



CHED MEMORANDUM ORDER (CMO)

No. 15

Series of 2025



**SUBJECT: UPDATED POLICIES AND GUIDELINES FOR THE GRANT OF
AUTONOMOUS AND DEREGULATED STATUS TO PRIVATE HIGHER EDUCATION
INSTITUTIONS**

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as the "Higher Education Act of 1994," pursuant to the provisions of Commission on Higher Education (CHED) Memorandum Order (CMO) No. 46, s. 2012 entitled "Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-based and Typology-based QA," and by virtue of the Commission en banc (CEB) Resolution No. 530-2025, the herein enhanced guidelines for the granting of Autonomous and Deregulated Status to private higher education institutions in the Philippines are hereby adopted and promulgated:

**ARTICLE I
RATIONALE**

Section 1. Commission Memorandum Orders, such as No. 46, series of 2012¹ have been issued by the Commission as part of enabling Philippine higher education institutions (HEIs) to enhance in-practice internal quality assurance systems.

With the rapid advancements in higher education and the Commission's new policies on program and institutional quality and quality assurance, it is necessary to reexamine whether the Commission's assessments of excellence beyond minimum quality standards and its outcomes are still relevant to the current landscape.

Section 2. The grant of Autonomous and Deregulated Status has maintained its position as an initiative of the Commission, keeping itself attuned with global quality assurance, recognition, and accreditation.² Hence, its reexamination adopted a contemporary lens to align quality indicators with local and global advancements in higher education, while considering the natural evolution of concepts through practice.

Section 3. This memorandum outlines the shared understanding of evaluation criteria, operational definitions of indicators, as well as the documents and supporting evidence that private higher education institutions (PHEIs) must furnish in their application for Autonomous or Deregulated Status. Moreover, this CMO is issued to strengthen PHEIs' ownership of the responsibilities and benefits that come with such statuses.

¹ Commission on Higher Education (CHED), Memorandum Order No. 46, Policy Standard to Enhance Quality Assurance in the Philippine Higher Education through an Outcomes-Based and Typology-Based QA, 2012.

² CHED, Memorandum Order No. 12, Grant of Autonomous and Deregulated Status to Private HEIs, 2019.

As a quality assurance initiative implemented by the CHED for over two decades, the evolution of guidelines granting Autonomous and Deregulated Status through periodic enhancements continues to work towards building a “critical mass” of institutions as part of the Commission's rationalization of its supervision of PHEIs.

ARTICLE II OPERATIONALIZATION OF THE VERTICAL TYPOLOGY

Section 4. The operationalization of the Vertical Typology still adheres to the core policy.³ Old criteria from earlier iterations of the grant cycles and new criteria from emergent educational practices and processes were harmonized as part of the operationalization scheme set forth herein.

Section 5. The prerequisites from previous cycles (2014-2019), which were distinct for each horizontal type, were enhanced and made applicable to all applicants as a separate criterion (Criterion B). This is cognizant of the committed implementation of PHEIs (regardless of horizontal type) in their core functions across key areas, including instruction, scholarly work, and extension.

Such modifications to the prerequisites ensure that all applicants for the grant are meeting the basic quality standards expected of a Philippine PHEI.

Section 6. New criteria were formulated based on developments in the field, enabling PHEIs to expand their capacity to participate in the global higher education landscape, such as ranking exercises and the expansion of partnerships. For this cycle, new criteria were included as additional sources of points rather than a requirement.

Section 7. The point allocation for all indicators was adjusted proportionally. These were created to be all-inclusive while still responsive to the type of institution being assessed

ARTICLE III PREREQUISITES FOR EVALUATION OF APPLICATIONS

Section 8. All PHEIs applying for the grant of Autonomous or Deregulated Status are expected to have fully complied with the minimum quality standards for higher education institutions as defined by CHED.

All applicants for the grants must satisfy the following prerequisites for their application to be considered.

³ CHED, Memorandum Order No. 46, 2012.

Table 1. Prerequisites for the Evaluation of Autonomous and Deregulated Applications

Prerequisites	Scope of Evaluation
A. Government Authorization	All program offerings were issued appropriate authorization by the CHED including programs delivered via the alternative modes of delivery.
B. Institutional Quality Assurance	PHEI has a functional Institutional Quality Management System (IQMS)
C. Tradition of integrity and untarnished reputation	Established and documented processes and systems for addressing administrative issues, disciplinary cases, crises, and other mandatory procedures based on existing laws.
D. Minimum Faculty Qualifications	All permanent faculty members have master's degrees. All faculty members handling doctoral programs have doctorates.

Section 9.

PREREQUISITE A: Government Authorization

- a) Attach the initial permits (IP) or Government Recognitions (GR) issued by CHED to PHEIs for the offering of academic programs including programs delivered via alternative modes such as ETEEAP, transnational education, distance education, and extension classes/programs; and/or
- b) Attach CHED Regional Office (CHEDRO) endorsement to Office of Programs and Standards Development (OPSD) or acknowledgement issued by OPSD for programs offered as part of the benefits as an Autonomous PHEI; along with certificate of Autonomous Status.

Section 10.

PREREQUISITE B: Institutional Quality Assurance

The institution must submit the listed documentary evidence, approved by the authorized PHEI official, demonstrating the operational structure of its Institutional Quality Management System (IQMS):

- a) IQMS Manual;
- b) creation of the QA/IQMS unit or office, its organizational structure, and the appointment and profile of its staff;
- c) strategic plan and operational or implementation plans, programs, projects, and initiatives implemented by the institution with resource allocation relative to its IQMS; and
- d) annual institutional quality review/ assessment/ evaluation reports of such plans, programs, projects, and initiatives

Section 11. **PREREQUISITE C: Tradition of integrity and untarnished reputation**

The institution is required to provide the listed documentary evidence, approved by the authorized PHEI official, demonstrating its **sustained tradition of integrity and untarnished reputation**:

- a) institutional policy and implementation documents based on existing laws for handling administrative cases, disciplinary cases⁴, and crises; and
- b) sworn certification that it has consistently adhered to existing laws, rules, and regulations and has no record of confirmed violations of Philippine laws, CHED Memorandum Orders (CMOs)/Policies, Standards, and Guidelines (PSGs) and other issuances, and no school official(s), faculty or staff involved in anomalies.

Suppose the PHEI has a record of confirmed violations for the last 10 years from the date of the sworn certification. In that case, it shall append documents and clarificatory statements, along with a timeline of issued resolutions and developments.

Should the PHEI fail to disclose administrative cases, disciplinary cases, and crises once discovered by the evaluation committee, this may be grounds for disqualification.

Section 12. **PREREQUISITE D: Minimum Faculty Qualifications**

- a) A **permanent faculty** member refers to the tenured faculty member of the institution.
- b) A **full-time (FT) faculty** member refers to a faculty member, regardless of the nature of their employment, who is assigned a full teaching load as defined by the institution.
- c) As a minimum requirement for tertiary education faculty, all permanent faculty members of the applicant PHEI must have relevant master's degree except for programs with PSGs that allow non-master's degree holders to teach in the programs.

All faculty members, regardless of the nature of their appointment, who teach in the doctoral programs must have doctorates.⁵

- d) Only full-fledged master's degrees and doctorates are included for this requirement. Faculty who have only completed academic requirements (CAR) or are currently completing their final papers (e.g., thesis, capstone projects, dissertation) will be considered as bachelor's or master's degree holders, accordingly.
- e) Attach a complete institutional faculty profile indicating completed degrees of faculty members, along with copies of faculty members' degree certificates. The reckoning period of the list of faculty members is the first

⁴ CHED, Memorandum Order No. 44, Policies and Guidelines on the grant of Autonomous and Deregulated Status to Private HEIs, 2008.

⁵ CHED Memorandum Order No. 46, 2012.

term of the first Academic Year (AY) until the last term of the last AY of the coverage period.

For upgrading of status from Deregulated to Autonomous, this covers the first term of AY 2023-2024 until the last term of AY 2024-2025. While for Regulated HEIs, this covers the first term of AY 2022-2023 until the last term of AY 2024-2025.

ARTICLE IV CRITERIA, INDICATORS, AND POINT SYSTEM

Section 13. Per CMO No. 46, series of 2012, vertical typology or classification pertains to quality and quality assurance, with results of the assessment serving as the basis for granting Autonomous or Deregulated Status to a PHEI.

Section 14. The three (3) criteria to be used for evaluating applications shall be: (A) Commitment to Program Excellence; (B) Excellence in Instruction, Scholarly Works, and Community Engagements; and (C) Institutional Quality and Excellence; with each having its own set of indicators. The maximum points a PHEI may receive are indicated in Table 2.

Table 2. *Criteria for the Grant of Autonomous and Deregulated Status*

Criteria	Maximum Point Allocation
A. Commitment to Program Excellence	30
B. Excellence in Instruction, Scholarly Works, and Community Engagements	40
C. Institutional Quality and Excellence	30

Section 15. PHEIs must earn points for each criterion and must have a minimum combined score of sixty-five (65) points for Deregulated Status and eighty (80) points for Autonomous Status.

Section 16. Only PHEIs that have submitted for all criteria outlined above will have their application processed.

Section 17. **CRITERION A: COMMITMENT TO PROGRAM EXCELLENCE**

- a) The indicators for this criterion include the presence of a Center of Excellence (COE), a Center of Development (COD), program accreditation (local or international), and international program certification, all of which were indicators from the previous guidelines.

PHEIs' development of innovative programs that aim to address the dearth of local experts and respond to the current needs of the industry is included in the criterion as an additional source of points. Enhanced programs through international collaboration are also additional sources of points.

- b) Each indicator has corresponding point allocation and a PHEI may accumulate points from one (1) or more indicators as provided in Table 3. The maximum score that could be given for Commitment to Program

Excellence is thirty (30) points. If the accumulated points exceed the maximum score, the maximum score will still be given to the institution.

Table 3. Criterion A: Commitment to Program Excellence

Indicators	Points	Maximum Points to be Awarded
A1. Number of programs designated as Centers of Excellence (COE) and Centers of Development (COD)	5 points per COE	20 points
	3 points per COD	
A2. Local program accreditation ratio	<i>See formula for computation under A2. Local program accreditation ratio.</i>	20 points
A3. Number of programs with international accreditation, certification, or assessment	5 points per program	25 points
Other Source of Points (OSP)		
A-OSP1 Number of innovative degree programs responding to the dearth of experts and the current needs of the industry	2 points per approved program	10 points
A-OSP2 Number of enhanced degree programs through international collaboration	2 points per approved program	

A1. Number of programs designated as Centers of Excellence and Centers of Development (20 points)

- The PHEI shall receive five (5) points per COE and three (3) points per COD, with a maximum of 20 points for this indicator.
- To be considered are the COEs/CODs identified by the CHED as listed in CMO No. 38, series of 2015, and other CMOs issued thereafter. One (1) COE/COD certification is equivalent to one (1) count. COEs/CODs that have expired and were not renewed will not be considered.
- The PHEI has the option to submit their Level IV and Level III accreditation for this indicator until CHED releases a new designation for COE and COD.

Level IV and Level III programs shall be awarded an equivalent of four (4) points and two (2) points, respectively. However, accredited programs that were submitted for this indicator will no longer be used to earn points in the local program accreditation indicator. PHEIs may earn points from a combination of their programs with designations as COE, COD, Level IV, and Level III accreditation; however, the maximum score that can be given for this indicator is still 20 points.

- The PHEI must append copies of the certificates of designation (COE/COD) or accreditation (Level IV/Level III) for this indicator.

A2. Local program accreditation ratio (20 points)

- a) **Local program accreditation** refers to the issuance of a certificate of accredited status (Level I to Level IV) by one (1) of the accreditation bodies in the Philippines, attesting to the quality of a PHEI's academic degree program based on established standards.
- b) **Full-time (FT) enrollment** refers to the number of students with full academic load as defined by the PHEI's policy on FT students.
- c) Programs that have been in existence for more than five (5) years or with graduates shall be considered an accreditable program, except for those programs where accreditation is not available.
- d) The PHEI shall receive a maximum of 20 points on this indicator.
- e) The ratio is a combination of two values illustrated as follows:

$$\text{Accreditation} = \text{UG Accreditation} + \text{G Accreditation}$$

Values are determined by the formulas hereunder that utilize student enrollment, the number of accredited programs, and the levels of accreditation by said programs.

Equation 1. Computation of Undergraduate (UG) Programs Accreditation

$$UG \text{ Accred} = \left\{ \left(\frac{UG4}{UG} \times 40 \right) + \left(\frac{UG3}{UG} \times 30 \right) + \left(\frac{UG2}{UG} \times 20 \right) + \left(\frac{UG1}{UG} \times 10 \right) \right\} \times Wt$$

where:

UG Accred = points earned from accredited undergraduate programs
UG = total number of UG programs offered
UG4 = number of UG programs accredited at Level IV
UG3 = number of UG programs accredited at Level III
UG2 = number of UG programs accredited at Level II
UG1 = number of UG programs accredited at Level I
Wt = Ratio of FT UG enrollment to total FT student population

Equation 2. Computation of Graduate (G) Programs Accreditation

$$G \text{ Accred} = \left\{ \left(\frac{G4}{G} \times 40 \right) + \left(\frac{G3}{G} \times 30 \right) + \left(\frac{G2}{G} \times 20 \right) + \left(\frac{G1}{G} \times 10 \right) \right\} \times Wt$$

where:

G Accred = points earned from accredited graduate programs
G = total number of G programs offered
G4 = number of G programs accredited at Level IV
G3 = number of G programs accredited at Level III
G2 = number of G programs accredited at Level II
G1 = number of G programs accredited at Level I
Wt = Ratio of FT G enrollment to total FT student population

- f) The ratio of G or UG enrollment to the total student population will be taken as the average of the first term FT enrollment data of the last three (3) years for Regulated HEIs and the last two (2) years for Deregulated HEIs.
- g) Program accreditation awarded by the Association of Christian Schools, Colleges and Universities-Accrediting Council, Inc. (ACSCU-ACI); Philippine

Accrediting Association of Schools, Colleges and Universities (PAASCU); and Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA), and certified by the Federation of Accrediting Agencies of the Philippines (FAAP) is considered local program accreditation.⁶

- h) Only accreditable programs will be included in the application of the accreditation formula. For instance, the Bachelor of Laws is considered non-accreditable since there is no existing accreditation process for this program. Therefore, this will not be listed under an accreditable program.
- i) The PHEI must append copies of the valid FAAP certificates as evidence of local accreditation. In case FAAP certificates are not yet issued, valid 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. Moreover, these certificates must be verifiable with the accrediting agency and/or FAAP.
- j) As a general rule, accredited programs are counted as one (1), even if majors are listed separately or have individual certificates. However, if each major has a distinct Government Authority, they are counted separately. Additionally, programs mandated by a CMO to be straight programs (e.g., Liberal Arts programs such as English and Psychology), and with accreditation certificates indicating the specialization, will also be treated as separate accreditable programs.
- k) A program with an expired accreditation status by the end of the call will not be included in the count. Consideration will be given to an expired accreditation certificate, subject to any of the following conditions:
 - if the program has expired accreditation but is under the accrediting agency's grace period; and
 - if the program has expired accreditation but is scheduled for visit by the accrediting agency within the application period of the grant, provided further that the application for renewal of accreditation was filed before the expiration of the accreditation certificate.

A certification containing information on the grace period or schedule of visit from the accrediting agency, along with the expired accreditation certificates, must be submitted. Otherwise, program certification is considered expired.

A3. Number of programs with international accreditation, certification, or assessment (25 points)

- a) An **international program accreditation** pertains to academic degree programs accredited by reputable international accreditation bodies, such as Accreditation Board for Engineering and Technology, Inc. (ABET) and European Accredited Engineer (EUR-ACE), that adhere to internationally agreed upon international frameworks for professional programs like the Washington Accord for Engineering, resulting in mutual recognition of the

⁶ CMO No. 1, Revised Policies and Guidelines on Voluntary Accreditation in Aid of Quality and Excellence in Higher Education, § 1, 2005.



accredited programs among the signatories and professional mobility across national boundaries.

- b) An **international program certification** is the provision by an independent body of written assurance (a certificate) that the product, service or system in question meets specific requirements suggesting that an effective quality management system is in place.
- c) An **international program assessment** constitutes a process of evaluating the success or worth of any ongoing set of activities intended to achieve program outcomes, done by a reputable international or foreign assessing institution.
- d) The PHEI shall receive five (5) points per program that has the aforementioned international QA examinations, with a maximum of twenty-five (25) points for this indicator.
- e) The PHEI must append copies of the certificates of international accreditation, certification, or assessment with its application. To be considered are following:

Table 4. Acceptable international program accreditation, certifications, and assessment

Type	Agency/Organization
International Accreditation	ABET, EUR-Ace PTC-ACBET PICAB
International Certification	ISO 9001:2015 (program level)
International Assessment	AUN QA

- f) The accreditation given by the Philippines Technological Council (PTC) through its Accreditation and Certification Board for Engineering and Technology (ACBET) will be counted as long as it is a Full Signatory of the Washington Accord. Likewise, the certificates given by the Philippine Computer Society (PCS) Information and Computing Accreditation Board (PICAB) will be counted once they become a Signatory of the Seoul Accord.
- g) For international assessment, the ASEAN University Network-Quality Assurance (AUN-QA) Program Assessment will be considered under this indicator. PHEIs that have completed an assessment such as the AUN-QA program assessment, are given certificates for the assessment undergone by their program(s).
- h) If a PHEI claims that its program has international accreditation, certification, or assessment but not by the abovementioned bodies, the PHEI must submit information such as profile of the international body, the international framework/agreement/accord in which the body is a signatory, the process it implements, and the link of the accreditation agency or organization's website.
- i) While the PHEI may have the capacity to undergo various international QA accreditation, certification, or assessment, unique programs shall be considered for this indicator. Duplicate entries or multiple listings of the

same program under different accreditations, certifications, or assessments will not be accepted.

- j) To encourage sustainable and continuous QA efforts, only programs with valid accreditation upon submission of application shall be considered.

OTHER SOURCES OF POINTS

Number of innovative degree programs responding to the dearth of experts and the current needs of the industry, or the number of enhanced degree programs through international collaboration. (10 points)

The PHEI shall receive additional two (2) points per innovative or enhanced degree program, with a maximum of an additional ten (10) points on this indicator.

A-OSP1 Innovative degree programs responding to the dearth of experts and the current needs of the industry

Innovative programs are programs with no existing CHED PSGs, developed outside the usual degree programs by the HEIs, and currently have enrolled students. They are designed specifically to address the shortage of local experts and respond to the evolving or emerging needs of the industry.

Only programs offered during the coverage period shall be considered.

The PHEI is required to provide the listed documentary evidence for this indicator:

- a) CHEDRO endorsement to OPSD or acknowledgement issued by OPSD for innovative programs offered by Autonomous PHEIs;
- b) proof of Autonomous Status upon the program offering, if applicable (e.g. certificate or letter);
- c) program briefer for each innovative program; and
- d) enrollment data of all cohorts.

A-OSP2 Enhanced degree programs through international collaboration

These refer to the academic offerings developed through collaboration between the PHEI and accredited foreign universities, resulting in: 1) the enhancement of the PHEIs program curriculum; or 2) a technological advancement of its learning resources.

Only programs offered during the coverage period shall be considered.

A-OSP2.1 Enhanced degree programs resulting in the enhancement of the PHEIs program curriculum

The PHEI is required to provide the listed documentary evidence for this indicator:

- a) CHEDRO endorsement to OPSD or acknowledgement issued by OPSD for enhancement of program curriculum offered by Autonomous PHEIs or Contents Notation for Non-Autonomous PHEIs;
- b) program briefer per enhanced program; and
- c) Memorandum of Agreement (MOA) or Memorandum of Understanding (MOU).

A-OSP2.2 Enhanced degree programs resulting in a technological advancement of its learning resources

The PHEI is required to provide the listed documentary evidence for this indicator:

- a) MOA or MOU;
- b) program briefer per enhanced program highlighting the enhancement of the program resulting in the technological advancement of its learning resources; and
- c) documentation of the technological advancement of learning resources such as procurement records, donation or grant of recent educational technology acquisitions, reports on the integration of AI, VR/AR, or other advanced technology in instructional delivery, and photos or videos of modernized learning facilities or digital classrooms.

Section 18.

CRITERION B: EXCELLENCE IN INSTRUCTION, SCHOLARLY WORKS, AND COMMUNITY ENGAGEMENTS

- a) The core functions of PHEIs are crucial indicators of the quality of PHEIs. Excellence beyond minimum standards for the delivery of these core functions, previously embedded in the horizontal typologies, is established and maintained based on the institution's determination of its quality.
- b) Indicators for this criterion are on identified markers of excellence in the areas of instruction, scholarly works, and community engagements. Excellence in Instruction covers evidence of outcomes from board performance of professional programs, employability of graduates, and the PHEI's graduation rate. Excellence in Scholarly Works covers the scholarly work of FT faculty members and their meaningful contribution to their respective fields. Meanwhile, Excellence in Community Engagements encompasses exemplary engagement with PHEIs, linking to its immediate and broader community.
- c) Each indicator has a corresponding point allocation and a PHEI may accumulate points from one (1) or more indicators as provided in Table 5. Furthermore, additional sources of points are provided in consideration of PHEIs initiatives and awards received for the three core areas. The maximum score that could be given for Excellence in Instruction, Scholarly Works, and Community Engagements is forty (40) points.



Table 5. Criterion B: Excellence in Instruction, Scholarly Works, and Community Engagements

Indicators	Maximum Points to be Awarded
B1. Instruction	15 points
B1.1 Percentage of programs with licensure examinations for first-time takers with a passing rate higher than the national passing rate for first-time takers	9
B1.2 Percentage of employed graduates	3
B1.3 Average graduation rate	3
Other Sources of Points for B1	8 points
B1-OSP1 Number of international recognition by students distinct from the discipline	3
B1-OSP2 Percentage of full-time faculty members with doctoral degrees	3
B1-OSP3 Percentage of part-time faculty members who are industry practitioners	2
B2. Scholarly Works	15 points
B2.1 Percentage of full-time faculty actively engaged in scholarly works	9
B2.2 Percentage of full-time faculty with patents or publications in internationally indexed journals/books published in reputable academic presses/creative works exhibited or performed	12
Other Sources of Points for B2	10 points
B2-OSP1 Number of full-time faculty with international and national recognition for research from reputable organizations	5
B2-OSP2 Number of permanent faculty with international and national recognition for creative works	5
B3. Community Engagements	10 points
B3.1 Extension programs or services addressing the needs of the identified community	4
B3.2 Number of active and relevant, international, institutional partnerships	4
B3.3 Number of active and relevant, local, institutional partnerships	2

Indicators	Maximum Points to be Awarded
Other Sources of Points for B3	7 points
B3-OSP1 Number of QA engagements with other PHEIs	2
B3-OSP2 Percentage of students engaged in short-term and long-term mobility	5

B1. Instruction (15 points)

B1.1 Percentage of programs with licensure examinations for first-time takers with passing rate higher than the national passing rate for first time takers

- Board Performance** refers to the passing rate of the PHEI in a licensure examination given by recognized regulatory licensing bodies.
- The **National Passing Rate (NPR)** refers to the percentage of all examinees who pass a licensure examination administered by the Professional Regulation Commission (PRC). The published NPR covers passers of first-time takers and repeaters.
- The **CAAP Passing Percentage (CPP)** refers to the percentage of all passers nationwide in a certification administered by the Civil Aviation Authority of the Philippines (CAAP).
- This indicator shall receive a maximum of nine (9) points, with values to be computed as follows:

Table 6. Range equivalent for institutional performance

Points	Description
9.00	Above 30%
6.00	26% - 30%
3.00	20% - 25%
0.00	19% and below

- Only the NPR for first time takers from examinations administered by the PRC shall be used as a basis for comparison with the board performance of the PHEIs. For all examinations administered for the year, the NPR shall be computed based on the average of first-time passers per board examination.

The CPP for the examinees administered by CAAP shall be used as a basis for comparison with the Certification performance of the PHEI. The PHEI passing percentage for CAAP-administered Certification shall be computed by dividing the total number of students who passed the Certification by the total number of its examinees within the specified coverage period.

Maritime and juris doctor programs are excluded from this computation. Likewise, non-education degree holders who took the PRC Licensure Exam for Teachers (LET) exam will also be excluded from the computation.

- f) The PHEI must append their institution's PRC board results for the first time takers and the PRC NPR for first time takers. For CAAP examinations, the PHEI must append their institution's CAAP results and the CPP. All documents should be issued by PRC and/or CAAP.

B1.2 Percentage of employed graduates (3 points)

- a) The Commission acknowledges that there are various facets of employment and that institutions for higher learning are not only expected to produce employees but also academics and entrepreneurs. Thus, the term **"employed"** as a descriptor for a graduate refers to the situation where graduates are engaged in some occupation, business, or pursue further studies.
- b) The PHEI shall receive a maximum of three (3) points on this indicator, with values to be computed as follows:

Table 7. Range equivalent for graduate's employment rate

Points	Description
3.00	Above 80%
2.00	76% - 80%
1.00	71% - 75%
0.00	70% and below

- c) PHEI shall provide relevant data within the coverage period as required in the forms and append the summary/abstract of completed and processed/analyzed institutional graduate tracer studies (GTS) report.

B1.3 Average graduation rate (3 points)

- a) The **graduation rate** refers to the percentage of students in a given cohort who complete a program.
- b) The **average graduation rate** refers to the average completion rate of all programs at the PHEI.
- c) The **Program Beginning Cohort (PBC)** refers to the group of students who first enroll in a specific academic program during a particular academic year or term. This cohort is used as the starting point for tracking graduation rates over time within that program.

For this cycle, the PBC enrollment data shall be as follows:

- i. If the Program is offered in Semester:

- a. For four (4)-year programs, the PHEI should input the number of students enrolled in the first (1st) semester of their third (3rd) year.
 - b. For five (5)-year programs, the PHEI should input the number of students enrolled in the first (1st) semester of their fourth (4th) year.
- ii. If the Program is offered in Trimester:
 - a. For three (3)-year programs, the PHEI should input the number of students enrolled in the first (1st) trimester of their second (2nd) year.
 - b. For four (4)-year programs, the PHEI should input the number of students enrolled in the first (1st) trimester of their third (3rd) year.
 - c. For five (5)-year programs, the PHEI should input the number of students enrolled in the first (1st) trimester of their fourth (4th) year.
 - iii. If the Program is offered in Quad Term (with fourth (4th) Term)
 - a. For three (3)-year programs, the PHEI should input the number of students enrolled in the first (1st) quad term of their third (3rd) year.
 - b. For four (4)-year programs, the PHEI should input the number of students enrolled in the first (1st) quad term of their fourth (4th) year.
 - c. For five (5)-year programs, the PHEI should input the number of students enrolled in the first (1st) quad term of their fifth (5th) year.
- d) The **Program Cohort Graduates (PCG)** refers to the number of students from a specific PBC who successfully complete and graduate from the program within the prescribed time frame (e.g., four (4) years for a typical bachelor's degree).
 - e) The PHEI is required to provide a copy of the Enrollment and Graduation Lists per Semester received by the CHEDRO as documentary evidence.
 - f) Values are determined by the formulas hereunder.

Equation 3. Graduation rate per program (GRP) for the coverage period

$$GRP = \left\{ \left(\frac{PCG\ AY22-23^*}{PBC\ AY21-22^*} \right) + \left(\frac{PCG\ AY23-24}{PBC\ AY22-23} \right) + \left(\frac{PCG\ AY24-25}{PBC\ AY23-24} \right) \right\} / N$$

where:

- GRP = Graduation rate of Program
 PBC AY21-22* = Program Beginning Cohort (PBC) for the Academic Year (AY) 2021-2022
 PCG AY22-23* = Program Cohort Graduates (PCG) for the AY 2022-2023
 PBC AY22-23 = PBC for the AY 2022-2023
 PCG AY23-24 = PCG for the AY 2023-2024
 PBC AY23-24 = PBC for the AY 2023-2024
 PCG AY24-25 = PCG for the AY 2024-2025
 N = three (3) for Regulated PHEIs and two (2) for Deregulated PHEIs
 * = Only applicable for Regulated PHEIs

OTHER SOURCES OF POINTS

B1-OSP1 Number of international recognitions by students distinct from the discipline (3 points)

- a) **International recognition** refers to any recognition garnered by students or graduates that is aligned with their field of study on the international stage.
- b) Each recognition obtained by an individual or a group of students shall have one (1) additional point, with a maximum of three (3) additional points on this indicator.
- c) Awards received by graduates within three (3) years after graduation shall be considered, provided it was received within the coverage period. The PHEI must append certificates and photos of the Award of Students' international recognition, a Profile of the Awarding Body/Agency/Organization, and other relevant documentation.
- d) An international recognition awarded by an entity with national (local) organization counterparts will not be counted. Consideration will be given to international recognition, subject to any of the following conditions:
 - if the recognition is given by the main organization and not its local counterpart;
 - if the recognition is given by an international organization but was awarded locally; and
 - if the recognition is given by an organization based in the Philippines but operates internationally, as evidenced by its activities and scope.
- e) Awards received by graduates would include registrations/membership in internationally recognized organizations, such as but not limited to the APEC Registry of Engineers and ASEAN Engineers.

B1-OSP2 Percentage of full-time faculty members with doctoral degrees (3 points)

- a) **Full-time (FT) faculty** members in all programs shall be included in the computation of the percentage of FT faculty members with doctoral degrees.
- b) The PHEI shall receive a maximum of three (3) points on this indicator, with values to be computed as follows:

Table 8. *Percentage of full-time faculty members with doctoral degrees*

Points	Description
3.00	Above 30%
2.00	25 % - 29%
1.00	20% - 24%
0.00	19% and below

- c) The PHEI is required to provide the listed documentary evidence for this indicator: i) Diploma or Transcript of Records of FT faculty with doctorates, and ii) the Appointment paper or Contract of the FT Faculty.

B1-OSP3 Percentage of part-time faculty members who are industry practitioners (2 points)

- a) Faculty members who are **industry practitioners** are “practitioner-teachers” working on a part-time (PT) arrangement with the PHEI. These industry practitioners are expected to teach professional courses aligned to their professional practice, where industry knowledge and expertise are integrated into students' learning experiences. Courses such as field trips, seminars, thesis, or similar courses shall not be considered as part of the teaching load for industry practitioners.
- b) PHEI shall receive a maximum of two (2) points if the percentage of PT faculty members who are industry practitioners is at least 5% of the total number of PT faculty in all of its programs. However, the ratio of FT to PT faculty members as required by the PSGs of each program must be observed.
- c) Industry practitioners who are invited to serve as panel members or advisers in the defense of a thesis or capstone project shall not be counted. Likewise, PT faculty members whose primary employment is with another academic institution on a FT basis shall be excluded from consideration.
- d) The PHEI is required to provide the listed documentary evidence for this indicator: i) COEm of the industry practitioners PT faculty members; ii) appointment paper or Contract of the PT faculty; and iii) faculty teaching load of the industry practitioners.
- e) For industry practitioner faculty members, attach the Certificate of Employment (COEm) indicating relevant industry experience, specifying the position held, inclusive dates of employment, nature of work performed, and the name and signature of the issuing authority or employer's authorized signatory.

B2. Scholarly Works (15 points)

B2.1. Percentage of full-time faculty actively engaged in scholarly work (9 points)

- a) **Full-time (FT) faculty** are those with a full teaching load as defined by the institution, regardless of the faculty's nature of employment. Faculty members who were affiliated with the PHEI during the coverage period but no longer affiliated with the institution during the evaluation period shall be included.
- b) **Scholarly work** refers to research or creative activities conducted by scholars or professionals who are experts in their fields and recognized by



the institution. In the sciences and social sciences, they often publish research results.⁷

- c) **Research work** entails the discovery of new knowledge in a particular field of specialization.⁸
- d) **Creative work** is either performed, presented, exhibited, or published work by the faculty in the arts, humanities, and other related fields. These may include, but are not limited to, literature, artwork, music, dance, drama, productions, architecture, games, and applications. It should be related to the field of specialization or expertise of the faculty.
- e) **Actively engaged in scholarly work**, would mean with created/performed/presented/exhibited/published scholarly work in the last five (5) years (September 15, 2020 to October 15, 2025) and:
 - with on-going scholarly work (October 16, 2023 to November 15, 2025); **OR**
 - with the last scholarly work created/performed/presented/exhibited/published in 2024.
- f) The PHEI shall receive a maximum of nine (9) points on this indicator, with values to be computed as follows:

Table 9. Range equivalent for percentage of full-time faculty actively engaged in scholarly work by horizontal type

Points	For Universities	For Colleges and Professional Institutions
9.00	Above 30%	Above 19%
7.50	27% - 30%	17% - 19%
6.00	23% - 26%	14% - 16%
4.50	19% - 22%	11% - 13%
3.00	15% - 18%	08% - 10%
1.50	11% - 14%	5% - 7%
0.00	11% and below	below 5%

- g) The PHEI must complete its research profile, as required, within the period of evaluation.
- h) The PHEI is required to provide the listed documentary evidence for this indicator:
 - abstract for published completed scholarly work with the following:
 - Link of the published research work in the indexed journal, and
 - Link and/or screenshot of the indexing body webpage showing that the journal is listed;

⁷ <https://guides.library.cornell.edu/scholarlyjournals>

⁸ <https://www.cals.vt.edu/faculty-staff/evaluation/scholarly-activity.html>



- Link and screenshots of the journal webpage showing the editorial board and acceptance policies.
 - appropriate documentation for created, performed, presented, exhibited creative works, such as:
 - Copy of copyright certificate of the New Creative Performing Arts
 - Copy of invitation letter from a reputable organizer, program, and pictures of performance for Creative Performing Arts
 - Copy of letter of acceptance or letter of invitation for Exhibition
 - Copy of evidence of being juried or peer-reviewed for Designs
 - Copy of published literary work for Literary Publication
 - appropriate documentation for presented or exhibited architectural works, such as:
 - Copy of design portfolios
 - Copy of exhibition catalogs or invitations
 - Copy of competition entries and awards
 - Copy of published works in design magazines / journals
 - photographic evidence of original built structures or installations
 - Copy of certificates of commissioned work (acknowledging authorship)
 - Copy of creative research outputs (e.g., sustainable design prototypes)
 - appropriate documentation for presented or exhibited games and applications, such as:
 - Copy of Playable Game Builds or Trailers (submitted with game concept or design rationale)
 - Copy of Game Design Document (GDD) demonstrating originality and narrative flow
 - Copy of Recognition in Game Competitions or Showcases (awards, finalist status)
 - Copy of Exhibit/Conference Inclusion (e.g., Indie Game Festivals, SIGGRAPH)
 - Copy of Feature Articles or Reviews in media or industry platforms
 - Copy of Proof of Release (Steam, Play Store, Itch.io)
 - Copy of Copy of collaborator credits or copyright declarations
 - evidence of ongoing scholarly work including:
 - Institutional scholarly work document showing the approved scholarly work, its title and brief description; and/or
 - Contract/MOA/research deloading form or other similar documents.
- i) The following outputs of the faculty member will not be considered:
- theses/dissertations of the 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 the evaluation year (if this is the first scholarly work reported in the last three years);
 - creative work that is a product of a hobby;
 - instructional materials/modules;
 - textbooks; and
 - graduate tracer studies.

B2.2. Percentage of full-time faculty with patents or publications in internationally indexed journals/books published in reputable academic presses/creative works exhibited or performed within the coverage period (12 points)

- a) A **patent** is a grant issued by the government through the Intellectual Property Office of the Philippines (IPOPhil). It is an exclusive right granted for a product, process or an improvement of a product or process that is new, inventive and useful⁹. This exclusive right gives the inventor the right to exclude others from making, using, or selling the product of their invention during the life of the patent. A patent has a term of protection of twenty (20) years, providing an inventor significant commercial gain.
- b) An **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 many more articles in the pipeline that are produced on schedule.¹⁰ Each indexing database has its criteria for selecting which journals are qualified for indexation.
- c) **Reputable academic presses** are established publishing houses that use a peer review process to select manuscripts for publication with members of the editorial board drawn from established universities worldwide. The same members are also recognized researchers in their field, with publications indexed in online databases.
- d) The PHEI shall receive a maximum of twelve (12) points on this indicator, with values to be computed as follows:

Table 10. Range equivalent for percentage of full-time faculty patents or publications in internationally indexed journals/books published in reputable academic presses/creative works exhibited or performed by horizontal type

Points	For Universities	For Colleges and Professional Institutions
12.00	Above 10%	Above 7%
9.00	7% - 9%	5% - 6%
6.00	4% - 6%	3% - 4%
3.00	1% - 3%	1% - 2%
0.00	1% below	1% below

- e) The PHEI is required to provide the listed documentary evidence for this indicator:
 - All of the following documentary evidence is required for research output published in an internationally indexed journal:
 - Scanned PDF copy of the published research article
 - Link to the journal's website showing the article

⁹ <https://www.ipophil.gov>.

¹⁰ <http://sparc.arl.org/resources/papers-guides/journal-indexing>

- Digital Object Identifier (DOI) link
 - Screenshot or listing of the journal in the international indexing platforms
 - For book published, any of the following:
 - contracts with bookstores, publishers, or distributors confirming the dissemination
 - feedback or evaluation reports from institutions or individuals who received the book
 - library and institutional records confirming the book's inclusion
 - signed acknowledgment receipts from recipients (e.g., libraries, schools, institutions)
 - public announcements and reports (e.g. press releases, social media posts)
 - any similar evidence in the documents as mentioned above
 - All of the following documentary evidence are required for movies/TV shows/stage plays/theatrical performance:
 - Movies
 - Video recordings or trailers with cast and crew details
 - Event photos or videos
 - TV Shows
 - Screenshots or links to streaming platforms or TV listings
 - Event photos or videos
 - Stage plays
 - promotional materials showcasing the play's title, venue, and date
 - contract or agreement (or any equivalent) to prove a role and responsibilities in the stage play
 - event photos or videos
 - Theatrical performance
 - theater playbills or programs with cast and crew details
 - event photos or videos
 - For art/creative work exhibited, any of the following:
 - a printed or digital catalog or program that lists all the works exhibited, including the artist's name, titles of the works, medium, dimensions, and any other relevant details (e.g., artist statement, description)
 - promotional materials, such as invitations, flyers, or posters, announcing the exhibition containing details about the date, venue, and featured artists
 - contracts or agreements between the artist and the exhibition organizers
 - digital archives, including the artworks themselves (scanned images, digital videos, etc.) or online exhibition links (if the exhibition had a virtual or hybrid component), proving the presence and reach of the exhibition
 - any similar evidence in the documents as mentioned above
- f) Articles published in a journal listed in the database of international indexing bodies such as ASEAN Citation Index, Scopus (by Elsevier), and Web of Science (by Clarivate Analytics). Journal articles written in Filipino that are not publishable in journals that are listed in the database of international indexing bodies, but published in a peer-reviewed journal, are considered.

OTHER SOURCES OF POINTS

B2-OSP1 Number of full-time faculty with international and national recognition for research from reputable organizations (5 points)

- A **researcher ranking** is a system that ranks and analyzes the scientific performance and added value of individual scientists or researchers based on their scientific productivity.
- Awards** garnered by faculty researchers employed during the period of evaluation that are aligned with their field of study are included as sources of points.
- The PHEI shall receive an additional maximum of five (5) points on this indicator, with values to be computed as follows:

Table 11. Point equivalent for full-time faculty with international and national recognition on research from reputable organizations by horizontal type

Points	For Universities	For Colleges and Professional Institutions
5.00	Above 10	Above 5
4.00	8 - 10	4 - 5
3.00	5 - 7	2 - 3
2.00	2 - 4	1
1.00	1	

- The PHEI must submit documentation identifying the award or recognition, the body recognizing or awarding the faculty member, and other relevant documentation, including the following:
 - Certificates/Pictures of Award and Copies of Souvenir program,
 - Profile of awarding organization, and
 - Selection process for the award or recognition.
- Awards include, but are not limited to: the National Research Council of the Philippines' National Achievement Award, National Academy of Science and Technology (NAST) Award, Outstanding Young Scientist of DOST-NAST, Philippine Quill Awards of International Association of Business Communicators (IABC) Philippines, Department of Agriculture (DA)-Bureau of Agricultural Research (BAR) Award, and Bagwis Award by Department of Trade and Industry (DTI).
- If a PHEI claims that its faculty researcher has received recognition but not by the organizations mentioned above, the PHEI must submit brief information on the award-giving body, the criteria or basis for the award, and the screening process it implements.
- In-house awards are excluded and are not counted in this indicator. Additionally, awards received during paper presentations, such as "Best Conference Paper" award, will not be considered. This also applies to

awards given by the PHEI to its faculty, which external experts or evaluators vet.

- h) Notwithstanding the capacity of a faculty member to be recognized by various bodies, the said faculty member shall only be counted once.

B2-OSP2 Number of permanent faculty with international and national recognition for creative works (5 points)

- a) **Recognition** of this case, refers to any recognition garnered by permanent faculty members through their creative works.
- b) The PHEI shall receive an additional maximum of five (5) points on this indicator, with values to be computed as follows:

Table 12. Point equivalent for full-time faculty with international and national recognition of creative works from reputable organizations by horizontal type.

Points	For Universities	For Colleges and Professional Institutions
5.00	Above 10	Above 5
4.00	8 - 10	4 - 5
3.00	5 - 7	2 - 3
2.00	2 - 4	1
1.00	1	

- c) The PHEI must append documentation identifying the award or recognition, the body recognizing or awarding the faculty member, and other relevant documentation, including the following:
- Certificates/Pictures of Award and Copies of Souvenir program,
 - Profile of awarding organization, and
 - Selection process of the award or recognition.
- d) Awards include, but are not limited to: the Philippine National Artist's Awards, the Palanca Awards, and the National Book Awards. Other awards must be of comparable national or international prestige and significance.
- e) If a PHEI claims that its faculty has received recognition but not by the organizations mentioned above, the PHEI must submit brief information on the award-giving body, the criteria or basis for the award, and the screening process it implements.
- f) Notwithstanding the capacity of a faculty member to be recognized by various bodies, the said faculty shall only be counted once.

B3. Community Engagements (10 points)

B3.1. Extension programs or services addressing the needs of the identified community (4 points)

- a) An 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.
- b) An **extension program** or **service** may be approached in the form of training programs, technical assistance, advisory services, communication/information services, community outreach activities, and technology transfer, utilization, and commercialization.¹¹
- c) Extension activities, regardless of component approach, should generate impact by responding to any of the 17 Sustainable Development Goals (SDGs). The SDGs, also known as the Global Goals, were adopted by the United Nations (UN) in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity. The 17 SDGs are integrated—they recognize that action in one (1) area will affect outcomes in others, and that development must balance social, economic, and environmental sustainability.
- d) With the integration of the 2030 Agenda for Sustainable Development in the development of the Philippine government's development plan.¹² The attainment of the SDGs is envisioned to pave the way for the achieving AmBisyon Natin 2040.¹³ Together with 192 other UN member states, the Philippines is committed to achieving the 17 SDGs by 2030.
- e) The PHEI shall receive a maximum of four (4) points on this indicator, with values to be computed as follows:

Table 13. Point equivalent for the impact of extension programs or service

Points		Description
Third-party assessment	In-house assessment	
4.00	2.00	At least three (3) programs have a high impact
2.50	1.25	At least two (2) programs have a high impact
1.00	0.5	At least one(1) program has a high impact

¹¹ CMO No. 08, Guidelines for the CHED Outstanding Extension Program Award, 2008.

¹² Executive Order No. 27, Directing all government agencies and instrumentalities, including local government units to implement the Philippine Development Plan and Public Investment Program for the Period of 2017-2022, 2017.

¹³ https://sustainabledevelopment.un.org/content/documents/23366Voluntary_National_Review_2019_Philippines.pdf



- f) The PHEI is required to provide the listed documentary evidence for this indicator:
- an impact assessment report of the extension programs or services, completed by a third party or an in-house team of the PHEI. The report must have at the minimum the following:
 - an existing and clear agenda and program/service framework, indicative of the alignment of the program/service with the PHEI's thrusts and the SDG(s) addressed;
 - rationalization of the targets and its accomplishment overview;
 - identified (i) PHEI human resource involved in the implementation of the program/service; (ii) disciplines/departments and their roles in the program/service; and (iii) sector and population as beneficiaries;
 - information on the implementation of activities; and
 - a qualitative and quantitative approach in evaluating and presenting feedback from stakeholders
 - for third party assessment, provide the profile of the assessor/organization, track record in conducting impact assessment of an extension program, process it implements, and page of the assessor/organization
 - MOA/MOU with the community

B3.2. Number of active and relevant, international, institutional partnerships (4 points)

- a) **International institutional partnerships** include international partnerships, consortium, and alliances, among others, with other foreign PHEIs, professional, government, and non-government organizations, and industry, excluding those formed by an association where the PHEI is a member and international partners for on-the-job training (OJT) deployment.
- b) The PHEI shall receive a maximum of four (4) points on this indicator, with values to be computed as follows:

Table 14. Point equivalent for number of active and relevant, international, institutional partnerships by horizontal type

Points	For Universities	For Colleges and Professional Institutions
4.00	Above 5	Above 3
2.50	4 – 5	2 - 3
1.00	2 - 3	1
0.00	2 below	-

- c) The PHEI must provide relevant data as required in the forms. Additionally, it must submit copies of MOAs/documents as proof of partnerships signed by both parties, a record of completed activities, a calendar of activities with partners, and other relevant documentation, including the profile of the partner organization.

- d) The nature of engagement must be as an institution, as evidenced by the implementation of the agreements. Notwithstanding the PHEI's capacity to engage in multiple projects or programs with a particular international partner, the said partner shall only be counted once.

B3.3. Number of active and relevant, local institutional partnerships (2 points)

- a) **Local institutional partnerships** are Philippine-based partnerships, consortium, and alliances, among others, with other PHEIs, professional, government, and non-government organizations, and industry, excluding those formed by an association where the PHEI is a member and partners for OJT deployment.
- b) The PHEI shall receive a maximum of two (2) points on this indicator, with values to be computed as follows:

Table 15. Point equivalent for number of active and relevant local, institutional partnerships by horizontal type

Points	For Universities	For Colleges and Professional Institutions
2.00	Above 5	Above 10
1.50	4 – 5	7 - 10
1.00	2 - 3	3 - 6
0.00	2 below	2 below

- c) The PHEI must provide relevant data as required in the forms. Additionally, it must submit copies of notarized MOAs, a record of completed activities, a calendar of activities with partners, and other relevant documentation, including the profile of the partner organization.
- d) The nature of engagement must be as an institution, as evidenced by the implementation of the agreements. Notwithstanding the PHEI's capacity to engage in multiple projects or programs with a particular local partner, the said partner shall only be counted once.

OTHER SOURCES OF POINTS

B3-OSP1 Number of QA engagements with other private PHEIs (2 points)

- a) **QA engagements** are defined as engagements during the PHEI's Autonomous Status directed towards mentoring, modeling, and guiding PHEIs without autonomy and deregulation towards the goal of building a "critical mass" of PHEIs with such statuses. These engagements are within the coverage period.
- b) Nature of engagement must be as an institution, not per program offering, and must focus on quality assurance programs/projects at the higher education level.



- c) The PHEI shall receive additional two (2) points on this indicator, with values to be computed as follows:

Table 16. Point equivalent for number of QA engagements

Points	Description
2.00	Above 5
1.50	4 – 5
1.00	2 - 3
0.50	1
0.00	

- d) The PHEI must append copies of notarized MOAs, records of accomplished activities, a calendar of activities with partners, and other relevant documentation, including the profile of the partner PHEI.
- e) Notwithstanding the PHEI's capacity to engage in multiple projects or programs with a particular PHEI partner, the said PHEI partner shall only be counted once.

B3-OSP2 Percentage of students engaged in short-term and long-term mobility (5 points)

- a) **Student mobility** programs are those that enhance student learning by exposing them to educational or cultural aspects of the country where they are sent.
- b) The PHEI shall receive additional five (5) points on this indicator, with values to be computed as follows:

Table 17. Point equivalent for percentage of students engaged in short-term and long-term mobility by horizontal type

Points	For Universities	For Colleges and Professional Institutions
5.00	1.00% and above	0.50% and above
4.00	0.80% - 0.99%	0.40% - 0.49%
3.00	0.60% - 0.79%	0.30% - 0.39%
2.00	0.40% - 0.59%	0.10% - 0.29%
1.00	0.10% - 0.39%	

- c) Mobility covers short-term exchange programs of three (3) months or less and/or long-term exchange programs of more than three (3) months. OJT or internship programs that are part of the curriculum or a graduation requirement are not included.



- d) The PHEI is required to provide the listed documentary evidence for this indicator:
- Profile of the participating students indicating the nature (inbound or outbound), length (in months), and purpose (educational or cultural) of mobility;
 - For Outbound programs:
 - scanned PDF copy of the CHED endorsement to the Bureau of Immigration;
 - Legitimacy of foreign studies
 - For Inbound programs:
 - scanned PDF copy of the accreditation certificate from the Bureau of Immigration;
 - submitted list of foreign exchange students to CHEDRO
 - Certificate of Completion of the Program issued by the partner institution; and
 - MOA/MOU with the partnered international institution

Section 19.

CRITERION C: INSTITUTIONAL QUALITY AND EXCELLENCE

- a) Indicators cover institutional quality assurance mechanisms and enhancements by the institution. This includes accreditation and certification at the institutional level, participation in government-led and international QA programs, and inclusion in various recognized international rankings.
- b) Each indicator has a corresponding point allocation, and an institution may accumulate points from one or more indicators as provided in Table 18. The maximum points that a PHEI can earn are thirty (30) points.

Table 18. Criterion C: Institutional Quality and Excellence

Indicators	Maximum Points to be Awarded
C1. Institutional accreditation, certification, or assessment • Local institutional • International • ISO certification	15 points 10 points 15 points 15 points
C2. Institutional Sustainability Assessment (ISA)	15 points
C3. Philippine Quality Award (PQA)	10 points
C4. Inclusion in international ratings/rankings • QS Stars rating • Institutional ranking (QS, THE, Shanghai) • Subject or field • Impact	15 points 10 10 5 5

C1. Institutional accreditation, certification, or assessment (15 points)

- a) **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.

- b) An **international institutional assessment** constitutes a process of evaluating the success or worth of any ongoing set of activities intended to achieve program outcomes done by an international assessing institution.
- c) An **institutional certification** is the provision by an independent body of written assurance (a certificate) that the product, service or system in question meets specific requirements suggesting that an effective quality management system is in place.

To be considered under this indicator is ISO 21001:2018 certification. The ISO 9001:2015 with a validity until December 31, 2025, shall still be considered. The ISO Certification should include the scope of instruction, research, extension, and academic support processes of PHEI.

For the next cycle of evaluation, only DTI Philippine Accreditation Bureau (DTI PAB) accredited ISO Providers shall be considered for this grant.

- d) The PHEI shall receive a maximum of 15 points on this indicator, with values equivalent to the following:

Table 19. Point equivalent for international accreditation or assessment.

Points	Description
15.00	International institutional assessment
10.00	Local institutional accreditation
15.00	ISO certification

- e) The PHEI must append copy of certificates issued relating to the assessment or accreditation or certification, such as:
- Certificate(s) - International Assessment
 - Certificate(s) - Institutional Accreditation
 - ISO Certificate (9001:2015 or 21001:2018)
- f) Local institutional accreditation may be given by either the ACSCU-ACI, PACUCOA, or PAASCU, as certified by the FAAP. Meanwhile, PHEIs that have completed assessments such as AUN-QA institutional assessment are considered.
- g) The PHEI must append copies of the valid FAAP certificates as evidence of local institutional accreditation. In case FAAP certificates are not yet issued, valid certificates issued by any of the three (3) accrediting bodies (ACSCU-ACI, PACUCOA, or PAASCU) may be considered as long as the certificates indicate the accreditation level, and validity period. Moreover, these certificates must be verifiable with the accrediting agency and/or FAAP.
- h) An expired local institutional accreditation by the end of the call will not be included in the count. Consideration will be given to an expired accreditation certificate, subject to any of the following conditions:

- if the institution has expired accreditation but is under the accrediting agency's grace period; and
- if the institution has expired accreditation but is scheduled for visit by the accrediting agency within the application period of the grant, provided further that the application for renewal of accreditation was filed before the expiration of the accreditation certificate.

A certification containing information on the grace period or schedule of visit from the accrediting agency, along with the expired accreditation certificates, must be submitted. Otherwise, local institutional accreditation is considered expired.

- If a PHEI claims that its program has undergone an international institutional assessment, but not by the organization mentioned above, the PHEI must submit brief information on the international assessment body, the framework referenced by the assessment body, and the assessment process it employs.
- To encourage sustainable and continuous QA efforts, only valid accreditation upon submission of application shall be considered.

C2. Institutional Sustainability Assessment (15 points)

- The **Institutional Sustainability Assessment (ISA)** is a quality assurance process that assesses the institutional sustainability of a PHEI by looking at the presence, extent of implementation, outcomes, and effectiveness of its internal QA 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 PHEIs 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.
- The PHEI shall receive a maximum of 15 points on this indicator equivalent to the following:

Table 20. Point equivalent for average ISA score obtained

Points	Description
15.00	Ave Score ≥ 2.75
10.00	Ave Score ≥ 2.50
5.00	Ave Score ≥ 2.00

C3. Philippine Quality Award (10 points)

- The **Philippine Quality Award (PQA)** is the highest national recognition for exemplary organizational performance of private and public organizations in the country. It is conferred annually to qualified organizations in the private and public sectors which have demonstrated the highest level of performance excellence.

- b) The DTI-Competitiveness Bureau 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.
- c) The PHEI shall receive a maximum of ten (10) points corresponding to Mastery, Proficiency, and Commitment to Quality Management based on the following values:

Table 21. Point equivalent for PQA levels

Points	Description
10.00	Performance Excellence
8.00	Mastery in Quality Management
6.00	Proficiency in Quality Management
4.00	Commitment to Quality Management

- d) The PHEI must submit documentation that identifies the award or recognition, as well as other relevant documents, including the PQA Certificate.

C4. Presence in International Institutional Rankings/Certifications (15 points)

- a) **Institutional rankings** are developed by independent ranking groups to provide a detailed look at an institution, enabling stakeholders to identify which institutions are the best in specific topics or components.
- b) **Subject or field rankings** are compiled by independent ranking groups to help prospective students identify the leading PHEIs in a particular subject or field.
- c) **Impact rankings** are global performance tables that assess universities against the UN SDGs and their contributions to society.
- d) **International Institutional Ratings** provides in-depth assessment of institutional performance indicators, whether it is global, domestic, or international.
- e) The PHEI shall receive a maximum of 15 points, corresponding to the following values:

Table 22. Point equivalent for QS Stars rating and Institutional rankings

Points	QS Stars Rating	Institutional (QS, THE, Shanghai) <i>presence in rankings</i>
10.00	Above 3 stars	more than 2 years
8.00	3 stars	2 years
6.00	Below 3 stars but not less than 1	1 year

Table 23. Point equivalent for Subject/field and impact rankings

Points	Subject or field <i>presence in rankings</i>	Impact
5.00	more than 3 years	more than 2 years
3.00	2 - 3 years	2 years
1.00	1 year	1 year

- f) For this indicator, Quacquarelli Symonds (QS) Stars is considered an international institutional rating.

The QS Rankings, Times Higher Education Rankings, Global Rankings of Academic Subjects (Shanghai), World's Universities with Real Impact (WURI) are the accepted rankings for this cycle.

- g) The PHEI is required to provide the listed documentary evidence for this indicator:
- For C4.1 QS Stars:
 - QS Stars Rating Certification
 - Link and screenshot of the PHEI Institutional Ranking
 - For C4.2 Institutional (QS, THE, Shanghai):
 - International Ranking Certification
 - Link and screenshot of the PHEI Institutional Ranking
 - For C4.3 Subject or field:
 - subject ranking Certification
 - Link and screenshot of the PHEI Subject field Ranking
 - For C4.4 Impact:
 - subject impact Certification
 - Link and screenshot of the PHEI Impact Ranking
- h) Should the PHEI participate in all ratings and rankings, the total scores earned from these are capped at 15 points.
- i) Notwithstanding the capacity of programs to be ranked by multiple groups at the same time, PHEIs are only limited to submit unique subjects or fields for inclusion in the submission. Duplication or multiple rankings of the same subject or field will only be counted as one.

ARTICLE V
RESPONSIBILITIES, ENHANCED BENEFITS, AND PRIVILEGES OF THE GRANT

Section 20. The following are the benefits and responsibilities of Autonomous PHEIs:

- a) Exemption from the issuance of Special Order (S.O.) for their graduates.
- b) Exemption from regular monitoring and evaluation by CHED. However, CHED may, on its initiative, conduct verification, monitoring, or investigation activities in cases where there is evidence or reports of a general erosion of quality and/or a gross violation of CHED policies, rules, and regulations.
- c) Authority to grant an honorary degree to deserving individuals pursuant to the provisions of the existing CHED policies on the conferment of honorary degrees. The PHEIs should inform the CHED Central Office through the appropriate CHEDRO of the conferment at least two (2) months prior to the scheduled conferment.
- d) Priority in the grant of subsidies and other financial incentives or assistance from the CHED¹⁴ subject to existing rules and regulations.
- e) Priority to CHED support for the establishment of linkages with recognized foreign PHEIs. The PHEIs should ensure that the existing laws and CHED policies are complied with.
- f) Privilege to offer new program(s) in the undergraduate level (those with existing PSGs), without securing permit/authority from CHED, except disciplines/degree programs that are under moratorium and any other field duly specified by CHED. The PHEIs must inform the CHED Central Office (CHEDCO) through the appropriate CHEDRO of the new undergraduate program at least one (1) term before the start of the intended AYr of implementation and be able to admit students within the said AY. The PHEI shall submit evidence of its compliance with the minimum requirements as embodied in the existing PSGs for a particular program, along with a copy of its enrollment list, to their respective CHEDROs by the prescribed submission deadline.
- g) Privilege to develop and offer new undergraduate degree programs without securing permit/authority from CHED in an emerging field (those without existing PSGs) to achieve global competence and address the dearth of experts in the said emerging field, provided, that this new program shall not be offered through distance education.

The new undergraduate program may be offered through a partnership with the relevant industry or with another Autonomous PHEI or SUC with at least Level III status or higher.

The lead Autonomous PHEI must submit to the CHEDCO through the appropriate CHEDRO, at least one (1) term before the start of the implementation of the program, copies of the program feasibility study including evidence that there is a dearth of experts, program curriculum,

¹⁴ as provided in CMO No. 17, s. 2022.



list of faculty members/experts, learning resources and support structures identified to be relevant and aligned with the new program.

- h) Privilege to determine and prescribe their curricular programs to achieve global competence. In case of curricular revisions, the PHEIs should inform the CHEDCO through the appropriate CHEDRO of the curricular revisions at least one (1) term before the start of the intended AY in which the revised curriculum shall be implemented. The revised curriculum shall apply to the entering students, returning students, and students who wish to follow the revised curriculum in the specified AY.
- i) Privilege to offer extension classes in undergraduate programs. The PHEIs should ensure that they comply with CHED requirements for the offering of extension classes¹⁵. The PHEI shall submit evidence of its compliance with the said CMO to the CHEDRO with jurisdiction over the Autonomous PHEI and the CHEDRO where the extension classes will be conducted at least one (1) term before the start of the implementation of the extension classes.
- j) For new graduate programs, all PHEIs shall apply for the Government Authorization before offering them. However, Autonomous PHEIs shall be prioritized by CHED in the processing of their application.
- k) Privilege to increase tuition fees and other school fees without securing a permit from CHED. The PHEIs should ensure that the existing CHED PSGs on increases in tuition and other school fees are fully complied with, especially those about the consultation process and requirements. The PHEIs should inform the CHEDCO through the appropriate CHEDRO of these increases before the start of the AY, when the new tuition and other school fees will be implemented.
- l) PHEI grantees are required to create and sustain QA development mentorship programs with non-Autonomous or non-Deregulated PHEIs as part of their contribution to building the critical mass of quality PHEIs. QA development programs may be (but are not limited to) the development of continuous quality improvement processes for institutional management, programs, student services, faculty enhancement, consortia on programs, research, learning resources, linkages, and outreach activities.
- m) PHEIs granted Autonomous Status are required to submit to the concerned CHEDRO their cohort enrollment data per program per term; graduation lists per program per term; and other institutional data or information needed for the inclusion in the Higher Education Management Information System (HEMIS) and any other data or information that CHED may require.
- n) Likewise, PHEIs with Autonomous Status are also required to inform their respective CHEDROs of any benefits enjoined or availed included herein, as well as the processing days indicated, before their implementation.

Section 21. The following are the benefits and responsibilities of Deregulated PHEIs:

- a) Exemption from the issuance of S.O. for their graduates.

¹⁵ CHED Memorandum Order No. 27, Implementing Section 24 of the MORPHE re: Establishment of Extension Classes/Academic Programs, 2009.



- b) Exemption from regular monitoring and evaluation by CHED. However, CHED may, on its initiative, conduct verification, monitoring, or investigation activities in cases where there is evidence or reports of a general erosion of quality and/or a gross violation of CHED policies, rules, and regulations.
- c) Authority to grant an honorary degree to deserving individuals pursuant to the provisions of the existing CHED policies on the conferment of honorary degrees. The PHEIs should inform the CHEDCO through the appropriate CHEDRO of the conferment at least two (2) months before the scheduled conferment.
- d) Priority in the grant of subsidies and other financial incentives or assistance from the CHED¹⁶ subject to existing rules and regulations.
- e) For new graduate programs, all PHEIs shall apply for the Government Authorization before offering them. However, Deregulated PHEIs shall be prioritized by CHED in the processing of their applications.
- f) PHEI grantees are required to create and sustain QA development mentorship programs with non-Autonomous or non-Deregulated PHEIs as part of their contribution to building the critical mass of quality PHEIs. QA development programs may be (but are not limited to), the development of continuous quality improvement processes for institutional management, programs, student services, faculty enhancement, consortia on programs, research, learning resources, linkages, and outreach activities.
- g) PHEIs granted Deregulated Status are required to submit to the concerned CHEDRO their cohort enrollment data per program per term; graduation lists per program per term; and other institutional data or information needed for the inclusion in the HEMIS and any other data or information that CHED may require.
- h) Likewise, PHEIs with deregulated status are also required to inform their respective CHEDROs of any of the benefits enjoined or availed included herein, as well as the processing days indicated, before their implementation.

Section 22. Conditions of the Grant

- a) Six (6) months after the granting of the status, the Commission shall conduct a random onsite assessment to the grantees to ensure sustained compliance.
- b) In cases where the Autonomous or Deregulated Status has expired or revoked by the CHED, they shall be allowed to graduate without the need for a S.O. from CHED within the term that the status has expired or has been revoked. Thereafter, the PHEIs shall undergo the usual process of applying for S.O. with the appropriate CHEDRO.

¹⁶ as provided in CMO No. 17, s. 2022.



- c) If the PHEI with expired or revoked Autonomous Status wish to continue offering the new program(s) which were initiated during their autonomy, the program(s) will be subjected to regular monitoring and evaluation by the CHEDRO, correction of deficiencies within a reasonable time period if called for, and appropriate CHED action on the status of the program.

ARTICLE VI APPLICATION AND EVALUATION PROCESSES

Section 23. Application, Evaluation, and Approval

STEP 1: Creation of User Accounts/Google Sheet for Each Applicant

- a) Submission of the Letter of Intent by the PHEI to CHEDRO at least two (2) months before the start of the application, or earlier.
- b) CHEDRO is to endorse all Letters of Intent to the Office of Institutional Quality Assurance and Governance (OIQAG) immediately upon receipt.
- c) OIQAG to acknowledge the endorsement of the CHEDRO.

STEP 2: Submission of PHEI Application

- a) Should the applicant PHEI have multiple campuses, each campus must apply separately. For the PHEI with annexes as defined in Section 12 of CMO No. 15, s. 2019, they shall include these annexes in their application documents. The submission must clearly distinguish between the evidence of the main campus from the annex campuses.

This claim must be supported by documentary evidence confirming that each annex campus has been duly verified and recognized by the respective CHEDROs. Such confirmation ensures that all campus locations included in the application are officially acknowledged and operating with the required CHED Government Authorization for all of its programs in all locations.

- b) The applicant PHEI shall prepare its application documents. On or before the set deadline for submission of applications, the following documents must be received by the CHEDRO:

In printout form (hard copy):

- Application letter duly signed by the Head of the PHEI
- Notarized Sworn Statement (see Annex 1 for the template)

Electronic file or scanned copy – All documentary evidence to support the claim of points per indicator/criterion:

- should be clearly scanned in the proper orientation,
- must be in Portable Document Format (PDF), and
- properly labeled with the file name: Indicator_Specific indicator_Document Name (e.g. A1_COE_BS Civil Engineering; B1.1_PRC_2023 Nursing; C4.1_QS Stars_Certification)



- c) Full access to the files shall be given to the CHEDRO and OIQAG upon submission of the application documents.
- d) Each piece of evidence for every claim must have its own scanned copy (unique link) specific to the indicator, regardless of whether the same document is used multiple times in the application. Unsupported claims will not be considered.
- e) The CHEDRO and OIQAG shall not consider applications submitted after the set deadline.

STEP 3: CHEDRO process and endorsement to OIQAG

- a) The CHEDRO shall evaluate all documentary evidence of the applicant PHEI's compliance with the Prerequisite Criteria.

If the PHEI is not compliant with the Prerequisite Criteria, the CHEDRO shall inform the PHEI on the denial of its application without prejudice to re-application before the set deadline.

- b) The CHEDRO shall endorse the application documents to OIQAG only if the applicant PHEI is compliant with the Prerequisite Criteria and the submitted documentary evidence for each criterion and indicator for the grant is complete and correct.

The documents to be forwarded by the CHEDRO to OIQAG shall include the following:

- CHEDRO's endorsement of the application stating the compliance of the PHEI;
- Original copy of the Notarized Sworn Statement; and
- CHEDRO-stamped application letter from the PHEI.

STEP 4: Evaluation of Application by the OIQAG

The Commission shall form an Evaluation Committee that shall evaluate the applications for the grant of status for each evaluation cycle.

OIQAG shall notify the PHEI of the evaluation schedule, during which the PHEI is expected to be on standby to assist with any accessibility issues related to their submitted documents.

OIQAG shall submit the evaluation results, along with its recommendations, to the Commission for approval.

STEP 5: Approval of the Status

- a) The approval or disapproval of the Autonomous and Deregulated Status is vested in the powers and functions of the Commission en banc (CEB).
- b) The status approved by the CEB shall be communicated to the PHEIs through the CHEDRO, and a corresponding CMO shall be issued for the information of the public.

Section 24. Process for the Motion of Reconsideration

- a) If the PHEI disagrees with the decision of the CEB, it may file a Motion for Reconsideration (MR) within ten (10) working days upon the receipt of the evaluation results of the applicant PHEI. The MR document shall be submitted directly to the OIQAG, and copy furnished to the CHEDRO. The MR document must be submitted in hard copy. MR submitted after the ten (10) working day period shall not be accepted.
- b) The PHEI, shall explain why it should have been classified differently using the same evidence as submitted. The MR shall not serve as a venue for the submission of additional evidence that the PHEI failed to include in its application documents.
- c) The CEB will constitute a Review Committee to process the MR and make its recommendation to the CEB. The decision of the CEB on the MR will be final and executory.

Section 25. Timeline and Validity of Status

- a) The evaluation cycles for the granting of Autonomous and Deregulated Status to PHEIs shall follow the timeline shown in the tables below. No applications shall be accepted before or beyond the prescribed submission periods.

Table 24. Submission, Coverage, and Validity for the Grant

For upgrading from Deregulated Status to Autonomous Status:

Particular	Schedule
Submission Period of Application to CHEDRO	October 16, 2025 to November 15, 2025
Coverage Period of Evidence for Evaluation	September 15, 2023 to October 15, 2025
Review and endorsement of application by CHEDRO to OIQAG	November 15, 2025 to December 16, 2025
Validity status of the Grant	three years validity (upon approval by the CEB)

New applications:

Particular	Schedule
Submission Period of Application to CHEDRO	October 16, 2025 to November 15, 2025
Coverage Period of Evidence for Evaluation	September 15, 2022 to October 15, 2025
Review and endorsement of application by CHEDRO to OIQAG	November 15, 2025 to December 16, 2025
Validity status of the Grant	three years validity (upon approval by the CEB)

- b) If a Deregulated PHEI applied for the upgrading of its status to Autonomous and failed to qualify, it shall retain its Deregulated Status until the expiration as stated in the original CMO/certificate issued. The formula for computations of points shall be adjusted accordingly.

**ARTICLE VII
SEPARABILITY CLAUSE**

Section 26. If any part or provision of this CMO shall be held invalid, other provisions hereof which are not affected shall continue to be in force and effect.

**ARTICLE VIII
REPEALING CLAUSE**

Section 27. This CMO supersedes all other previous CHED issuances related to benefits, responsibilities, and conditions of Autonomous and Deregulated Status.

**ARTICLE IX
APPROVAL AND EFFECTIVITY**

Section 28. This CMO shall take effect fifteen (15) calendar days after its publication in the official gazette or newspaper of national circulation. Also, it shall be registered with the Office of National Administrative Register at the University of the Philippines Law Center, UP Diliman, Quezon City.

Signed this 21st day of July 2025 in Quezon City, Philippines.

For the Commission:



**SGD.
SHIRLEY C. AGRUPIS, Ph.D.**
Chairperson

SWORN CERTIFICATION

The undersigned, as <Designation of the HEI Head> of <HEI Full Name>, <Name of Campus applying for the Grant>, with address at <city or municipality, province> do hereby certify that:

- a) The <PHEI> - <Campus> is an authorized educational institution duly registered with the Philippine Securities and Exchange Commission, and that all its tertiary education program offerings are authorized by the Commission on Higher Education (CHED);
- b) The <PHEI> - <Campus> has consistently adhered to the relevant CHED policies, standards and guidelines, and the existing Philippine laws, rules and regulations relating to the operation of a higher education institution; and
- c) To the best of our knowledge, the <PHEI> - <Campus> has no record of confirmed violation of these policies, laws, rules and regulations.

This certification is being issued as part of documentary evidence of the <HEI's> application for the grant of autonomous or deregulated status in accordance with Section 11 of CHED Memorandum Order No. 6, Series of 2023 entitled, "Policies and Guidelines for the Grant of Autonomous and Deregulated Status to Private Higher Education Institutions".

We understand that any proven false statement herein, may result to the disqualification of <PHEI> from this cycle of evaluation of applications for the grant of autonomous or deregulated status by CHED.

Signature
Name of the HEI Head
Designation

Signature
Name of the Focal Person for the Application
Designation

SUBSCRIBED AND SWORN TO before me this ____ day of _____, 20____,
at _____, Philippines affiant/s exhibiting their government-issued identification cards as follows:

NAME	GOVERNMENT- ISSUED ID	DATE OF ISSUE	PLACE OF ISSUE

Witness my hand and notarial seal on the date and place above-written.

NOTARY PUBLIC

Doc. No. ____;

Page No. ____;

Book No. ____;

Series of 20____.

