b>For Deregulated Status</b>
c. Employment of Graduates	Over the last five (5) years, <b>at least 80%</b> of its graduates were employed within the first two (2) years of graduation	Over the last five (5) years, <b>at least 70%</b> of its graduates were employed within the first two (2) years of graduation
d. Industry Linkages	<b>Sustained linkage</b> with industry as evidenced by working program(s) that significantly contribute to the attainment of desired student learning outcomes and to the employability of its graduates.	<b>Sustained linkage</b> with industry as evidenced by working program(s) that significantly contribute to the attainment of desired student learning outcomes and to the employability of its graduates.

\*Will not be applied for 2019.

#### 4. OPERATIONAL DEFINITIONS OF INDICATORS

Below are the operational definitions of indicators arranged by criterion and listed according to the sequence they were mentioned in the previous section:

##### 4.1 Commitment to Program Excellence

###### Center of Excellence (COE)

COE is a designation granted by the CHED to a unit or department within an HEI, as supported by the most recent CMO, in recognition of its exemplary performance in the areas of teaching, research, and extension, based on the criteria set by the CHED.<sup>1</sup>

For the 2019 evaluation cycle, to be considered are the most recent COEs identified by the CHED as listed in CMO No. 38, series of 2015 and other CMOs issued onwards. COEs that expired in 2015 and were not renewed will not be considered. One (1) COE Certificate is equivalent to one (1) count.

###### Center of Development (COD)

COD is a designation granted by the CHED to a unit or department within an HEI, as supported by the most recent CMO, in recognition of its above average performance in the areas of teaching, research, and extension, based on the criteria set by the CHED.<sup>2</sup>

For the 2019 evaluation cycle, to be considered are the most recent CODs identified by the CHED as listed in CMO No. 38, series of 2015 and other CMOs issued onwards. CODs that expired in 2015 and were not renewed will not be considered. One (1) COE Certificate is equivalent to one (1) count.

###### Local Program Accreditation

Local program accreditation pertains to the issuance of a certificate of accredited status (Level I to Level IV) by any of the accreditation bodies in the Philippines attesting to the quality of the academic degree program of an HEI based on standards.<sup>3</sup>

Program accreditation awarded by the Association of Christian Schools, Colleges and Universities Accrediting Agency, Inc. (ACSCU-AAI); Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU); and Philippine Association of Colleges and

<sup>1</sup> CMO No. 46, Series of 2012 and CHED Website (<http://ched.gov.ph/centers-excellence-centers-developmentcoescods/>)

<sup>2</sup> Ibid.

<sup>3</sup> CMO No. 46, Series of 2012

Universities (PACUCOA) and certified by the Federation of Accrediting Agencies of the Philippines (FAAP) are considered local program accreditation.

For the 2019 evaluation cycle, any program accreditation should be supported by a certificate issued by the FAAP. However, in case FAAP certificates are not yet issued, certificates issued by any of the three (3) accrediting bodies may be accepted as long as the certificates indicate the specific program offering, accreditation level, and validity period. Programs with expired accreditation status will not be counted except those expiring in 2018.

If the certificate indicates accreditation level for “Liberal Arts” or “Arts and Sciences” or “Graduate Program,” the accredited program shall be counted as one (1). If the certificate indicates the specific academic degree programs under “Liberal Arts” for instance, the number of accredited programs shall correspond to the exact number of academic degree programs indicated in the certificate.

Example:

<b>Accreditation</b>	<b>Count</b>
Level III for Liberal Arts	1 Level III program
Level III for Liberal Arts (AB English and AB Psychology)	2 Level III programs

The points for local program accreditation is based on an accreditation formula that takes into account student enrolment, creditable undergraduate and graduate programs, proportion of accredited programs, accreditation level. (Please refer to Annex 3 of CMO No. 46, series of 2012 for the formula and its application).

### **Accreditable Programs**

Accreditable programs are academic degree programs that have accreditation processes and are existing for more than five (5) years.

For the 2019 evaluation cycle, only creditable programs will be included in the application of the accreditation formula. For instance, the Bachelor of Law is considered non-creditable since there is no existing accreditation process for this program, therefore, this will not be listed under creditable program.

### **International Program Accreditation**

International program accreditation pertains to academic degree programs accredited by reputable international accreditation body, such as ABET and EUR-ACE that adheres to internationally agreed upon international frameworks for professional programs like the Washington Accord for Engineering resulting to mutual recognition of the accredited programs among the signatories<sup>4</sup> and “professional mobility across national boundaries.”<sup>5</sup>

For the 2019 evaluation cycle, to be considered are accreditation given by ABET and EUR-Ace.

Although the Philippines through the Philippines Technological Council (PTC) is a provisional signatory to the Washington Accord, the accreditation given by PTC through its Accreditation and Certification Board for Engineering and Technology (ACBET) will be counted as long as it is a full accreditation. Likewise, the Philippines through the PCS Information and Computing Accreditation Board (PICAB) is a provisional signatory to the Seoul Accord. Accreditation given by PICAB will also be considered.

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<sup>4</sup> CMO No. 46, Series of 2012

<sup>5</sup> Ibid.

If an HEI claims that its program has international accreditation but not by the above-mentioned organizations, the HEI must submit a brief information on the international accreditation body, the international framework in which the accreditation body is a signatory, and the accreditation process it implements.

### **International Program Certification**

Certification is “the provision by an independent body of written assurance (a certificate) that the product, service or system in question meets specific requirements”<sup>6</sup> suggesting that “an effective quality management system is in place.”<sup>7</sup>

For the 2019 evaluation cycle, only ISO 9001:2015 certification for Maritime Education will be considered. A certificate which indicates Maritime Education or its corresponding degree programs and the validity period must be presented. If in case the certificate lists all the program offerings of the HEI, the ISO certification will not be considered as program level certification, but institutional level certification and can be credited for the 2<sup>nd</sup> Criterion.

## **4.2 Institutional Sustainability and Enhancement**

### **Institutional Accreditation**

Institutional accreditation “refers to the evaluation of a whole educational institution of which the guidelines and standards shall be formulated in collaboration with the existing federations/networks of accrediting agencies and approved by CHED.”<sup>8</sup>

Program-based institutional accreditation will still be considered in the 2019 evaluation cycle. This accreditation may be given by either the ACSCU-AAI, PACUCOA, or PAASCU as certified by FAAP. Such accreditation must be supported with a valid FAAP certificate. If the FAAP certificate has not yet been issued, a valid certificate issued by ACSCU-AAI, PACUCOA, or PAASCU can be considered.

### **Institutional Sustainability Assessment (ISA)**

The ISA is a quality assurance process that assesses the institutional sustainability of an HEI by looking at the presence, extent of implementation, outcomes, and effectiveness of its internal quality assurance system in five key result areas (KRAs): (1) Governance and Management; (2) Quality of Teaching and Learning, (3) Quality of Professional Exposure, Research, and Creative Work, (4) Support for Students, and (5) Relations with the Community. It is the CHED that conducts the ISA visit to assess HEIs on fourteen (14) indicators. Each indicator is given a score ranging from zero (0) to four (4). The average of the indicator scores corresponds to the average ISA score.<sup>9</sup>

For the 2019 evaluation cycle, the ISA average score is the mean of all indicators under KRAs 1, 2, 4, and 5 plus the indicator under KRA 3 that is consistent with the horizontal type. Specifically:

For universities	Indicator: Research Capability
For colleges	Indicator: Creative Work and/or Innovation
For professional institutions	Indicator: Professional Exposure

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<sup>6</sup> <https://www.iso.org/certification.html>

<sup>7</sup> <https://www.iso.org/conformity-assessment.html>

<sup>8</sup> CMO No. 46, Series of 2012

<sup>9</sup> CMO No. 46, Series of 2012

The minimum score requirement indicated in Table 4 of CMO No. 46, series of 2012 will not be applied this 2019 evaluation cycle. The ISA scores of HEIs that underwent the evaluation visit from 2014 to 2018 will be considered. For HEIs to be visited in 2019, their ISA scores shall be considered in the next evaluation cycle.

### **Philippine Quality Award**

PQA is the “highest national recognition for exemplary organizational performance of private and public organizations in the country.”<sup>10</sup> “It is conferred annually to qualified organizations in the private and public sectors which have demonstrated the highest level of performance excellence.”<sup>11</sup> The DTI-Center for Industrial Competitiveness (DTI-CIC) is the implementing agency of the PQA. Three (3) levels of recognition are conferred annually to organizations in the private and public sectors that applied for but failed to qualify for the PQA while achieving some degree of superior performance, namely: (1) Recognition for Mastery in Quality Management; (2) Recognition for Proficiency in Quality Management; and (3) Recognition for Commitment to Quality Management.

For the 2019 evaluation cycle, only the PQA will be given a full 30 points. Nonetheless, corresponding points are given to Mastery, Proficiency, and Commitment to Quality Management.

### **Institutional Certification**

Certification is “the provision by an independent body of written assurance (a certificate) that the product, service or system in question meets specific requirements”<sup>12</sup> suggesting that “an effective quality management system is in place.”<sup>13</sup>

To be considered under this indicator are ISO 9001:2015 certifications. The certificate should show that the entire HEI was assessed, and not only a few units or programs. If the ISO certification is for a specific degree program, this will be counted under the international program certification under the 1<sup>st</sup> Criterion. Expired certifications will not be counted.

## **4.3 Evidence of Excellence Consistent with Horizontal Type (Universities)**

### **Full-Time Faculty**

Generally, a full-time faculty is an academic personnel who carries a full teaching load per semester/term, as defined by the HEIs. The faculty may be de-loaded and be given an administrative or research load. Full-time faculty includes those with permanent or probationary/contractual position.

For the 2019 evaluation cycle, the full-time faculty roster should list the names of all full-time faculty members as of SY 2018-2019. This includes full-time faculty for Bachelor of Law (if any). It should also include those who are on study leave, maternity leave, sabbatical leave, etc., but still considered full-time faculty upon their return.

### **Scholarly Work**

Scholarly work are research or creative activities conducted by “scholars or professionals who are experts in their fields. In the sciences and social sciences, they often publish research results.”<sup>14</sup>

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<sup>10</sup> Rules Implementing the Philippine Quality Award Act

<sup>11</sup> Republic Act No. 9013 (February 28, 2001), “An Act Establishing the Philippine Quality Award in order to Encourage Organizations in both the Private and Public Sectors to Attain Excellence in Quality in the Production and/or Delivery of Their Goods and Services.

<sup>12</sup> <https://www.iso.org/certification.html>

<sup>13</sup> <https://www.iso.org/conformity-assessment.html>

<sup>14</sup> <https://guides.library.cornell.edu/scholarlyjournals>

Research work entails the discovery of new knowledge in a particular field of specialization.<sup>15</sup>

Meanwhile, creative work is a tangible “manifestation of creative effort such as artwork, literature, music, paintings, and software. Creative works have in common a degree of arbitrariness, such that it is improbable that two people would independently create the same work. Creative works are part of property rights. The term is frequently used in the context of copyright law.”<sup>16</sup> Creative work could also include dance, drama, productions, architecture, and games and apps. It should be related to the field of specialization or expertise of the faculty.

Evidence of scholarly work includes completed/progress reports, approved research grants, presentation at conferences, books and anthologies, and documented creative work.

For the 2019 evaluation cycle, only full-time faculty members who have been actively engaged in scholarly work in the last five (5) years (2014 to 2018) will be considered. The following will not be counted:

- theses/dissertations of the full-time faculty
- engagement as student thesis adviser/panel member (this will only be considered if the student thesis was published in a refereed journal and the adviser is a co-author)
- presentations at predatory/vanity conferences
- on-going scholarly work that only commenced in 2018 (if this is the first scholarly work reported in the last five (5) years)
- creative work that is a product of a hobby
- instructional materials/modules
- textbooks
- graduate tracer studies

### **Completed/Progress Reports**

These are research works where results are not time dependent and the final report can still be valid for presentation or publication in refereed journals and can be considered as addition to current literature.<sup>17</sup>

### **Research Grants**

Research grants are funding provided to the researcher to cover the conduct of a scientific research. The grants may be internally funded by the HEIs or externally funded by government agencies or private organizations. Only approved research grants will be considered for the 2019 evaluation cycle.

### **Books**

A book is an academic book that is “a long-form publication, as opposed to a short-form publication like an article, and is the result of in-depth academic research, usually over a period of years, making an original contribution to a field of study.”<sup>18</sup> Examples of books to be considered are:

- Academic Monographs – “typically in excess of 80,000 words, may be heavily illustrated in some discipline like art history, and may have a single or several

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<sup>15</sup> <https://www.cals.vt.edu/faculty-staff/evaluation/scholarly-activity.html>

<sup>16</sup> Content Technologies, Inc. (CTI) (2017), *Just the Facts 101, Textbook Key Facts, Study Guide: Mass Media Law: Communication, Mass Media* (eISBN 9781497000209), E-2 24569; [www.JustTheFacts101.com](http://www.JustTheFacts101.com)

<sup>17</sup> <https://academia.stackexchange.com/questions/66399/for-how-long-is-research-considered-valid-for-publication>

<sup>18</sup> <https://academicbookfuture.org/2015/04/17/what-is-an-academic-book/>

authors. It will refer to other work on the topic with a dense network of comments and footnotes, and will have an overall thesis that offers an original contribution to the field.”<sup>19</sup>

- Edited Collections – “address a particular topic or theme. It will have one or more editors, and a series of chapters addressing that theme which will usually cross-refer. Again, it will offer an original contribution to its field.”<sup>20</sup>
- Critical Editions – “In subject areas that deal with written primary sources, critical edition is a key work of scholarship which may have a number of versions, is transcribed and the various different versions collated. Explanatory text, notes, glossaries and other ancillary materials are added to aid interpretation for the reader. Critical editions are significant works that present a great deal of original scholarship.”<sup>21</sup>
- Exhibition or Museum/Gallery Catalogues – “These can be considered academic books if, along with images of the works in the exhibition, they contain analytical material that is the result of research.”<sup>22</sup>
- Non-textual Analogue Productions – “In disciplines which are not primarily textual, non-textual analogue productions are accepted forms of research output. Research photography and film have been recognized for more than 50 years as research products in areas such as anthropology, film studies, photography studies, performance studies.”<sup>23</sup>

### Anthologies

Anthologies are collections of “artistic works that have a similar form or subject, often those considered to be the best.”<sup>24</sup> These may be “collections of short stories, essays, or poems. They may be a blend of different authors following a central theme or genre or a book of short stories compiled by the same author.”<sup>25</sup>

Only published anthologies by reputable academic press will be considered for the 2019 evaluation cycle.

### Patents

“A **patent** is a grant issued by the government through the Intellectual Property Office of the Philippines (IP Philippines). It is an exclusive right granted for a product, process or an improvement of a product or process which is new, inventive and useful. This exclusive right gives the inventor the right to exclude others from making, using, or selling the product of his invention during the life of the patent. A patent has a term of protection of twenty (20) years providing an inventor significant commercial gain.”<sup>26</sup>

For the 2019 evaluation cycle, the patent should be supported by a certificate issued by the Intellectual Property Office of the Philippines (IPOPhil).

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<sup>19</sup> Ibid.

<sup>20</sup> Ibid.

<sup>21</sup> Ibid.

<sup>22</sup> Ibid.

<sup>23</sup> Ibid.

<sup>24</sup> <https://dictionary.cambridge.org/us/dictionary/english/anthology>

<sup>25</sup> <https://www.goodreads.com/genres/anthologies>

<sup>26</sup> Intellectual Property Office of the Philippines (IPOPhil) <https://www.ipophil.gov.ph/services/patents/about-patents>

### Refereed Journals

“Refereed journals are scholarly journals peer-reviewed by experts prior to publication. The reviews are often blind, i.e., the names of the author and the reviewer are withheld.”<sup>27</sup>

For the 2019 evaluation cycle, for local refereed journals, only CHED-accredited journals are considered. Refereed journals included in any list of predatory journals will not be considered.

### Reputable Academic Presses

These are established publishing houses using peer review process in selecting manuscript for publication with the members of the editorial board coming from established universities worldwide. The same members are also recognized researchers in their field with publications indexed in familiar online databases such as PubMed, Science Citation Index, SCOPUS, etc.<sup>28</sup>

For the 2019 evaluation cycle, examples of reputable academic presses are the presses or publishing houses of UP, Ateneo, UST, and De La Salle.

### Internationally Indexed Journal

An internationally indexed journal is a journal that is “recognized as an authoritative, high-quality source of information” that is widely available. It is a journal of high quality content, with much more in the pipeline that is produced on schedule.<sup>29</sup> Each indexing database has its own criteria in selecting which journal is qualified for indexation. For example, Thomson Reuter uses the following criteria in selecting which journal to index: (1) timeliness of publication, (2) quality of peer review, (3) distinctiveness of subject area, (4) internationality, and (5) number of citations.<sup>30</sup>

“Unfortunately, there are fraudulent services that offer to index journals for a fee ... **Very few reputable metrics will ask you for a fee** in return for indexing (and providing metrics) ... So asking for a fee is a gigantic red flag.”<sup>31</sup>

Examples of reputable indexing services are PubMed, Science Citation Index, and SCOPUS.

For the 2019 evaluation cycle, fraudulent services will not be considered.

## 4.4 Evidence of Excellence Consistent with Horizontal Type (Colleges)

### Graduates of Colleges

Graduates are students who completed all the academic requirements and conferred their respective bachelor’s degrees.

For the 2019 evaluation cycle, the number of graduates to be submitted by Colleges should be the number of students who graduated in 2018 (or SY 2017-2018) which includes the summer graduates (if any).

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<sup>27</sup> CMO No. 46, series of 2012

<sup>28</sup> <https://www.edanzediting.com/blogs/publishing-point-how-identify-reputable-journals>

<sup>29</sup> <http://sparc.arl.org/resources/papers-guides/journal-indexing>

<sup>30</sup> <https://authorservices.wiley.com/editors/monitoring-journal-performance/getting-indexed.html>

<sup>31</sup> <https://authorservices.wiley.com/editors/monitoring-journal-performance/counterfeit-journal-metrics.html>

## Community-based Research

“Community-based research (CBR) is the systematic creation of knowledge that is done with and for the community for the purpose of addressing a community-identified need. Ideally, CBR is fully collaborative, with those in the community working with academics – professors and students – at every stage of the research process: identifying the issue or problem, construction research questions, developing research instruments, collecting and analyzing data, interpreting results, writing the final report, issuing recommendations, and implementing initiatives.”<sup>32</sup>

The community-academe engagement is usually evidenced by a partnership contract. The research partners are equitably chosen community members, organizational representatives and faculty researchers. Research partners are involved in all aspects of the research process where they are expected to share their expertise and share decision making including ownership of the research work. The community-based research usually use participatory approach in data gathering where those who are directly affected by the issue or problem by an emergency are included as **key partners** in developing strategies related to their assistance and protection – it is inextricably linked to both the rights-based approach and the survivor-centered approach.<sup>33</sup>

For the 2019 evaluation cycle, the CBR supported by a partnership contract will be considered.

## Public Service

Public service is “something that is done or provided for the public because it is needed, and not in order to make a profit.”<sup>34</sup> Providing health care services to a community for free is an example of this.

For the 2019 evaluation cycle, the public service to be considered are those with complete description of the nature of the service, the objectives, and learning outcomes targeted.

## Research

Research under the “College” horizontal type are studies that could lead to discovery of new knowledge in a field of specialization, could lead to improvement of teaching/learning environment, or could lead towards community development.

For the 2019 evaluation cycle, research must show evidence that the results were used to improve the teaching/learning environment or to develop communities. Action researches with sound scientific design may be considered. Graduate tracer studies may also be considered as long as it is a study conducted by the faculty and used for the development of the teaching and learning environment of the HEI and/or a community partner.

## Extension Program/Service

“Extension refers to the act of communicating, persuading and helping specific sectors or target clientele (as distinguished from those enrolled in formal degree programs and course offerings) to enable them to effectively improve production, community and/or institutions, and quality of life.” The following are components of an integrated extension program, and the faculty may be involved in one or in all components: (1) training programs, (2) technical assistance and advisory services; (3) communication/information

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<sup>32</sup> Kerry J. Strand, Nicholas Cutforth, Patrick Donohue, Randy Stoecker, and Sam Marullo (2003). Community-Based Research and Higher Education: Principles and Practices. Jossey-Bass, A Wiley Imprint.

<sup>33</sup> [https://en.wikipedia.org/wiki/Community-based\\_participatory\\_research](https://en.wikipedia.org/wiki/Community-based_participatory_research)

<sup>34</sup> <https://dictionary.cambridge.org/us/dictionary/english/public-service>

services, (4) community outreach activities, and (5) technology transfer, utilization and commercialization.”<sup>35</sup> Another component is the service learning program which is a “learning approach that integrates formal instruction with community service through the application of competencies to support the work of a community, local organizations, or local government units (LGUs).”<sup>36</sup> The service learning program was designed to provide students and community partners with opportunities to use newly acquired skills and knowledge in real life situations in their own communities and to enhance what is taught in school by extending learning beyond the classroom and into the community and thus augmenting or fostering the community partnership. It is geared towards empowering **communities** especially the poor.<sup>37</sup>

For the 2019 evaluation cycle, faculty and students participate actively in any one of these extension activities. In the context of a “College,” the extension activities should be able to contribute to the development of instruction at the HEI and/or develop the community.

#### **4.5 Evidence of Excellence Consistent with Horizontal Type (Professional Institutions)**

##### **Board Performance**

Board Performance refers to the passing rate of the HEI in a licensure examination given by the Professional Regulatory Commission (PRC).

For the 2019 evaluation cycle, the passing rates of first-time takers from 2016 to 2018 should be reported. If a licensure examination is administered twice a year, the passing rate for that year should be computed based on the total number of first time passers over the total number of first time takers. Bar examination results (if any) are not considered.

##### **National Passing Rate**

The National Passing Rate (NPR) refers to the percentage of all passers nationwide in a licensure examination given by the PRC. The published NPR covers passers for both first time takers and repeaters.

For the 2019 evaluation cycle, only the NPR for first time takers from 2016 to 2018 shall be used as basis for comparison with the board performance of the HEIs. The PRC shall be the main source for the NPR data. If a licensure examination is administered twice a year, the NPR for that year would be computed based on the total number of first time passers over the total number of first time takers.

##### **Graduates of Professional Institutions**

Graduates are students who completed all the academic requirements and conferred their respective bachelor’s degrees.

For the 2019 evaluation cycle, the number of graduates to be submitted by Professional Institutions should be the number of students who graduated from 2011 to 2017.

##### **Employment of Graduates**

It is a situation where all available and willing college graduates are engaged in some occupation, business, trade or profession and in exchange for the service rendered receives regular compensation and benefits in accordance with the employment contract.<sup>38</sup>

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<sup>35</sup> CMO No. 08, Series of 2008, Guidelines for the CHED Outstanding Extension Program Award

<sup>36</sup> Institutional Sustainability Assessment (ISA) Self-Evaluation Document

<sup>37</sup> <https://www.google.com.ph/search?hl=en-PH&authuser=0&ei=>

<sup>38</sup> <https://www.google.com.ph/search?biw>

For the 2019 evaluation cycle, institutional tracer studies of students who graduated from 2011 to 2017 will be considered. The graduate tracer study (GTS) should be institutional that follows one research design and provides cohort analysis. There is one GTS analysis for each batch of graduates or cohort. Each batch/cohort is further divided by degree program or strata and a stratified random sampling is employed. Sample size for each strata is at least 30%.<sup>39</sup> For instance, the number of 2011 graduates of BS Information Technology was 100, the sample size should be at least 30, and the respondents were randomly selected. Convenience sampling shall not be considered. Only completed institutional GTS shall be considered.

### **Sustained Linkages**

Linkages refers to the partnership of the HEI with the industry sector in order to provide internship experience to its students. "Internship refers to the practical application of classroom learning to the actual in a regular work environment such as but not limited to commercial and industrial services, government or non-government agencies. It is also synonymous to practicum, field practice or On-the Job Training (OJT)."<sup>40</sup>

For the 2019 evaluation cycle, sustained linkages are partnerships that have been maintained for the last five (5) years (2014 to 2018) and supported by valid Memorandum of Agreement (MOA), working program/internship plan signed by the HEI and the industry partner, and evidence showing the number of deployed student interns from 2014 to 2018.

### **Working Program**

A working program is an internship plan that outlines the "goals and objectives, knowledge, skills and competencies that the student intern should acquire in each training area, assignments, and schedule of activities, among others which was formulated or developed by the HEI and partner institution/establishment and duly signed by the concerned coordinators or respective heads. The internship plan shall be prepared and approved both by the HEI and the Host Training Establishment (HTE)."<sup>41</sup>

For the 2019 evaluation cycle, working programs to be considered are those signed by both the HEI and HTE for the last five (5) years (2014 to 2018). This shall be used in determining sustained linkages.

## **5. APPLICATION PROCESS**

The following is the application process for the granting of autonomous or deregulated status:

Step 1: The HEI submits the following to the CHED through the CHED Regional Office.

- Application letter
- Completed Vertical Forms
- USB Flash Drive/s containing e-copy of the completed vertical forms saved as Excel File and properly labelled supporting evidence

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<sup>39</sup> 2003 CHED Graduate Tracer Study

<sup>40</sup> CMO No. 104, Series of 2017, Revised Guidelines for Student Internship Program in the Philippines (SIPP) for All Programs

<sup>41</sup> Ibid.

Step 2: The CHEDRO performs the following tasks:

- Checks the application documents for completeness
- Validates HEI data on academic program offerings, student enrollment, and number of graduates (if provided) against the CHEDRO MIS database
- Once checked and validated, endorses the application documents to OIQAG.

Step 3: The Quality Assurance Division (QAD) of OIQAG does the following:

- Acknowledges receipt of the application documents
- Creates and convenes a Task Group that will process the application documents
- Together with the Task Group,
  - Evaluates the supporting evidence and computes the corresponding points
  - Prepares initial findings and presents to the Technical Working Group (TWG) on HEI Classification

Step 4: The TWG on HEI Classification shall:

- Review the initial findings of the Task Group and QAD
- Make recommendations on the status to be granted to the applicant HEIs
- Present the results and recommendations to the Commission en Banc (CEB) for discussion and decision.

Step 5. Once the CHED CEB decided on the status to be granted to the applicant HEIs, the QAD issues the needed CMO, sends letters to all applicant HEIs informing them of the results of their applications, and prepares for the awarding ceremony to be scheduled during the Higher Education Week in May 2019.

## **6. APPEAL PROCESS**

Should the HEI disagree with the decision of the CHED CEB regarding the results of its application, it can file an appeal to the CEB and provide evidence for why it should have been classified differently. A Review Committee will be constituted to process appeals and make its recommendation to the CHED CEB through the CHED Management Committee (MANCOM). The decision of the CHED CEB on the appeal will be final and executory.

## **7. APPLICATION OF UNIVERSITY SYSTEMS AND HEIs WITH MULTIPLE CAMPUSES**

A university system may apply for the granting of autonomous and deregulated status. The criteria for the grant of autonomous or deregulated status shall be applied to the university system as a whole unless the System submits a campus by campus application.

Some HEIs have branch or annex campuses. "A school facility shall be considered a branch where (1) a separate site and attendant educational facilities such as building and classrooms specifically for the institution have been established, (2) the branch is offering higher education programs which may also be offered in the main school, and (3) the programs offered in the branch are not restricted to a special clientele such as employees of a company, but are open to the qualified general public."<sup>42</sup> If this is the case, application for autonomous or deregulated status should be filed separately for the main campus and the branch campus.

An Annex campus has the same characteristics as a Branch campus except for the program offerings. All programs offered at the Annex campus are not offered at the Main campus. As such, there should only be one (1) application covering both campuses.

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<sup>42</sup> CMO No. 40, Series of 2008, Manual of Regulations for Private Higher Education of 2008

## **8. IMPORTANT DATES TO REMEMBER**

- Dec 12, 2018 Call for Application
- Jan 15, 2019 – Feb 15, 2019 Submission of Applications to CHEDROs
- Feb 16 to 28, 2019 Endorsement of Applications to OIQAG
- Mar to Apr 2019 Evaluation of Applications and Finalization of Status to be Granted
- May 2019 Awarding of Status during the Higher Education Week

## **9. NEXT EVALUATION CYCLE**

In 2020, HEIs granted deregulated status in 2019 shall automatically be evaluated using the same evaluation criteria for possible upgrade to autonomous status.