



DEPARTMENT OF BUDGET AND MANAGEMENT
COMMISSION ON HIGHER EDUCATION



JOINT CIRCULAR No. 1, s. 2016
April 13, 2016

TO : PRESIDENTS OF STATE UNIVERSITIES AND COLLEGES
(SUCs) AND ALL OTHERS CONCERNED

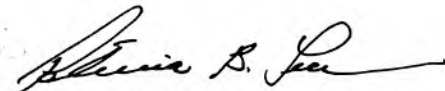
SUBJECT : FY 2016 LEVELLING INSTRUMENT FOR SUCs AND
GUIDELINES FOR THE IMPLEMENTATION THEREOF

1. This circular is issued to revise the levelling instrument for SUCs as provided in DBM-CHED Joint Circular No.1 entitled "SUC Levelling Instrument and Guidelines for the Implementation Thereof" dated May 29, 2003.
2. The following principles shall govern the levelling of SUCs:
 - 2.1 **Movement towards outcomes.** The CHED is committed to developing and implementing an outcomes-based approach to evaluation and monitoring of higher education institutions (HEIs) and their programs. As such, the basis for SUC levelling has shifted focus from inputs to outcomes.
 - 2.2 **Alignment with ASEAN standards.** The criteria are also intended to reflect ASEAN standards such as the ASEAN Quality Reference Framework (AQRf) subscribed by the ASEAN member countries, ASEAN Quality Assurance Network (AQAN), and the ASEAN University Network (AUN), among others.
 - 2.3 **Alignment with Typology-based Quality Assurance.** The levelling is sensitive to the type of and the quality assurance mechanisms that the SUCs implement, which are aligned with their organizational profiles and functions.
3. The revised FY 2016 SUC Levelling Instrument in Annex A is formulated jointly by the Department of Budget and Management (DBM) and the Commission on Higher Education (CHED) in coordination with the Philippine Association of State Universities and Colleges (PASUC). It seeks to allow the categorization of the different types of institutions from Level I to Level V with the latter as the highest in terms of institutional performance indexed to the four (4) key result areas: quality and relevance of instruction; research capability and output; services to the community; and management of resources.
4. All SUCs shall submit pertinent documents for evaluation following the FY 2016 revised SUC levelling guidelines herein attached as Annex B.
5. The evaluation and levelling of SUCs using the revised FY 2016 instrument and guidelines shall take effect immediately and shall be undertaken every three (3) years thereafter.


FLORENCIO B. ABAD

Secretary
Department of Budget and Management




PATRICIA B. LICUANAN, Ph.D.

Chairperson
Commission on Higher Education

**FY 2016 LEVELLING INSTRUMENT
FOR STATE UNIVERSITIES AND COLLEGES (SUCs)**

I. BACKGROUND

Under the National Compensation Circular (NCC) No. 12, series of 1978, SUCs were categorized into nine (9) levels based on a quantitative evaluation of enrolment size, number of programs, faculty size and profile, resources devoted to research extension and non-formal training activities, number of dormitories and residents, appropriations for current operating expenditures, and other related factors.

Upon the implementation of Republic Act 6758, also known as the Salary Standardization Law (SSL) in 1989, the nine (9) levels were compressed into four (4). The seventy eight (78) SUCs existing at that time were classified according to these four levels. Since then, the number of SUCs has grown to 113.

In 2003, a revised SUC levelling instrument as well as the guidelines for its implementation was issued through a DBM and CHED Circular No. 1-A, s. 2003. Consequently, the result of the evaluation was released officially in 2007. The levelling instrument issued in 2003 took into account the level of performance of the institution in the areas of instruction, research, extension, and management of resources.

II. RATIONALE

Several reform agenda and programs have been initiated to set directions for SUCs for them to catch up with top universities and colleges in other ASEAN countries. Among these are the Philippine Development Plan 2011–2016; Public Higher Education Reform Agenda issued in 2012; the criteria in evaluating the performance of SUC under Executive Order (EO) No. 80, s. 2012; and CHED Memorandum Order (CMO) No. 46, s. 2012 on typology and outcomes-based quality assurance. The results of these initiatives should now be quantifiable in terms of the performance of SUCs in the areas of quality and relevance of instruction, research capability and output, services to the community, and management of resources.

The 113 SUCs are at various stages of development. Many of them have outgrown their levels both quantitatively and qualitatively. Thus, there is a need to conduct another levelling exercise to determine the current status of SUCs and to level the playing field with private higher education institutions (HEIs).

The FY 2016 levelling instrument for SUCs has been prepared jointly by the CHED and the DBM, in coordination with the PASUC.

III. DEFINITION OF TERMS

For purposes of this circular, the following terms are hereby defined operationally, as follows:

Active linkages/partnerships. Linkages or partnerships with other agencies or organizations with ongoing activities based on the MOAs/MOUs and supported by annual budgets both of which are duly approved by SUC governing boards.

Adopters engaged in profitable enterprise. Trainees or extension clients of the SUC who have adopted and utilized technologies disseminated by the institution in business enterprises that are profitable as shown in an audited income statement for the past three (3) years.

Center of Excellence/Center of Development (COE/COD). A recognition granted by the Commission on Higher Education to a unit within an HEI for its exemplary performance (for COE) and above average performance (for COD) in its teaching, research and extension functions.

CHED accredited journal. Institutional research publication that officially passed the screening of the CHED panel of evaluators based on current guidelines on CHED Accredited Research Journals.

Citation. Reference to a specific research article published in a refereed international publication (*such as Elsevier Scopus and Thomson Reuters Journals*), and CHED accredited journals that acknowledge the scientific contribution or relevance of the cited article or research-based paper to the topic being discussed.

Faculty profile. Distribution of faculty members by their highest educational attainment or degree attained in their respective areas of specialization.

Field of specialization. A course of study that is related or allied to the undergraduate degree for which a faculty member was hired. A master's or doctoral degree may be considered as vertical or closely related to field of specialization if a faculty member is teaching in an academic department where his/her master's/doctoral degree is relevant.

Horizontal Classification. Classification of HEIs based on function pursuant to CMO No. 46, series of 2012:

- a. **Professional Institutions** – are higher education institutions that contribute to nation-building by providing educational experiences to develop technical knowledge and skills at the graduate and undergraduate levels which lead to “professional practice.”
- b. **Colleges** - are higher education institutions that contribute to nation-building by providing educational experiences to develop adults who have thinking, problem solving, decision-making, communication,

technical and social skills to participate in various types of employment, development activities and public discourses, particularly in response to the needs of the communities they serve; and

- c. **Universities** - are higher education institutions that contribute to nation-building by providing highly specialized educational experiences to train experts in the various technical and disciplinary areas and by emphasizing the development of new knowledge and skills through research and development.

Institutional Sustainability Assessment (ISA). A CHED quality assurance process that assesses the institutional sustainability of an HEI in the key area of quality of teaching and learning as supported by governance and management; support for students; relations with the community; and quality of exposure, research and creative work.

Internally generated income. All receipts generated by SUCs out of tuition fees, other income collected from students and from sources other than government appropriations.

Internal Rate of Return (IRR). Rate of growth that a project is expected to generate. Projects with higher IRR values are preferred over those with lower IRRs.

International conference. A conference held abroad or within the country with foreign participants and speaker/s.

ISO 9001:2008. Quality Management System applicable to the education sector.

Level of accreditation. Refers to accreditation level awarded by non-government accrediting bodies recognized by CHED to a particular program or institution, indicating that a program or institution has attained a certain standard of quality over and above the minimum requirements prescribed by CHED.

National Universities and Colleges for Agriculture and Fisheries (NUCAFs). The university or college identified by CHED in each region through a system of accreditation under the National Agriculture and Fisheries Education System (NAFES), performing roles and functions identified in the Implementing Rules and Regulations of the NAFES.

Number of trainees served. Participants of the training under an extension program/activity duly approved by SUC governing board.

Provincial Institute for Agriculture and Fisheries (PIAFs). University or college identified by CHED in each province through a system of accreditation under the National Agriculture and Fisheries Education System (NAFES), performing roles and functions identified in the Implementing Rules and Regulations of the NAFES.

Refereed publication. Refers to a scholarly journal (*such as Elsevier Scopus, Thomson Reuters Journals*) and CHED accredited journals where research-based articles or book chapters are published after passing the rigorous process of blind review or evaluation by a panel of external referees who are experts in the subject matter.

Research Center. An entity established within the SUC to engage in research and development based on legal mandate, with formal structure approved by the SUC governing board and having an annual budget of at least five (5) million pesos inclusive of internally generated funds, or P75,000.00 multiplied by the number of faculty involved in research, whichever is higher.

Research outputs. Research outputs may comprise any or all of the following:

- Completed research-based papers or articles that are published in CHED accredited journals; or international refereed publications such as *Elsevier Scopus* and *Thomson Reuters Journals*.
- Research-based papers presented in international, national, or regional forums or conferences; including in-house conference.
- Inventions or innovations - any novel method, composition or process resulting from research; including those utility models, with patents and copyrights, and those with patent or certification application in process.
- Inventions utilized and commercialized research outputs duly patented and applied for commercial purposes, or utilized by adopters for development/production/services provision.

Researchers. Plantilla faculty members who have produced and published within the last three (3) years at least two (2) research-based papers as a senior or junior researcher, and/or received award for research and publication.

Research and Extension funds generated from outside agencies. Grants, donations and other resources received from external funding sources inclusive of material donations in support of research and/or extension converted into peso value.

Research program. A unified set of two (2) or more interrelated research-based projects implemented by an HEI; with a well-defined central focus or goal in support of an identified research agenda/thrust/mandate.

Scholar. Student given a grant/financial award based on academic or scholastic qualifications by donors outside the SUC (e.g. DOST, CHED, Metrobank Foundation, Inc.); or by the institution itself based on a grade point average of at least 1.75 or its equivalent and other academic requirement.

Student grantee. Student given grant-in-aid or financial assistance by an external donor (e.g. CHED, DSWD, LGU) based on the donor's guidelines; or by the SUC itself based on its guidelines as approved by the Board.

Students involved in inter-country mobility programs. Bonafide students of SUCs who as part of their respective academic programs are taking internships, or related training courses in recognized institutions abroad with approval by the SUC governing board. This also includes bonafide students from other countries enrolled in programs offered by the SUC with complete documentation and approval from concerned SUC governing board and other government agencies.

Viable demonstration projects. Income generating projects in the past three (3) years with positive return of investment (ROI), supported by audited financial statement, serving as showcases to students and other stakeholders.

Weighted Fulltime Equivalent Students (WFTEs). Refers to the total number of enrolled students per term weighted accordingly:

- a) For undergraduate students- regular load of at least 18 units
- b) For graduate students - regular load of at least 12 units

IV. LEVELLING CRITERIA BASED ON KEY RESULT AREAS

The criteria established herein measure each SUC's institutional performance covering areas relative to its programs, functions and typology (college, university or professional institution). The focus is on instruction, research, extension, and management capability.

The prescribed four Key Result Areas (KRAs) are assigned specific points allocation with a total of 51points for purposes of SUCs levelling in 2016. Weights are similarly assigned to sub-indicators not exceeding the total point allocation of each KRA. The point allocation by KRA for each type of SUC is shown in Tables 3 to 5 hereof. The four KRAs represent the major indicators that would measure the stages of development and institutional performance of the respective SUCs.

TABLE 1. POINT ALLOCATION PER CRITERION

CRITERIA	MAXIMUM POINT ALLOCATION
KRA1: QUALITY AND RELEVANCE OF INSTRUCTION	16
1. Average number of weighted fulltime equivalent students (WFTEs) per semester in the past three (3) years	2
2. Scholarship	1
3. Student Financial Assistance	0.5
4. Students involved in inter-country mobility	0.5
5. Employability of Graduates	0.5
6. Faculty Profile	2
7. Accreditation Status	4

CRITERIA	MAXIMUM POINT ALLOCATION
8. COE/COD/NUCAF/PIAF	3
9. Performance in the licensure/board examination	2.5
KRA 2. RESEARCH CAPABILITY AND OUTPUT	14
1. Research Center including percentage of researchers to total regular faculty	3
2. Externally Funded Research in the past three (3) years	2
3. Completed Research-based Papers Published in the past three (3) years	3.5
4. Research-based Paper Presented in the past three (3) years	3
5. Citations in the past three (3) years	0.5
6. Invention in the past three (3) years	2
KRA 3. SERVICES TO THE COMMUNITY	14
1. Active linkages/partnerships with other Organizations/ Educational Institutions in the past three (3) years	3
2. Community/Population Served in the past three (3) years	3.5
3. Adopters	4.5
4. Viable Demonstration Projects	3
KRA 4. MANAGEMENT OF RESOURCES	7
1. Average of the total disbursement to total obligations ¹ for the last three (3) years	1
2. Percentage of internally generated income to total subsidy (allotment from the General Appropriations Act) in the past three (3) years	1
3. Faculty and Staff Development Program	4
4. Institutional Awards given by reputable organizations in the past three years	1
TOTAL	51

¹ Based on the MFO Accomplishment Report Card of the SUC in PBB

V. LEVELS OF SUCs

There shall be five levels for all types of SUCs based on the typology with Level V as the highest, identified in accordance with the set of criteria and weights indicated in the succeeding provisions.

All SUCs are expected to perform the basic functions of higher education, namely; instruction, research and extension. However, universities are expected to focus more on research and graduate education; professional institutions should inculcate the ethics of service among their students; and colleges may engage more in community service.

LEVELS	DESCRIPTION
Level V	These SUCs are comparable to the best universities or colleges in Asia.
Level IV	These SUCs are excellent in undertaking the full range of functions of a state university/college; namely, instruction, research and extension manifested through teaching effectiveness, research competence, active community service, and efficient management of resources. SUCs at this level must meet at least the minimum points in each key result area (KRA) for Level IV as indicated in Tables 3 to 5 of Annex A-FY 2016 Levelling Instrument for SUCs.
Level III	These SUCs are very good in undertaking the functions of a state university/college but fall short of the qualities of a Level IV SUC. This level includes SUCs that meet at least the minimum percentage points in each key result area (KRA) for Level III as indicated in Tables 3 to 5 of Annex A-FY 2016 Levelling Instrument for SUCs.
Level II	This level includes SUCs that are good in undertaking the functions of state university/college and meet the minimum points in each KRA for a Level II SUC as indicated in Tables 3 to 5 of Annex A-FY 2016 Levelling Instrument for SUCs.
Level I	This level includes SUCs that are still in the early stage of development.

Each SUC must meet the minimum point score in identified KRAs for a particular SUC level notwithstanding that it meets the corresponding total point score. The lowest point score in the identified KRAs shall determine the level of the SUC. Thus, a SUC that gets a total score of **42** or higher but with a score lower than **14** in quality and relevance of instruction will not be considered as Level V but will only be considered as Level IV SUC.

TABLE 2. DETAILED POINT ALLOCATION SYSTEM

SUC LEVELLING INDICATORS	MAX.PT ALLOCATION
KRA1: QUALITY AND RELEVANCE OF INSTRUCTION	16
1. Average number of weighted fulltime equivalent students (WFTEs) per semester in the past three (3) years	2
<i>15,000 and above</i>	2
<i>10,000 to 14,999</i>	1.5
<i>5,000 to 9,999</i>	1
<i>Below 5,000</i>	0.5
2. Scholarship	1
Average percentage of students enrolled as scholars per semester (both in the undergraduate and graduate levels) over total enrollment in the past three (3) years	
<i>5% and above</i>	1
<i>2.5% to 4.9%</i>	0.75
<i>Less than 2.5%</i>	0.5
3. Student Financial Assistance	0.5
Average percentage of grantees per semester over the total enrollment in the past three (3) years	
<i>7.5% and above</i>	0.5
<i>5% to 7.4%</i>	0.375
<i>2.5% to 4.9%</i>	0.25
<i>0.1% to 2.4%</i>	0.125
4. Students involved in inter-country mobility	0.5
<i>0.50% and above</i>	0.5
<i>0.25% to 0.49%</i>	0.375
<i>0.1% to 0.24%</i>	0.25

SUC LEVELLING INDICATORS	MAX.PT ALLOCATION
5. Employment of Graduates	0.5
<i>80% and above of its graduates were employed within the first two (2) years after graduation</i>	0.5
<i>60% to 79% of its graduates were employed within the first two (2) years after graduation</i>	0.4
<i>40% to 59% of its graduates were employed within the first two (2) years after graduation</i>	0.3
<i>20% to 39% of its graduates were employed within the first two (2) years after graduation</i>	0.2
<i>10% to 19% of its graduates were employed within the first two (2) years after graduation</i>	0.1
<i>1% to 9% of its graduates were employed within the first two (2) years after graduation</i>	0.05
6. Faculty Profile	2
<i>25% or more of the plantilla faculty members are Doctoral degree holders during the school year prior to the evaluation year</i>	2
<i>17% to 24% of the regular faculty members are Doctoral degree holders during the school year prior to the evaluation year</i>	1.5
<i>9% to 16% of the regular faculty members are Doctoral degree holders during the school year prior to the evaluation year</i>	1
<i>1% to 8% of the regular faculty members are Doctoral degree holders during the school year prior to the evaluation year</i>	0.5
7. Accreditation Status	4
a. Program Accreditation <i>(adopting the Computation for Local Accreditation under CMO No. 46, s. 2012)</i>	3
Local Accreditation = UG Accredited + G Accredited	
$UGAccredited = \left(\left\{ \frac{UG4}{UG} * 125 \right\} + \left\{ \frac{UG3}{UG} * 100 \right\} + \left\{ \frac{UG2}{UG} * 75 \right\} + \left\{ \frac{UG1}{UG} * 50 \right\} \right) * WTug$	

SUC LEVELLING INDICATORS	MAX.PT ALLOCATION												
$G_{Accredit} = \left(\left\{ \frac{G^4}{G} * 125 \right\} + \left\{ \frac{G^3}{G} * 100 \right\} + \left\{ \frac{G^2}{G} * 75 \right\} + \left\{ \frac{G^1}{G} * 50 \right\} \right) * WT_g$													
<i>Where:</i>													
WT_{UG} = the Ratio of FT undergraduate enrollment to total enrollment													
UG = total number of accreditable undergraduate programs offered													
UG_4 = number of UG programs accredited at Level IV													
UG_3 = number of UG programs accredited at Level III													
UG_2 = number of UG programs accredited at Level II													
UG_1 = number of UG programs accredited at Level I													
WT_G = the Ratio of FT graduate enrollment to total enrollment													
G = total number of accreditable graduate programs offered													
G_4 = number of G programs accredited at Level IV													
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Weights for Levels of Accreditation													
Level	Weight												
IV	125												
III	100												
II	75												
I	50												
Computed Points													
60 and above	3												
50 to 59	2												
40 to 49	1												
30 to 39	0.5												

SUC LEVELLING INDICATORS	MAX.PT ALLOCATION
b. Institutional Accreditation	1
ISO 9001:2008	1
CHED ISA - minimum final rating of 2.5	0.75
Other Institutional Accreditation(ex. AACCCUP Institutional Accreditation-Level II)	0.5
8. COE/COD/NUCAF/PIAF	3
Number of COE/COD/NUCAF/PIAF effective during the evaluation year.	
Per COE	1
Per NUCAF	1
Per COD	0.75
Per PIAF	0.5
9. Performance in the licensure/board examinations	2.5
<i>Average in the last three years of licensure/board programs with passing rate higher than the national passing:</i>	
80% and above	2.5
60% to 79%	2
30% to 59%	1.5
10% to 29%	1
1% to 9%	0.5
KRA 2. Research Capability and Output	14
1. Research Center including percentage of researchers to total plantilla faculty in the past three years	3
a. Number of research centers actively pursuing research in the past three years	1
2 and above	1
1	0.5
b. Percentage of Researchers to total number of plantilla faculty in the past three (3) years	2

SUC LEVELLING INDICATORS	MAX.PT ALLOCATION
40% and above	2
30% to 39%	1.5
20% to 29%	1
10% to 19%	0.5
1% to 9%	0.25
2. Externally Funded Research	2
Each research funded by outside agency in the past three years	2
Per Program	1
Per Project (<i>not part of a program</i>)	0.75
Per Study (<i>not part of a project</i>)	0.5
3. Completed Research-based Paper Published in the past three (3) years (such as Elsevier Scopus, Thomson Reuters Journals, and CHED Accredited Journal)	3.5
a. Research-based paper published in an International Refereed Journal or publication in the past three (3) years	1.5
12 and above	1.5
9 to 11	1
6 to 8	0.75
3 to 5 points	0.5
1 to 2 points	0.25
b. Research-based paper published in a Refereed Journal Accredited by CHED in the past three (3) years	1
12 and above	1
9 to 11	0.75
6 to 8	0.5
3 to 5	0.25

SUC LEVELLING INDICATORS	MAX.PT ALLOCATION
1 to 2	0.125
c. Percentage of research-based paper published in refereed journals <i>to the total number of research output</i>	1
20% and above	1
15% to 19%	0.75
10% to 14%	0.5
5% to 9%	0.25
4. Research-based Paper Presented in the past three years	3
a. Number of research-based paper presented in International fora/conferences	1
11 and above	1
6 to 10	0.75
1 to 5	0.50
b. Number of research-based paper presented in National fora/ conferences	0.5
15 and above	0.5
9 to 14	0.25
3 to 8	0.125
c. Number of research-based paper presented in Regional fora/ conferences	0.5
15 and above	0.5
9 to 14	0.25
3 to 8	0.125
d. Percentage of research-based paper presented in international/national/ regional fora/conferences to total number of research-based paper	1
50% and above	1

SUC LEVELLING INDICATORS	MAX.PT ALLOCATION
40% to 49%	0.75
30% to 39%	0.5
20% to 29%	0.25
5. Citations in the past three (3) years	0.5
a. Total number of citations in articles published by other researchers in refereed international or national journal (such as Elsevier Scopus, Thomson Reuters Journals, and CHED Accredited Journal)	0.25
480 and above	0.25
250 to 479	0.125
20 to 249	0.0625
b. Each research-based paper cited by book authors	0.25
10 and above	0.25
1 to 9	0.125
6. Invention in the past three (3) years	2
a. Each invention patented and /or commercialized	1
b. Each invention not patented but utilized by the local community	0.5
3 and above	0.5
2	0.25
1	0.125
c. Percent of S&T oriented research outputs patented over the total S&T research outputs	0.5
1% and above	0.5
0.5% to 0.99%	0.25

KRA 3. Services to the Community	14														
<i>Prerequisite to the community extension programs (with minimum of 8 hours engagement duly approved by the SUC governing board covered by MOA/MOU and supported by a budget)</i>															
1. Active Linkages/partnerships with other Organizations/ Educational Institutions in the past three (3) years	3														
<i>Per International organization</i>	<i>1</i>														
<i>Per national organization</i>	<i>0.5</i>														
<i>Per regional organization</i>	<i>0.25</i>														
Total Points															
15 and above	3														
10 to 14	2														
5 to 9	1														
1 to 4	0.5														
2. Community/Population Served in the past three (3) years	3.5														
Number of trainees weighted by the length of training															
<table border="1"> <thead> <tr> <th colspan="2">Weights of Training :</th> </tr> <tr> <th>Length of training</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td>< 8 hours</td> <td>0.50</td> </tr> <tr> <td>8 hours (one day)</td> <td>1.00</td> </tr> <tr> <td>2 days</td> <td>1.25</td> </tr> <tr> <td>3-4 days</td> <td>1.50</td> </tr> <tr> <td>5 days or more</td> <td>2.00</td> </tr> </tbody> </table>		Weights of Training :		Length of training	Weight	< 8 hours	0.50	8 hours (one day)	1.00	2 days	1.25	3-4 days	1.50	5 days or more	2.00
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3,000 and above	3.5														
2,500 to 2,999	2.5														
2,000 to 2,499	1.5														
1,500 to 1,999	1														
1,000 to 1,499	0.5														
3. Adopters	4.5														
a. Number of adopters engaged in profitable enterprises in the past three (3) years	3.5														
40 and above	3.5														
25 to 39	2.5														

10 to 24	1.5
1 to 9	0.5
b. Average yearly percent increase in number of adopters in the past three (3) years	1
20% and above	1
10% to 19%	0.75
1% to 9%	0.50
4. Viable Demonstration Projects	3
a. Number of viable demonstration projects based on positive return on investment (ROI) analysis in the past three (3) years	2
6 or more	2
4 to 5	1.75
2 to 3	1.5
1	1
b. Internal Rate of Return (IRR) for all demonstration projects	1
25% and above	1
15% to 24%	0.75
5% to 14%	0.5
KRA 4. Management of Resources	7
1. Average of the total disbursement to total obligations² for the last three years	1
91% to 100%	1
81% to 90%	0.75
71% to 80%	.5
2. Percentage of internally generated income to total subsidy (allotment from the General Appropriations Act) in the past three (3) years	1
50% and above	1

² Based on the MFO Accomplishment Report Card of the SUC in PBB

40% to 49%	0.75
30% to 39%	0.5
20% to 29%	0.25
10% to 19%	0.125
3. Faculty and Staff Development Program	4
a. Percentage of plantilla faculty members with doctoral degrees in their field of specialization earned from the national university, the top 1,000 universities based on world ranking, ³ or in programs with at least Level III accreditation or COE/COD status, in the last three (3) years	3
30% and above	3
20 to 29%	2
10 to 19%	1
1 to 9 %	0.5
b. Relevant training hours attended by the faculty and staff members in the last three (3) years including attendance to conferences/trainings	1
b.1 International trainings /conferences	0.5
1,500 hours and above	0.5
1,300 to 1,499	0.25
1,000 to 1,299	0.125
b.2 Regional/National Trainings/ Conferences	0.5
1,500 hours and above	0.5
1,300 to 1,499	0.25
1,000 to 1,299	0.125
4. Institutional Awards given by reputable organizations in the past three years	1
Per International organization	1
Per national organization	0.5

³Times Higher Education (THE) University Ranking, QS University Ranking, Academic Ranking of World Universities-Shanghai Ranking Consultancy

Per regional organization	0.25
Per provincial, city or municipal organization	0.125
Total Points	
5 and above	1
2 to 4	0.5
1	0.25

TABLE 3. MINIMUM POINTS REQUIRED FOR UNIVERSITIES

Legend: (*) = No minimum points

KEY RESULT AREA (KRA)	MAXIMUM POINTS	MINIMUM POINTS PER LEVEL			
		V	IV	III	II
1. Quality and Relevance of Instruction	16	14	11	8	5
2. Research Capability and Output	14	13	10	7	4
3. Services to the Community	14	*	*	*	*
4. Management of Resources	7	*	*	*	*
TOTAL	51	42	33	24	15

Note: No minimum point is assigned to KRA 3 and KRA 4 for universities as emphasis is given to KRA 2

TABLE 4. MINIMUM POINTS REQUIRED FOR PROFESSIONAL INSTITUTIONS

Legend: (*) = No minimum points

KEY RESULT AREA (KRA)	MAXIMUM POINTS	MINIMUM POINTS PER LEVEL			
		V	IV	III	II
1. Quality and Relevance of Instruction	16	14	11	8	5
2. Research Capability and Output	14	12	9	6	3
3. Services to the Community	14	*	*	*	*
4. Management of Resources	7	*	*	*	*
TOTAL	51	42	33	24	15

Note: No minimum point is assigned to KRA 3 and KRA 4 for professional institutions. Compared to universities, professional institutions get lower points for KRA 2.

TABLE 5. MINIMUM POINTS REQUIRED FOR COLLEGES*Legend: (*) = No minimum points*

KEY RESULT AREA (KRA)	MAXIMUM POINTS	MINIMUM POINTS PER LEVEL			
		V	IV	III	II
1. Quality and Relevance of Instruction	16	14	11	8	5
2. Research Capability and Output	14	*	*	*	*
3. Services to the Community	14	13	10	7	4
4. Management of Resources	7	*	*	*	*
TOTAL	51	42	33	24	15

Note: No minimum point is assigned to KRA 2 and KRA 4 for colleges as emphasis is given to KRA 3.

EVALUATION PROCESS FOR THE LEVELLING OF SUCs

1. To ensure expeditious evaluation, the SUC shall accomplish the levelling instrument under oath. This shall be submitted with complete supporting documents to the CHED Regional Office concerned within thirty (30) working days upon the issuance of this Joint Circular.
2. A Regional Evaluation Committee (REC) shall be convened composed of the concerned regional directors of DBM and CHED and authorized representative of PASUC. The CHED Regional Director shall designate appropriate CHED staff as Secretariat who shall undertake the initial evaluation of SUCs. The REC shall have the following tasks:
 - Collect and validate data and supporting documents submitted by SUCs. All quantifiable data available at the CHED and DBM Government Manpower Information System (GMIS) shall be used. However, in cases where quantifiable and non-quantifiable data are not available in said data sources, data claimed by the institution may be verified by the REC through actual visit/ocular inspection
 - Conduct evaluation of SUCs in the region based on issued criteria and guidelines
 - Coordinate and work with the Task Force on SUC Levelling
 - In coordination with the Task Force, organize consultation meetings with the SUCs in their respective regions
3. The results of the REC evaluation shall be forwarded to the Task Force on SUC Levelling through the CHED's Office of Institutional Quality Assurance and Governance (OIQAG) for consolidation, validation, and endorsement to the CHED's Commission *en banc* (CEB) for deliberation and recommendation to the National Evaluation Committee (NEC).
4. The final points earned by the SUCs in this levelling exercise shall be used as basis for determining their level.
5. The NEC shall review and confirm the levels of SUCs based on the recommendation of the CHED's CEB. The NEC shall be co-chaired by the Secretary of DBM and Chairperson of CHED or their designated permanent representatives/alternates, with three (3) other permanent members from DBM, CHED and PASUC.
6. The corresponding levels of SUCs shall be disseminated in a form of CHED Memorandum Order (CMO) for information and guidance of all concerned.
7. All SUCs shall be subject to evaluation every three years from FY 2016.

Timetable

ACTIVITY	TIMEFRAME
Orientation and Dissemination of Levelling Instrument and Guidelines	Within one month from the approval of this circular
Submission of Accomplished Levelling Instruments by SUCs	Within one month from the date of orientation
Evaluation by the Regional Evaluation Committee (REC)	Within one month from receipt of the accomplished Levelling Instrument
Submission to the Task Force and endorsement to CEB	Within one month from receipt of evaluation results from the REC
Deliberation by the CEB	Within one month from validation by the Task Force
Confirmation by NEC	Within one month from the CEB decision
Issuance of CMO for Levelling of SUCs	Within one month after CEB approval

Process Flow for Levelling of SUCs

