

UNIVERSITY OF THE PHILIPPINES SYSTEM

INTERNAL ACADEMIC ASSESSMENT AND DEVELOPMENT SYSTEM (IAADS) MANUAL

**OFFICE OF THE VICE-PRESIDENT FOR ACADEMIC AFFAIRS (OVPAA)
DECEMBER 2011**

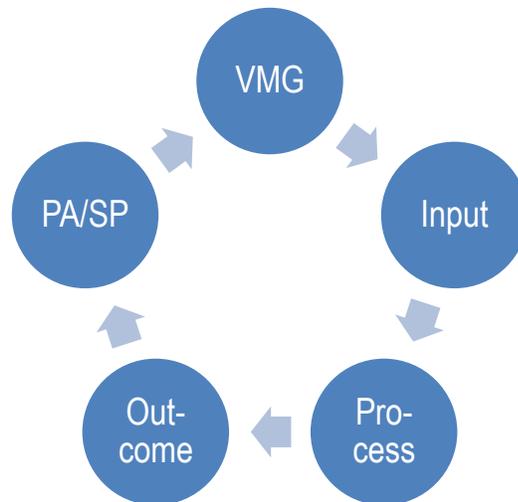
Background

In December 1999, then President Francisco Nemenzo created a System Committee to propose a common standard for evaluating academic (degree-granting) units. The initial Academic Assessment System (AAS) instrument was pilot tested in 2000, revised and retested in 2001. After presentation of the AAS survey instrument to the President's Advisory Committee (PAC) in 2001, a series of orientations and consultations were conducted in all the Constituent Universities (CUs) by the OVPAA in 2003. Workshops for the members of the Academic Affairs Committee (AAC) were also conducted by the OVPAA in 2008 and 2009.

Rationale

Renamed as Internal Academic Assessment and Development System (iAADS) in 2011, academic assessment of the core academic functions of departments/institutes is part of the commitment of the University of the Philippines System for academic excellence. UP's knowledge development strategic plan is supported by the OVPAA through different mechanisms such as internal self-assessment and external quality certification/accreditation on the national, regional and international levels. Regular academic assessment is essential for self-improvement for national and global competitiveness.

Academic assessment is systematic, structured, and continuous. All effective academic assessment is designed to demonstrate that the department/institute achieved its stated vision, mission, and goals (VMG). All assessment metrics are further categorized as input, process, and outcome. Input refers to resources, process to programs/services/activities, and outcome to what is actually measured. Improving the quality of the outcome would depend on improving the quality of the processes as well as the quality of the input. Using the information generated by the academic assessment, post-assessment (PA) and strategic planning (SP) ensue to maintain or improve academic quality. The PA/SP will signal whether a department/institute is ready for external benchmarking and external quality certification and/or accreditation.



Objectives

Internal academic self-assessment of the core academic functions of each department/institute is a collective responsibility and the process is part of the annual SOPs of the departments/institutes. The core academic functions include teaching, research and creative works, and extension and public service.

*

Such academic assessment is diagnostic and is intended to enhance academic quality. The primary objective of the iAADS is to assess and improve the core academic functions. The aims of the iAADS are explicitly stated as follows:

1. Gather up-to-date baseline data
2. Improve the academic unit
3. Help the unit to plan more effectively
4. Enable it to benchmark against other units in the UP System or other universities
5. Serve as a basis for evaluating requests for additional resources
6. Serve as a basis for the grant of institutional incentives and awards.

The iAADS starts with data gathering using a document checklist. The VMGs of departments/institutes should be linked to UP's VMGs and strategic priorities. This phase of iAADS can commence immediately.

The iAADS instrument has quantitative and qualitative assessment. Specific instructions are provided prior to the accomplishment of the quantitative assessment, which measures a set of indicators with corresponding values. The quantitative instrument provides preliminary data

on five aspects of academic performance. The qualitative self-assessment is undertaken by the department/institute as a whole and should help the department/institute examine its academic performance more thoroughly.

iAADS Process

The iAADS is an automated system. The link to the iAADS is available in the Academic Programs and Research section of the UP System website (<http://up.edu.ph>). Data entry is done online. The user can prepare the data using a spread sheet, then copy and paste the data to the online form in the iAADS system. There is an automatic generation of iAADS quantitative score.

There is a computerized system for the storage of data gathered from the quantitative and qualitative self-assessment and the automatic generation of the iAADS report, which can also be used in subsequent academic self-assessments.

With automatic iAADS report generation, the departments/institutes will be able to benchmark with other departments/units within their college, within the constituent unit, and across constituent units. Administrators would also be made aware of the relative activity levels of departments/institutes with regards to the core academic functions of teaching, research, and extension. This would help administrators understand the natural typology of departments/institutes.

With computerized feedback, the departments/institutes can immediately move forward to post-assessment and strategic planning to be able to attain their VMGs prior to another cycle of academic self-assessment. With data storage, departments/institutes would be able to access background information, generated in the previous academic self-assessment, which is essential for measuring changes that result from interventions or actions or programs decided upon during their strategic planning.

1. Each institute/department shall review its programs on a regular three-year cycle.
2. **Phase 1** consists of data gathering with the following needed documents (Appendix 1):
 - a. Mission and vision statement
 - b. Academic standards
 - c. Teaching performance
 - d. Faculty publications / performances/exhibitions
 - e. Extension service
 - f. Active external linkages

- g. Resources and facilities
3. **Phase 2** starts with the accomplishment of the quantitative assessment. Specific instructions are provided prior to the accomplishment of the quantitative assessment, which measures a set of indicators with corresponding values. The quantitative instrument provides preliminary data on five aspects of academic performance:
 - a. Academic credentials
 - b. Overall track record
 - c. Teaching performance
 - d. Research/artistic output
 - e. Extension service

 4. **Phase 3** is qualitative self-assessment. It is undertaken by the department/institute as a whole and should help the department/institute examine its academic performance more thoroughly.

 5. After online completion and submission of documents, departments/institutes immediately move forward to post-assessment and strategic planning to be able to attain their VMGs prior to another cycle of academic self-assessment.

Timeline

Activities	Expected Output	Timeline (Months)			
		January	February	March	April
Data gathering	a. Mission and vision statement b. Academic standards c. Teaching performance d. Faculty publications / performances/exhibitions e. Extension service f. Active external linkages g. Resources and facilities				
Quantitative Assessment	a. Academic credentials b. Overall track record c. Teaching performance d. Research/artistic output e. Extension service				

Qualitative Assessment	<ul style="list-style-type: none"> a. Overall missions and plans b. Faculty performance c. Academic programs d. Academic and other processes e. Students Resources 				
Online data entry	Online completion and submission of documents gathered, quantitative and qualitative assessment				
Automatic generation /feedback	iAADS report				
Post evaluation and strategic planning for next cycle of iAADS					

Survey Instrument

I. Document Checklist

The following documents are needed for the Internal Academic Assessment and Development System.

1. Mission and Vision Statement (if any; most recent, indicate date written)
 - 1.1. Department/institute's goals, direction
 - 1.2. Plans and targets for **next three years** (by performance area)
 - 1.3. Descriptions and objectives by program (include BS/BA, certificate, diploma, MS/MA, PhD)
2. Academic Standards
 - 2.1. Recruitment, tenure and promotion criteria and policies
 - 2.2. Decision-making process in hiring, grant of tenure and promotion
 - 2.3. List of faculty who trained abroad (see quantitative survey item 1.6): for what purpose (study, visiting professor), where and when
3. Teaching Performance
 - 3.1. Employment of graduates in the **last two to three years**.
 - 3.2. Data, if any, on drop-out rate, shifting out of and into the program.
 - 3.3. Last curricular review. State program(s) and year last reviewed; describe in general the revisions made, if any (minor changes, new courses or programs instituted, overhaul of curriculum, etc.).
 - 3.4. Graduate admission requirements over and above the minimum, if any; describe selection process (exam, interview).
 - 3.5. Scale of equivalent for student evaluation of teaching (see quantitative survey items 3.4 and 3.6)
4. Faculty Publications or Performances and Exhibitions (see quantitative survey items 4.2 and 4.3)

4.1 List of refereed publications by regular full-time faculty and REPS faculty in the **last two years**; full bibliographic entries arranged alphabetically by author. Indicate if co-authored.

- International refereed publications
- Local refereed publications

4.2 Annotated list of creative works by regular full-time faculty in visual and performing arts. Indicate co-creations.

- International performances and exhibitions
- Local performances and exhibitions

5. Extension Service

List of activities undertaken by unit as a whole and by individual faculty members in the **last two years**: type of activity, when/where conducted, and partner/beneficiary (see quantitative survey item 5).

6. Active External Linkages

In the **last two years**: university, institution, industry; type of linkage (exchange program, joint research), and faculty/students involved.

7. Resources and Facilities

7.1 MOOE **this year and last year**

7.2 Condition of laboratories and other facilities

7.3 Library collection and facilities

7.4 Additional grants received from UP (CU or System) apart from MOOE in **last two years**: purpose and amount

7.5 Outside (non-UP) grants received in the **last two years**: source, purpose, amount, project period

II. Quantitative Instrument

A. Instructions to Department Chair/Institute Director/Division Head

1. The survey is the first of two documents the department will prepare in the self-assessment exercise. The second document is a qualitative self-appraisal by the department faculty using a separate guide. The purpose of this survey is to provide preliminary data on five aspects of academic performance:

- Academic credentials
 - Overall track record
 - Teaching performance
 - Research/artistic output
 - Extension service
2. Each area consists of a set of indicators with corresponding values that emphasize academic excellence while recognizing differences among units. For example, the survey assigns a greater value to higher standards but expects graduate units to have more publications than units with heavier undergraduate teaching load. The weights of each indicator are as follows:

<u>Performance Indicator</u>	<u>Grad Units</u>	<u>Other Units</u>
Academic credentials	30	25
Overall track record	15	15
Teaching performance*	15	25
Research/artistic output	30	25
Extension service	10	10
Total	100%	100%

* Includes student progress

3. The term “**department**” also refers to degree-granting institutes and divisions. In a College structured around multi-disciplinary divisions instead of (disciplinary) departments, the Dean shall decide in which division to place faculty members who teach courses required by several degree programs (e.g., “service” courses like physics or chemistry), that do not exist as a full-fledged degree program.
4. The time frame referred to in the survey is reckoned in academic years or by semester. “**This year**” means the current academic year at the time the survey is being filled out. “**Last semester**” refers to the semester immediately preceding the present one, excluding the summer session. Semester data always refer to the data from the **1st semester** of the immediate past school year.
5. Not all items in the survey are rated. Some (such as questions 1.1, 1.3, 3.1, 3.3) are necessary for background information.
6. All references to PhD and MA/MS degrees include equivalent graduate degrees.
- PhD equivalent is the terminal degree in that discipline; for instance, in Fine Arts, the MFA degree.

- Bachelor of Laws (Ll.B) with Supreme Court bar eligibility and Doctor of Medicine with Professional Regulation Commission eligibility are equivalent to Master's Degree as per CHED Resolution No. 038-2001 (132nd meeting, 19 February 2001).
 - MA/MS or PhD candidates (regardless of the stage they are in) at the time of the survey shall be counted as BA/BS or MA/MS degree holders, respectively.
7. Unless otherwise indicated, faculty includes regular full-time, regular part-time, contractual, faculty members with administrative load credit and those on sabbatical, leave, special detail and secondment at the time of the survey. For consistency, use the total in item 1.1.a.b.c.d of the survey in all related questions unless the question specifically excludes certain faculty.
 8. Part-time faculty are those who are not full-time regular faculty; they exclude lecturers and teaching assistants and associates.
 9. Research faculty are those with appointments as Research Assistant Prof., Research Associate Prof., etc).
 10. Lecturers, teaching assistants and teaching associates are not counted among the faculty.
 11. A service course is an undergraduate course other than GE, which other degree programs require (e.g., calculus, foundation science courses, etc.).
 12. If a survey item is not applicable to the unit, write NA.
 13. The Chair/Director is responsible for providing accurate information. The number and list of publications, for example, should **exclude** unpublished researches, papers read in conferences, letters to the editor, essays written in newsletters, and publications that were not refereed. An edited published article is not necessarily refereed. The same standard applies to creative work. Self-promoted (self-published, self-produced) works do not pass the test of their peers and must, therefore, be excluded from the list of creative works. The rigor of the discipline must, at all times, prevail when preparing the list of scholarly and creative work.
 14. No survey is all-encompassing. A unit's responses will no doubt be shaped by the context or specific conditions in which it operates. Hence, after completing the survey and running the formulas, annotate your results. The qualitative appraisal guide also provides another opportunity for the unit to explain the state of its academic performance in greater depth.

B. Survey

College _____
 Department/Institute _____

CU _____
 Sem AY ____ - ____

1. ACADEMIC CREDENTIALS

1.1. Number of Faculty (1st semester of the immediate past school year)

- a. Regular full-time faculty (**include** Items b and c)
 - a.1. with plantilla items _____
 - a.2. without plantilla items _____
- b. Regular full-time faculty on sabbatical, leave, special detail, secondment _____
- c. Regular full-time with ALC of 6 units or more _____
- d. Part-time
 - d.1 Regular part-time faculty _____
 - d.2 Clinical faculty or WOC _____
 - d.3 Faculty Affiliates _____
 - d.4 REPS with authority to teach _____
 - d.5 Extension faculty _____
- e. Research faculty _____
- f. Lecturers _____
- g. Visiting professors and adjunct faculty _____
- h. Teaching Assistants (TA) _____
- i. Teaching Fellows (TF) _____

1.2. Faculty Profile (1st semester of the immediate past school year)

Highest Degree	Number of Faculty		
	Regular full-time (1.1a)	Regular part-time (1.1d.1)	Research faculty* (1.1e)
Doctoral			
Masters			
Bachelors			
Total			

Count only faculty members other than full-time with actual teaching load in the past year. **Exclude lecturers and teaching assistants/associates.*

1.3. Faculty Distribution by Rank (*As of the 1st semester of the previous school year & to include those with and without plantilla items, refer to 1.1a*)

Number of faculty by rank:

- a. University Professor _____
- b. Professor _____
- c. Associate Professor _____
- d. Assistant Professor _____
- e. Instructor _____

1.4. Recruitment

What is your minimum degree entry level for a faculty position?

- a. _____ PhD/equivalent b. _____ MA/MS/equivalent c. _____ BA/BS

1.5. Tenure

Which of the following is your unit's minimum requirement for tenure?

- a. _____ PhD + satisfactory teaching + refereed publication/creative work
- b. _____ MA/MS + satisfactory teaching + refereed publication/creative work
- c. _____ Other (specify) _____

1.6. Academic Experience in Foreign Institutions

How many faculty members, by degree, have had at least a **total of six (6) cumulative months** of academic experience (*e.g., full study, "sandwich" program, post-doctoral study, research fellowship, visiting professorship, but excluding study tours, conferences, seminars*) in a reputable university / institution overseas? Count the faculty member only **once** even if he/she has spent several academic stints abroad.

Faculty with Academic Experience Abroad	Number of faculty based on highest degree obtained	
	Doctorate	Masters Degree
Full-time faculty (1.1a)		
Regular Part-time (1.1d.1)		
Research faculty (1.1e)		

2. OVERALL TRACK RECORD

2.1. Years of Teaching Experience*

How many of your full-time/part-time faculty and research faculty (**1.1a to e**) have served as **regular** faculty (**1.1a, 1.1d.1, 1.1e**) for

	1-10 years	11-20 years	21-30 years	>30 years
Number of Faculty				
Percent of Total				

*Count service in other CUs/outside UP prior to joining your unit.

2.2. Teaching Load

Of the total number of regular full-time faculty in the **1st and 2nd semester of the immediate past school year** (*excluding those on sabbatical, leave, special detail, secondment and those with administrative load credit of 6 units or more*), indicate the number of faculty (**items 1.1a – b – c**) who carried the following average actual teaching load:

a. ____ < 9 units/sem b. ____ 9-12 units/sem c. ____ >12 units/sem

- **Exclude** research and extension load, as well as multiplier for GE and large classes; **include** multiplier for graduate courses.

2.3. Creative Work/Publication Experience

- Count regular full-time faculty (**item 1.1a**) and research faculty (**item 1.1e**) only **once** even if s/he has published/directed/ exhibited/performed more than once in either or both categories.
- If his/her experience has been in both categories, count him/her only under column A.

Faculty Rank	Number of regular full-time faculty and research faculty who, in their entire academic/professional life have		Total
	<p>Published in a refereed international journal or authored a book/chapter published by a reputable international academic or literary publisher.</p> <p><u>Or</u></p> <p>Exhibited, directed or performed in international exhibitions, world premieres or broadcasts, international art festivals or competitions. (A)</p>	<p>Published in a refereed local journal or authored a book/chapter published by a reputable local academic or literary publisher.</p> <p><u>Or</u></p> <p>Exhibited, directed or performed in local performances, broadcasts, art festivals or competitions. (B)</p>	
University Professor			
Professor			
Associate Professor			
Assistant Professor			
Instructor			
Research faculty			
Total			

2.4. Papers Read in Conferences

How many of your regular full-time faculty (**item 1.1a**) and research faculty (**item 1.1e**) have read a paper in a conference in their **entire** academic/professional life?

- Count faculty/research faculty **only once** even if s/he has read a paper more than once in either or both categories.
- If s/he has done so in both categories, count him/her only under (A).

Rank	International Conference (A)	National Conference (B)	Total
a. University Professor			
b. Professor			
c. Associate Professor			
d. Assistant Professor			
e. Instructor			
f. Research faculty			
Total			

2.5. Awards

How many of your regular full-time faculty (**item 1.1a**) and research faculty (**item 1.1e**) have received award for teaching, research/publication/creative work or public service in their **entire** academic/professional life?

- *Count faculty/research faculty **only once** even if s/he has received several awards in various categories starting with (A).*
- **Include** awards even outside one's field of specialization/discipline.
- **Exclude** research and other grants, scholarships, travel grants, professorial chairs, faculty grants, IPA, and college or department awards.

Faculty Rank	International Award (A)	National/Regional Award (B)	UP System/ CU Award (C)	Total
University Professor				
Professor				
Associate Professor				
Assistant Professor				
Instructor				
Research faculty				
Total				

3. TEACHING PERFORMANCE

3.1. Distribution of Courses Offered

In the **1st semester of the immediate past school year**, how many sections were offered by type of course?

Type of Course	Sections Offered Immediate Past Semester	
	Number	Percent of Total
a. Graduate		
b. Undergraduate		
GE courses		
Service courses		
Major and all other courses (<i>exclude GE & Service courses</i>)		
c. Pre BaccaLaureate*		
d. Post BaccaLaureate*		
Total		

**Refer to courses exclusive for the pre- and post-baccaLaureate programs*

3.2. Undergraduate Student Academic Advancement

	Number of undergraduate students by program (include diploma/certificate programs)	
	Program Name (Specify)	Program Name (Specify)
a. All undergraduate students (head count) 1st semester of the immediate past school year (including those in residence and on LOA)		
b. Actually enrolled (1st semester of the immediate past school year)		
c. Average number of students graduated in the last 3 academic years		
d. Percent of last year's graduates who finished on time* (i.e., within the time prescribed by the curriculum)		

* Data maybe taken from the College Secretary (% = [graduates who graduated on time/total graduates] x 100)

3.3. Average Class Size

Average class size of the **1st semester of the immediate past school year** by type of course:

Type of Course	1 st semester of the immediate past school year		
	Number of Sections	Total number of students per type of course	Average class size
a. Graduate			
b. Undergraduate			
GE			
1)			
2)			
3) Etc.			
Service courses			
1)			
2)			
3) Etc.			

Major and all other courses			
c. Post Baccalaureate (Diploma/Certificate)			
d. Pre Baccalaureate (Diploma/Certificate)			

3.4 Undergraduate Teaching Performance (Attach system of equivalents.)

How many of your regular full-time (**item 1.1a**)/research faculty (**item 1.1e**) who taught undergraduate courses during the **1st semester of the immediate past school year** was rated by their students as follows?

- *If a faculty member was evaluated in several classes, use his/her mean score (weighted average= $[SET\ 1 \times \# \text{ students}] + SET\ 2 \times \# \text{ students}] + \dots / [\text{total } \# \text{ students}]$). Use only the part of SET relevant to the teacher.*
- *In all columns in the table below, count only those who taught undergraduate courses.*

Scale	No. of Regular Full-time Faculty		Research Faculty	Total Faculty
	With Tenure	Without Tenure		
a. Excellent				
b. Very good				
c. Satisfactory				
d. Unsatisfactory				
Total				

3.5 Senior Faculty Teaching Undergraduate Courses

- Number of University Professors, Professors and Associate Professors who taught last year in the **1st semester of immediate past school year** _____
- Of this number (a) how many taught an undergraduate course? _____
- Of this number (b), how many taught at least one GE course? _____

3.6. Graduate Teaching Performance (Attach system of equivalents.)

How many of your regular full-time **(item 1.1a)**/research faculty **(item 1.1e)** who taught graduate courses during the **1st semester of the immediate past school year** was rated by their students as follows?

- *If a faculty member was evaluated in several classes, use his/her mean score (weighted average= $[SET\ 1 \times \# \text{ students}] + SET\ 2 \times \# \text{ students}] + \dots / [\text{total } \# \text{ students}]$). Use only the part of SET relevant to the teacher.*
- *In all columns, count only those who taught graduate courses.*

Scale	No. of Regular Full-time Faculty		Research Faculty	Total Faculty
	With Tenure	Without Tenure		
a. Excellent				
b. Very good				
c. Satisfactory				
d. Unsatisfactory				
Total				

3.7. Graduate Student Selectivity (**1st semester of the immediate past school year**)

Graduate Programs (Exclude diploma programs)	Number of Students		Mean UGWA* of Students Admitted
	Applied	Admitted	
a.			
b.			
c.			

*UGWA – Undergraduate General Weighted Average

3.8. Graduate Student Academic Advancement

	Number of Graduate Students			
	Post Baccalaureate	Masters	Doctorate	Total
a. All graduate students (head count) this 1st semester of the immediate past school year (<i>including those in residence and on LOA</i>)				
b. Actually enrolled (1st semester of the immediate past school year)				
c. On MRR penalty at present or liable for penalty if they were to enroll in the 1st semester of the immediate past school year. <i>Except for UPLB: Readmitted after reaching maximum residence.</i>				
d. Graduate students who submitted pre-prints (<i>accepted for publication</i>)/published articles or equivalent in visual and performing arts prior to graduation in the last 3 years				
e. Total number of graduates in last 3 academic years				
f. Total number of graduates in last 3 academic years (with thesis)				

3.9. Performance of Graduates

What percentage of your graduates who took the professional licensure examinations **last year** passed?

Licensure Exam	Number of examinees	Number of passers	Percent passed
Average			

4. RESEARCH/ARTISTIC OUTPUT

4.1. Level of Intellectual Productivity

In the **past three (3) years**, how many research and/or creative projects did your unit complete (as a unit and as individual or group of faculty members)?

- *Include software, patents and similar outputs.*
- *Exclude publications, actual exhibitions and performances.*
- *Include only those reported in the Faculty Service Record under Research and Creative Work*

Project Type	Unit/Group Project	Individual Project	Total
Research/ Creative Work			
Software, patent			
Other			
Total			

4.2. International Publications, Exhibitions and Performances (Attach list.)

a. Number published in **last three (3) years** in reputable refereed international academic or literary publications.

- *Include co-authored publications but count each publication only **once**.*

Publication Type	Regular Full-time Faculty	Research Faculty	Total
Journal (full) article			
Book			
Chapter of book			
Total			

b. Number of creative works exhibited, directed, performed or broadcast in the **past three (3) years** by regular full-time and REPS faculty in recognized institutions outside the country. _____

- *Include co-creations but count each creative work only **once**.*

4.3. Local Publications, Exhibitions and Performances (Attach list.)

a. Number published in **last three (3) years** in reputable refereed local academic or literary publications.

- *Include co-authored publications but count each publication only **once**.*
- *Reputable refereed, follows a double blind review process with at least two external reviewers.*

Publication Type	Regular Full-time Faculty	Research Faculty	Total
Journal article (full)			
Book			
Chapter of book			
Total			

b. Number of creative works exhibited, directed, performed or broadcast in the past three (3) years by regular full-time and REPS faculty in recognized institutions in the country. _____

- *Include co-creations but count each once.*

5. SERVICE TO LARGER COMMUNITY (ATTACH LIST)

On a scale of 1 to 10, with 10 as the highest, rate **each** of your unit's extension activities/projects in the **past three years** taking into account the following:

- a. Faculty participation (*Number of participants; 100% participation of faculty then assign 10 points, if 50% then 5 points, if 10% then 1 point*)

Few or the Same _____._____ Many

- b. Impact of project in terms of

- Objectives (*How well does the project follow SMART- (specific, measurable, attainable, relevant, time bound? How much is the project's contribution to the teaching unit's goal mission, vision, mandate?)*)
- Venue (*The more needy, marginalized & wider the scope, the higher the score.*),
- Target beneficiaries (*Number of beneficiaries served: Is it the entire community or the majority? Are all the sectors benefited like women, children, and elderly, needy?*)
- Partnerships formed (*Number of partnership formed per sector the more wide ranging the higher, example, you have with NGOs, GOs, LGUs, etc., the higher the score*)
- Greater impact means higher score. If 100% - 10 pts, 50% - 5 pts, 10% - 1 pt.

Low _____._____ High

- c. Regularity of activity (*Frequency per year - semester, quarterly, yearly/bi-annual. if done occasionally, low score*)

Occasional _____._____ Frequent

- d. Linkage with larger public (*partnership with SUCs and educational institutions or associations, communities, LGUs, NGOs, government agencies. With which and how many of them?*)

Few _____._____ Many

e. Enhancement of unit's service orientation and contribution to teaching and research functions (*Number of publications in journals or books on the experience generated, at the very least, to discuss the results and outcomes, write-ups in dailies inclusion in syllabus or course outlines of the service experience.*)

Low High

Then take the average rating of **all** projects conducted in the **last three years**.

Prepared by:

Name _____

Signature _____

Position _____

Date: _____

C. Rating Scheme

(Data entries must be consistent with Part B. Survey)

1. Academic Credentials

Criteria	Formula
<p>1.1 Faculty profile (refer to B.1.2)</p>	<p>For units with only graduate programs: $A' = \frac{P}{T}$</p> <p>For all other units: $A = \frac{3P + M}{3T}$</p> <p>Where:</p> <p>P = Number of Doctoral degree holders</p> <p>M = Number of Master's degree holders</p> <p>T = Total number of regular full-time/ regular part-time/ research faculty [T = 1.1a + 1.1d.1 + 1.1e]</p>
<p>1.2 Recruitment (refer to B.1.4)</p>	<p>B = 1 pt. for requirement (a) 0.6 pt. for requirement (b) 0 for requirement (c)</p>
<p>1.3 Tenure (refer to B.1.5)</p>	<p>C = 1 pt. for requirement (a) 0.6 pt. for requirement (b) 0 for requirement (c)</p>
<p>1.4 Academic Experience in Foreign Institutions (refer to B.1.6)</p>	<p>$D = \frac{Po + Mo}{T}$</p> <p>Where:</p> <p>Po = Number of doctoral degree holders with at least 6 months of academic experience in a reputable overseas institution</p> <p>Mo = Number of master's degree holders with at least 6 months of academic experience in a reputable overseas institution</p> <p>T = Total number of regular full-time/regular part-time/ research faculty with PhDs or Master's (refer to table in B.1.2)</p>

	Note: The maximum value is 1 for each of the following A', A, B, C, or D.
<p>Summary Equation: Academic Credentials Z</p> <p>For units with purely graduate programs: Total points Z = 4A' + 2B + 2C + 2D</p> <p>For all other units: Total points Z = 4A + 2B + 2C + 2D</p> <p>Note: maximum value for Z is 10</p>	

2. Overall Track Record

Criteria	Formula
2.1 Distribution of years of teaching (refer to B.2.1)	0.25 pt. for every category that has faculty proportion of 20 to 30% A = Total points
2.2 Teaching load (refer to B.2.2)	B = $\frac{\text{Number of regular full-time faculty with 9-12 units}}{\text{Total regular full-time faculty [1.1a – 1.1b – 1.1c]}}$
2.3 Creative work/publication experience (refer to B.2.3)	C = $\frac{\text{Number of regular full-time/ research faculty_with publications/productions/performances/exhibitions}}{\text{Total regular full-time/research faculty [1.1a + 1.1e]}}$
2.4 Conference papers (refer to B.2.4)	D = $\frac{\text{Number who presented papers in conferences}}{\text{Total regular full-time/research faculty [1.1a + 1.1e]}}$
2.5 Awards received (refer to B.2.5)	E = $\frac{\text{Number who received awards}}{\text{Total regular full-time/research faculty [1.1a + 1.1e]}}$
	Note: The maximum value is 1 for each of the following A, B, C, D, E

Summary Equation: Overall Track Record Y

For units that offer only graduate programs:

$$\text{Total points } Y = 2A + 4C + 2D + 2E$$

For all other units:

$$\text{Total points } Y = 1.5A + 1.5B + 3C + 2D + 2E$$

Note: maximum value for Y is 10

3. Teaching Performance

Criteria	Formula
3.1 Undergraduate teaching performance <i>(refer to B.3.4)</i>	$A = \frac{a + 0.75b + 0.5c}{a + b + c + d}$ <p>Where: a = Total number in category (a): excellent b = Total number in category (b): very good c = Total number in category (c): satisfactory d = Total number in category (d): unsatisfactory</p>
3.2 Emphasis on undergraduate teaching <i>(refer to B.3.5)</i>	$B = \frac{\text{Number of University Prof/Prof/Associate Prof. teaching undergrad courses [B3.5b]}}{\text{Total No. of Univ Prof/Prof/Associate Prof [B.3.5a]}}$
3.3 Undergraduate graduation on time <i>(refer to B.3.2)</i>	$C = \text{Percent (in decimal) of last year's graduates* who graduated on time (average of all programs) [B.3.2d]}$
3.4 Performance in licensure exams <i>(refer to B.3.9)</i>	$D = \text{Percent (in decimal) of examinees who passed}$
3.5 Graduate teaching performance <i>(refer to B.3.6)</i>	$E = \frac{a + 0.75b + 0.5c}{a + b + c + d}$ <p>Where: a = Total number in category (a): excellent b = Total number in category (b): very good c = Total number in category (c): satisfactory d = Total number in category (d): unsatisfactory</p>

<p>3.6 Graduate student advancement <i>(refer to B.3.9)</i></p>	<p>F = $\frac{\text{Number enrolled [B.3.8b]} - \text{Number on MRR [B.3.8c]}}{\text{Total number of graduate students [B.3.8a]}}$</p> <p>G = $\frac{\text{Number with pre-prints / published articles [B3.8d]}}{\text{Total number of MA/MS/PhD graduates* [B3.8f]}}$</p> <p>*Include graduates of programs with thesis requirements</p>
<p>Note: maximum value for each A, B, C, D, E, F, or G is 1</p>	
<p>Summary Equation: Teaching Performance X</p> <p>1. For purely graduate: Total points X = 3E + 3F + 4G</p> <p>2. For purely undergraduate units</p> <p> a. With licensure exams: Total points X = 4A + 2B + 2C + 2D</p> <p> b. Without licensure exams: Total points X = 5A + 2.5B + 2.5C</p> <p>3. For graduate and undergraduate units</p> <p> a. With licensure examinations:</p> <p> Total points X = 4A + B + C + D + E + F + G</p> <p> b. Without licensure examinations</p> <p> Total points X = 4A + 2B + C + E + F + G</p> <p>Note: maximum value for X is 10</p>	

4. Research/Artistic Output

Criteria	Formula
4.1 Level of intellectual productivity <i>(refer to B.4.1)</i>	$A = \frac{\text{Number of completed projects}}{\text{Total no. of regular full-time/research faculty [1.1a + 1.1e]}}$ <p>or 1, whichever is smaller</p>
4.2 Publications, exhibitions and performances <i>(refer to B.4.2 and B.4.3)</i>	<p>$B = M/T$ or 1, whichever is smaller</p> <p>$C = N/T$ or 1, whichever is smaller</p> <p>Where:</p> <p>M = Number of internationally published articles/books/ chapters or exhibitions/productions/performances outside country</p> <p>N = Number of locally published articles/books/chapters or exhibitions/productions/performances in country</p> <p>T = Total number of regular full-time/research faculty [1.1a + 1.1e]</p>
Note: maximum value is 1 for each of A, B, C	
<p>Summary Equation: Research, Publication or Creative Work W</p> <p>Total points W = 2A + 5B + 3C</p> <p>Note: maximum value for W is 10</p>	

5. Service to Larger Community

<p>Summary Equation: Service V</p> <p>Total points V = Average rating of all extension activities/projects, not to exceed 10 points</p>

Total Survey Score

Z = Academic Credentials

Y = Overall Track Record

X = Teaching Performance

W = Research/Artistic Output

V = Extension

- 1** For units that offer purely graduate programs:

$$3Z + 1.5Y + 1.5X + 3W + V \quad (\text{maximum value is 100})$$

- 2** For all other units:

$$2.5Z + 1.5Y + 2.5X + 2.5W + V \quad (\text{maximum value is 100})$$

III. Qualitative Appraisal Guide

The qualitative self-appraisal by the faculty is intended to bring out aspects of the unit's performance that are not questioned by the survey and which will help the unit examine its own performance more thoroughly. The department is expected to undertake the exercise as a whole, through a workshop or through smaller committees that will eventually come together as one. The idea is to encourage as much faculty participation as possible in order to obtain as full a self-image as possible. Discussions with students and graduates of the program would also be useful.

The following discussion guide is suggested. The final choice (and expansion) of questions rests with the department. Aspects of performance not specifically stated in the guide may of course be taken up.

A. Overall Mission and Plans

Aspect	Guide Questions
Mission/ Vision	<ul style="list-style-type: none">• What are your department's/institute's major goals?• Have these goals changed in recent years and how?• How do you see your unit in the future? How do you wish to be known?• What major changes, if at all, do you envision with respect to the thrust of your unit?
Goals	<ul style="list-style-type: none">• What specific goals have you set so that your unit can ably carry out its mission?• To what extent do you think you have achieved these objectives? What obstacles have stood in your way?
Plans	<ul style="list-style-type: none">• Does your unit engage in planning exercises? If yes, who participate and are these exercises organized regularly?• Is there a mechanism for overseeing compliance with the plan? Whose responsibility has this been?
Reputation	<ul style="list-style-type: none">• How do you think your unit is seen by others in the University?• Would you say the department is fairly cohesive or that it has been able to resolve internal differences on its own?

B. Faculty Performance

Aspect	Guide Questions
Functions	<ul style="list-style-type: none">• In which area would you say your faculty excels and why? Where is the faculty weak?• How might you explain the level and quality of faculty performance in each of these areas?
Scholarship	<ul style="list-style-type: none">• Evaluate the level of scholarly activity in your department—the quality and quantity of the faculty’s publications, participation in academic conferences, etc.• Has the department/institute produced any significant research or creative work in recent years? What would this be?
Disciplinary Specialization	<ul style="list-style-type: none">• What is the balance between scholarly breadth and depth in the faculty, between established views and those taking place at the field/disciplinary frontiers?• Do you see significant gaps in your discipline as represented by faculty specializations? If so, what are these gaps and how do you plan to address them?
Academic Culture	<ul style="list-style-type: none">• Would you say that on the whole, faculty attitudes and relations facilitate intellectual growth and scholarship?• What factors encourage or inhibit the development of an academic culture in your department/institute/division?
Response to Change	<ul style="list-style-type: none">• Describe your unit’s capacity to respond to new directions and developments in your discipline/field.• How do the faculty keep up with these changes?
Leadership in Profession	<ul style="list-style-type: none">• How would you rate the faculty’s participation or influence in the academic profession?• What are these forms of participation? How actively do the faculty members engage in them?
Comparison with Others	<ul style="list-style-type: none">• How do you think your unit’s performance and achievements compare with others in UP? In other universities in the country, the region and the world?

C. Academic Programs (Undergraduate and Graduate)

Aspect	Guide Questions
Curricular Organization and Content	<ul style="list-style-type: none">• How is your program concentration organized and what is the rationale for this organization?• What are your programs' descriptions and objectives?• Does the curriculum reflect the breadth and depth of the discipline? Are there any gaps in specialized knowledge required by your discipline and if so, what are these?• Are courses and programs (e.g., BA and MA, MA and PhD) clearly differentiated?• Do you think your program is attractive to students? Is it challenging? How does it fare compared to others in the University?• How much flexibility do faculty have in handling special topics course?
Curriculum Planning	<ul style="list-style-type: none">• What efforts have you made to incorporate new knowledge in the discipline/field? Is this effort generally left to individual faculty to introduce in the courses they teach?• What inputs do you consider in planning or redesigning the curriculum?• When did you last review your program? What important changes, if any, did you undertake?
Courses in Other Programs	<ul style="list-style-type: none">• Does your department depend on courses offered by other units? Do you offer courses required by other programs?• How do you coordinate these needs with the other units?
Teaching	<ul style="list-style-type: none">• Aside from student evaluations, how do you assess teaching quality? Are course syllabi circulated?• What measures are you taking to improve teaching?• In general, do the faculty take their consultation hours seriously?

D. Academic and Other Processes

Aspect	Guide Questions
Recruitment, Tenure and Promotion	<ul style="list-style-type: none"> • How do you evaluate faculty applicants? Are you satisfied with the recent crop of applicants? • Have you been able to recruit the best or better faculty? What problems stand in the way? • Does the unit have a policy on recruiting foreign professors? • Does the unit have a separate hiring policy and selection criteria on lecturers? Does this policy enhance the unit's faculty complement? What is the unit's policy on extension of appointments beyond 65? Given that the University encourages the handling of GE courses by full-time senior faculty, under what circumstances does the unit hire lecturers to handle GE courses? • What are your current practices in hiring TA/TF? Is there an evaluation system to determine effectiveness of hiring TAs/ TFs? • How does the unit's recruitment policy take into account the tenure requirements and the University's goal of improving its faculty graduate profile? • How do you assess faculty on tenure track? Do you inform them of their progress toward tenure? • How successful has the unit's faculty been in meeting the tenure requirements? Explain. • What mechanisms has the unit instituted, if any, to help faculty satisfy the tenure requirements? • How and by whom are promotions decided? How do you resolve differences in perceptions of individual faculty achievements? • In general, are you satisfied with how these processes are conducted?
Faculty Load	<ul style="list-style-type: none"> • How are graduate and undergraduate courses assigned? Are these entirely the faculty member's choice? • Is teaching overload monitored at your level? • Are the faculty generally given research loads? On what basis?

	<ul style="list-style-type: none"> • What is the unit's policy on overload if research and teaching are to be given somehow equal weight? • What about study load? Who decides what load to give and to whom?
Chairs and Fellowships	<ul style="list-style-type: none"> • How are professorial chairs and faculty grants awarded? • How are fellowships decided? • What is the unit's policy in the utilization of RDG and FDF? • What is the impact of faculty's participation in conferences in the unit's overall academic performance?
Committee Work	<ul style="list-style-type: none"> • How are your committees organized? • Have they effectively facilitated the decision-making process? • Is committee work more or less evenly distributed among the faculty?

E. Students

Aspect	Guide Questions
Admissions	<ul style="list-style-type: none"> • Are you attracting the number and quality of students to meet your unit's needs and expectations? If not, why? • What are the additional requirements for admission? (e.g., Admission tests, and results of these) • How selective are you in your graduate admissions? Are you satisfied with the graduate students you have taken in?
Undergraduate Student Progress	<ul style="list-style-type: none"> • What is the quality of your majors? Are they better than the majors five or ten years ago? • Are more students transferring out of than into your program? Are you turning away students who want to transfer or shift to your program? • How do you monitor student progress? Do you think your students do as well as other majors?

<p>Student Advising</p>	<ul style="list-style-type: none"> • Describe the process and structure of student advising. • How effective has student advising been at the undergraduate and graduate levels?
<p>Graduate Student Progress</p>	<ul style="list-style-type: none"> • Are you generally satisfied with the performance of your graduate students? Are they better than those you have had before or those in other disciplines? • Do you involve them in faculty researches and urge them to publish? What kind of documentation does your unit do on this matter?
<p>Thesis/ Dissertation Advising</p>	<ul style="list-style-type: none"> • How are advisers assigned? • Does the department/institute have a mechanism for monitoring both student progress and advising by the faculty?
<p>Performance of Graduates</p>	<ul style="list-style-type: none"> • Do you think you have prepared your graduates adequately for professional life? • Where do your graduates go? Are they able to find jobs? • How do the alumni look upon the department?
<p>Teaching Performance</p>	<ul style="list-style-type: none"> • Should peer evaluation be applied across the system? • Should we prescribe a template for the Teaching Portfolio, at least the minimum requirements? • What incentives are given to faculty with consistently high SET scores? • What do we do with faculty having consistently low SET scores? • What is your unit doing to help low performing faculty? a) tenured; b) non-tenured?

F. Resources

Aspect	Guide Questions
Teaching Facilities	<ul style="list-style-type: none"> • Describe and appraise the condition of your classrooms, laboratory and other teaching facilities. • Are your programs sufficiently backed up with materials (print and electronic) in the library?
Research Support	<ul style="list-style-type: none"> • Evaluate the level of internal and external support for research/creative work in your department/institute. • Does the department/institute pro-actively seek or apply for support? • Is this activity generally left to individual faculty members?
Budget	<ul style="list-style-type: none"> • Is the unit's staff sufficient to meet its needs and expectations? • For what purposes is the MOOE used? • Rank order your specific and most pressing needs.
External Linkages	<ul style="list-style-type: none"> • Does the unit make use of exchange agreements with other universities? • Who (faculty, students) have benefited from these exchange programs? • Evaluate the impact of visiting professors on the unit's academic programs and or research projects.
Service to Larger Community	<ul style="list-style-type: none"> • Is there any plan for sustainability of the partnership forged? Are the benefits to both parties concerned clear? What gains does the university and the unit have out of this partnership? How does the activity empower the people so that after a period of time you can disengage and the transfer of technology has taken place? • How has it transformed the people's attitudes and motivations? How the participants of the university are likewise transformed? To what extent is the monitoring and follow-up? • Are there mutual benefits gained? Is the linkage sustainability? What activities are involved in that partnership? Length of time

	<p>involvement of the unit in each activity?</p> <ul style="list-style-type: none"> • What were the lessons learned? What are the recommendations for improvement? Were people’s needs met satisfactorily? • How was the university’s mandate fulfilled through such extension services?
--	--

IV. iAADS Report and Post-Assessment Activities

After completing the survey and qualitative appraisal, the unit is ready to proceed to the final stages of the iAADS:

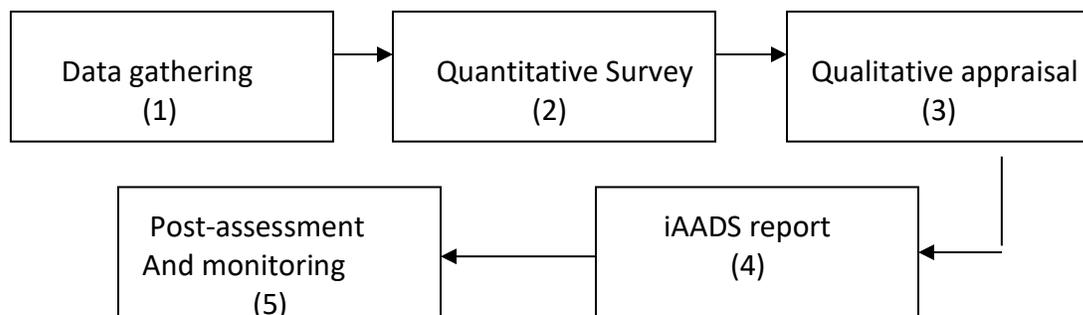


Figure 1. iAADS Phases

A. iAADS Report

The iAADS report should be the product of a collective faculty effort. The Chair/Director shall sign/submit the report, which consists of the following:

1. Brief description of assessment process
 - Procedure and tasking
 - Degree of faculty involvement
 - Interviews with students/alumni
 - Role of the Chair/Director
2. Documents used in assessment
 - Checklist
 - Comment on state of documents (e.g., complete, updated, reliable, organized)

3. Survey results
 - Quantitative results
 - Strong and weak points
 - Annotation of results, where necessary
4. Outcome of qualitative appraisal
 - Highlights
 - Strong and weak points
5. Summary of major findings
 - Consolidation of quantitative and qualitative findings
 - Ranking of issues by order of importance with indication of performance next to each

The report shall be used for the following purposes:

- a. To help the unit improve its performance;
- b. To enable the unit to plan more effectively;
- c. To assist administrators in evaluating requests from units for assistance; and
- d. To serve as a basis for granting institutional awards or incentives.

Should a College find it necessary to submit the reports of its departments to an external review, it may do so. The report shall be accessible to UP faculty and administration. An abridged version can be made available for public access if necessary.

B. Post-Assessment and Monitoring

The final stage of the iAADS calls for the formulation of plans and targets to address the weaknesses and sustain the good practices identified by the report. In particular, the department is expected to:

- Map out specific targets and priority actions to be taken.
- Implement course of action.
- Monitor its implementation.
- Recommend policy changes, if any.

If the unit rates low on an issue of great importance, the department must give priority to the courses of action that will improve its performance on the issue

concerned. On the other hand, if the department does well on an issue of relatively low importance, all it has to do is maintain its present practice.

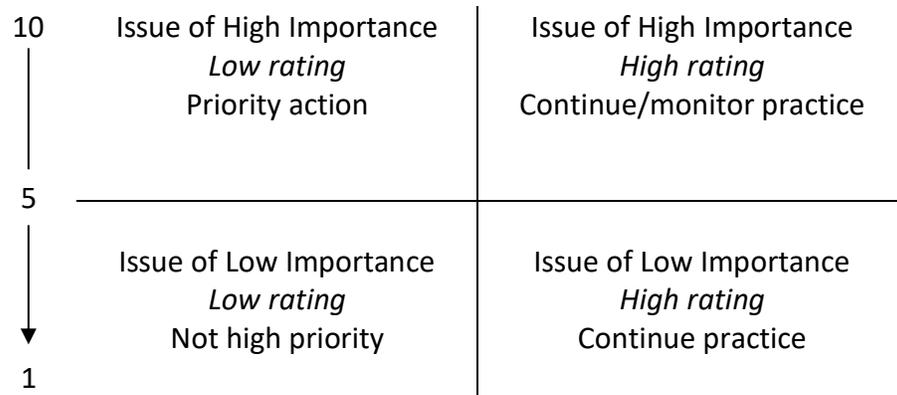


Figure 2. Sample Response to iAADS Findings¹

The post-assessment targets and plans shall be put in writing and attached to the iAADS report for the guidance of the faculty. The department must devise its monitoring mechanism. At the College level, the Dean is expected to consolidate the various unit iAADS reports and discuss them individually with each department, if need be, and with the College faculty. As a result of the iAADS, College and CU officials shall take steps to address the weaknesses identified in the report as well as initiate measures designed to improve academic performance. In addition, the iAADS report shall be used to evaluate unit requests for resource and other requests.

Renamed to iAADS and added additional qualitative questions taken from AAS Performance Indicators, November 2011

Revised and Reformatted by the AAC, 2009-2010

Based on the Final Report of VP MSDiokno 6 November 2003

¹ Margaret Preedy, Ron Glatter and Rosalind Levačić (eds.), *Educational Management: Strategy, Quality and Resources* (Buckingham: Open University Press, 1997): 46.

University of the Philippines System

Academic Assessment System
Performance Indicator: 1 Academic Credentials

Item	Time Frame	QUANTITATIVE				QUALITATIVE
		Data Needed	Person/Unit Responsible	Sources of Data	Remarks	Additional Questions to Ask
1.1 Teaching Complement						
a. Regular full-time (permanent, temporary, substitute, sabbatical, study leave or sick/medical leave, special detail, secondment and those with 6 ALC or more).	Current semester	Number of faculty	HRDO, AO of unit	HRDO, unit		
a.1 with plantilla items						
a.2 w/o plantilla items						
b. Regular part-time Faculty ² (includes clinical faculty WOC, affiliate faculty, etc.)	Current semester	Number of faculty	HRDO, AO of unit	HRDO, unit		
c. Full time faculty contractual	Current semester	Number of faculty	HRDO, AO of unit	HRDO, unit		
d. REPS faculty	Current semester	Number of faculty	HRDO, AO of unit	HRDO, unit		
e. Lecturers	Current semester	Number of faculty	HRDO, AO of unit	HRDO, unit		Does the unit have a separate hiring policy and selection criteria on lecturers? Does this policy enhance the unit's faculty complement? What is the unit's policy on extension of appointments beyond 65?

²Try out with UPD tri-college

QUANTITATIVE						QUALITATIVE
Item	Time Frame	Data Needed	Person/Unit Responsible	Sources of Data	Remarks	Additional Questions to Ask
						Given that the University encourages the handling of GE courses by full-time senior faculty, under what circumstances does the unit hire lecturers to handle GE courses?
f. Visiting professor and adjunct faculty	Current semester	Number of faculty	HRDO, AO of unit	HRDO, unit		
g. Teaching Assistants	Current semester	Number of faculty	HRDO, AO of unit	HRDO, unit		
h. Teaching fellows	Current semester	Number of faculty	HRDO, AO of unit	HRDO, unit		What are your current practices in hiring TA/TF? Is there an evaluation system to determine effectiveness of hiring TAs/ TFs?
1.2 Faculty Profile	Current semester	Number of faculty	HRDO, AO of unit	HRDO, unit		
1.3 Faculty distribution by rank	Current semester	Number of faculty	HRDO, AO of unit	HRDO, unit	Count faculty members under item a; this may also be considered by CU's for their regular part-time faculty	
1.4 Recruitment	Current practice	Minimum degree for entry level	Dept/ Institute	Dept/ Institute Mission and vision	Describe recruitment procedures and selection criteria. Does the unit have a policy on recruiting foreign	How does the unit's recruitment policy take into account the tenure requirements and the University's goal of improving its faculty graduate profile?

QUANTITATIVE						QUALITATIVE
Item	Time Frame	Data Needed	Person/Unit Responsible	Sources of Data	Remarks	Additional Questions to Ask
					professors?	
1.5 Tenure	Current practice	Minimum requirements for tenure	Dept/ Institute	Dept/ Institute		How successful has the unit's faculty been in meeting the tenure requirements? Explain. What mechanisms has the unit instituted, if any, to help faculty satisfy the tenure requirements?
1.6 Academic Experience in Foreign Institutions	As of the previous semester	Number and percentage of faculty with foreign stints of at least 6 months	Dept/ Institute	Dept/ Institute		

University of the Philippines

Academic Assessment System
Performance Indicator: 2 Track Record

QUANTITATIVE						QUALITATIVE
Item	Time Frame	Data Needed	Person/Unit Responsible	Sources of Data	Remarks	Additional Questions to Ask
2.1 Years of teaching experience*	As of previous semester	Number of years of teaching experience	Dept/ Institute	Dept/ Institute Faculty's CV		
2.2 Teaching Load (without multiplier) Graduate credit = 4.5 Do not include GE multiplier	As of previous semester	Number of teaching load for regular full-time faculty	Dept/ Institute	Service record	Of the total number of regular Full-time faculty, how many carried an actual teaching load (include multiplier only for graduate courses).	What is the unit's policy on overload if research and teaching are to be given somehow equal weight?
2.3 Creative Work/Publication Experience	As of previous semester	Number of publications/cr eative work	Dept/ Institute	CV OVCRD Reports		
2.4 Papers read	As of previous semester	Number of faculty who have read papers in conferences	Dept/ Institute	Dept/ Institute Faculty's CV		What is the unit's policy in the utilization of RDG and FDF? What is the impact of faculty's participation in conferences in the unit's overall academic

QUANTITATIVE						QUALITATIVE
Item	Time Frame	Data Needed	Person/Unit Responsible	Sources of Data	Remarks	Additional Questions to Ask
						performance?
2.5 Awards	As of previous semester	Number of faculty who received awards	Dept/ Institute	Dept/ Institute Faculty's CV	Exclude the following: research grants/ fellowships, professorial chairs, scholarships, travel grants, etc. Awards should include those within the discipline.	

University of the Philippines System

Academic Assessment System
Performance Indicators 3: Teaching Performance

QUANTITATIVE					QUALITATIVE
Item	Time Frame	Data Needed	Sources of Data	Person/Unit Responsible	Additional Questions to Ask on Related Quantitative Items
3.1 Distribution of courses offered					
a. Graduate (Total)	Immediate past semester	Number of courses and percent of total	Final list of course offerings	Office of the College Secretary/ Office of the Registrar	<ul style="list-style-type: none"> ▪ How are graduate and undergraduate courses assigned? Are these entirely the faculty members' choice? ▪ Is teaching overload monitored at your level? ▪ Describe the process and structure of student advising ▪ How effective has student advising been at the undergraduate and graduate levels?
a.1 PhD					
a.2 MA/MS					
b. Undergraduate (Total)					
b.1 RGEP/GE					
b.2 Service Courses					
c. Post Baccalaureate Diploma/Certificate	Office of the Director / Department/ Division Chair				
d. Pre-Baccalaureate Diploma/Certificate (e.g., UPOU AA, Cert in Fine Arts/Music)					
3.2 Undergraduate Students (excluding Diploma/Certificate programs)					
a. All undergraduate students (inc. those in residence or on LOA)	Immediate past semester	Number of students	Final enrollment lists	Office of the Registrar/ College Secretary	
b. Actually enrolled					
c. Readmitted after reaching maximum residence / On MRR penalty at or liable for penalty if they enrolled					
d. BA/BS graduates	Last 3 years	Average number of graduates	List of graduates	Office of the Registrar/	

QUANTITATIVE					QUALITATIVE
Item	Time Frame	Data Needed	Sources of Data	Person/Unit Responsible	Additional Questions to Ask on Related Quantitative Items
				College Secretary	
3.3 Average Class Size (per type of course)³					
a. Graduate	Immediate past semester	Average class size (Total number of students divided by total number of sections)	Final class lists	Office of the College Secretary/ Director / Department/ Division Chair	
a.1 PhD					
a.2 MA/MS					
b. Undergraduate					
b.1 RGE/GE					
b.2 Service Courses					
c. Post Baccalaureate (Dip/Cert)					
d. Pre Baccalaureate (Dip/Cert)					
3.4 Undergraduate Teaching Performance⁴					
a. Regular Full-time Faculty	Immediate past semester	<ul style="list-style-type: none"> ▪ SET Part 3 or equivalent ▪ Peer evaluation (per dept, across college) 	<ul style="list-style-type: none"> ▪ SET Reports ▪ Peer Evaluation Forms ▪ Portfolio (includes self-assessment, reflection, philosophy of teaching) 	Office of the Dean / Department/ Division Chair/ PET Committee	<ul style="list-style-type: none"> ▪ Should peer evaluation be applied across the system? ▪ Should we prescribe a template for the Teaching Portfolio, at least the minimum requirements? ▪ What incentives are given to faculty with consistently high SET scores? ▪ What do we do with faculty having consistently low SET scores? ▪ What is your unit doing to help low performing
a.1 With tenure					
a.2 Without tenure					
b. REPS Faculty					
c. Total					

³ For courses with multiple sections, count number of sections; e.g., 10 sections of Philo1 should be recorded as 10 under GE.

⁴Count only those who taught UG courses last semester. If faculty member was evaluated in several classes, use his/her mean score.

QUANTITATIVE					QUALITATIVE
Item	Time Frame	Data Needed	Sources of Data	Person/Unit Responsible	Additional Questions to Ask on Related Quantitative Items
					faculty? a) tenured; b) non-tenured?
3.5 Senior Faculty Teaching Undergraduate Courses⁵					
Senior Faculty (Univprofessors, Professors, Asso. Professors)	Immediate past semester	Number and percent of senior faculty teaching UG (GE, freshman/sophomore/intro course)	Faculty Service Record	Office of the Dean/ College Secretary/ Department/ Division Chair	
3.6 Graduate Teaching Performance⁶					
a. Regular Full-time Faculty	Immediate past semester	<ul style="list-style-type: none"> ▪ SET Part 3 or equivalent ▪ Peer evaluation (per dept, across college) 	<ul style="list-style-type: none"> ▪ SET Reports ▪ Peer Evaluation Forms 	Office of the Dean / Department/ Division Chair/ PET Committee	See questions in 3.2
a.1 With tenure					
a.2 Without tenure					
b. REPS Faculty					
c. Total					
3.7 Graduate Student Selectivity (excluding Diploma programs)					
Graduate Programs:	Last three years	<ul style="list-style-type: none"> ▪ Number of : - applicants per program - students admitted ▪ Mean UGWA of admitted students 	Lists generated by the Office of the Registrar	Office of the Registrar/ College Secretary	<ul style="list-style-type: none"> ▪ What are the additional requirements for admission? (e.g., Admission tests, and results of these) ▪ How selective are you in graduate admissions? Are you satisfied with the graduate students you have
a. PhD Programs					
b. MA/MS Programs					

⁵Count faculty member only once even if he/she taught more than one UG course.

⁶Count only those who taught graduate courses last semester. If a faculty member was evaluated in several classes, use his/her mean score.

QUANTITATIVE					QUALITATIVE
Item	Time Frame	Data Needed	Sources of Data	Person/Unit Responsible	Additional Questions to Ask on Related Quantitative Items
					taken in?
3.8 Undergraduate Student Academic Advancement⁷					
a. Certificate Programs (by program name)	Last graduation	Percentage of students who graduated on time, per program	BOR-approved graduation list	Office of the Registrar	<ul style="list-style-type: none"> ▪ Are you attracting the number and quality of students to meet your unit's needs and expectations? If not, why? ▪ What is the quality of your majors? Are they better than the majors five or 10 years ago? How? ▪ Are more students transferring out of than into your program? ▪ Are you turning away students who want to transfer or shift to your program? ▪ How do you monitor student progress? Do you think your students do as well as other majors? ▪ How are undergraduate thesis advisers assigned? ▪ Does the department/institute have a mechanism for monitoring both student progress and
b. Pre-baccalaureate Diploma Programs (by program name)					
c. BA/BS Programs (by program name)					

⁷Count once if student moved from Certificate to BA/BS program.

QUANTITATIVE					QUALITATIVE
Item	Time Frame	Data Needed	Sources of Data	Person/Unit Responsible	Additional Questions to Ask on Related Quantitative Items
					advising by the faculty?
3.9 Graduate Student Academic Advancement					
a. Post Baccalaureate Programs (by program)	Immediate past semester	Number of ▪ Grad students (inc those on residence/LOA) ▪ Students actually enrolled ▪ Students on MRR penalty	<ul style="list-style-type: none"> ▪ Enrolment list ▪ List of students on residence ▪ List of students on LOA ▪ List of students on MRR penalty 	Office of the Registrar	<ul style="list-style-type: none"> ▪ Are you generally satisfied with the performance of your graduate students? ▪ Are they better than those you have had before or those in other disciplines?
b. MA/MS (by program)					
c. PhD (by program)					
d. Total					
	Last 3 years	Number of students who submitted pre-print/published articles or equivalent (visual/performing arts) prior to graduation	College documentation on submissions	Office of the Dean/ College Secretary	<ul style="list-style-type: none"> ▪ Do you involve students in faculty research and urge them to publish? ▪ What kind of documentation does your unit do on this matter?
	Last 3 years	▪ Number of graduates, per program	BOR-approved list of graduates	Office of the Registrar	
	Last 3 years	▪ Number of PhD/MA/MS graduates, excluding non-thesis programs	BOR-approved list of graduates	Office of the Registrar/ College Secretary	<ul style="list-style-type: none"> ▪ How are thesis/dissertation advisers assigned? ▪ Does your unit have a mechanism for monitoring both student progress and advising by the faculty?

QUANTITATIVE					QUALITATIVE
Item	Time Frame	Data Needed	Sources of Data	Person/Unit Responsible	Additional Questions to Ask on Related Quantitative Items
3.10 Performance of Graduates					
	Last 3 years	<ul style="list-style-type: none"> ▪ Percent of graduates who took professional licensure exams ▪ Percent who passed 	<ul style="list-style-type: none"> ▪ PRC Records ▪ Published list of passers 	Office of the College Secretary	<ul style="list-style-type: none"> ▪ Do you think you have prepared your graduates adequately for professional life? ▪ Where do your graduates go? Are they able to find jobs? ▪ How do the alumni look upon the department? Is there a mechanism for getting these alumni data?

Submitted by:

VC NEMAH, UP Open University
VC NELA, UP Baguio

University of the Philippines System

Academic Assessment System
Performance Indicator: 4 Research/Artistic Output

QUANTITATIVE					QUALITATIVE
Item	Time Frame	Data Needed	Person/Unit Responsible	Sources of Data	Additional Questions to Ask
4.1. Level of Intellectual Productivity	Last 3 years	<p>Number of completed research with terminal report /creative projects with documentation or whatever is required in fulfilment of the contract/grant</p> <p>Number of software adopted</p> <p>Number of patents granted</p> <p>Number of other outputs</p>	Faculty Department/ Division	<p>FSR</p> <p>Curriculum Vitae</p> <p>Annual Report</p> <p>List of Completed Research and /or Creative work from:</p> <p>Faculty</p> <p>Dean's Office</p> <p>Office of Research and equivalent</p>	<p>For try-out:</p> <p>Will the research lead to a commercially viable technology or output?</p> <p>To which body of knowledge is the research or creative output contributing to?</p> <p>What is the nature of the research or creative work? Discipline-related, thematic or multi-disciplinary?</p> <p>List the funding source/ collaborators</p> <p>For any significant increase/decrease in output cite possible reasons?</p> <p>Has the research undergone bioethical clearance?</p>
4.2. International Publications, Exhibitions, and	Last 3 years	a. Number published in reputable, refereed, international academic or	Faculty REPS Faculty	FSR Curriculum Vitae List of Publications/	Has the research been published in an ISI indexed or non-ISI journal?

QUANTITATIVE					QUALITATIVE
Item	Time Frame	Data Needed	Person/Unit Responsible	Sources of Data	Additional Questions to Ask
Performances		literary publications Journal article/s Book/s Chapter/s of books	Department/ Division	Creative work outputs from: Faculty Dean's Office Office of Research and other equivalent units	
	Last 3 years	b. Number of creative works, in recognized institutions outside the country exhibited, directed performed broadcast	Faculty REPS Faculty Department/ Division	FSR Curriculum Vitae List of Creative work outputs from: Faculty Dean's Office Office of Research and other equivalent units	Will the creative output lead to a commercially viable technology or output? To which body of knowledge is the creative output contributing to? What is the nature of the creative work? Discipline-related, thematic or inter/multi/disciplinary? List the funding source/collaborators
4.3. Local publications, Exhibitions and Performances	Last 3 years	a. Number published in reputable refereed, local academic or literary publications Journal article/s Book/s	Faculty Department/ Division	FSR Curriculum Vitae List of Publications/ Creative work outputs from: Faculty Dean's Office	

QUANTITATIVE					QUALITATIVE
Item	Time Frame	Data Needed	Person/Unit Responsible	Sources of Data	Additional Questions to Ask
		Chapter/s of books		Office of Research and other equivalent units	
	Last 3 years	b. Number of creative works in recognized institutions in the country exhibited directed performed broadcast	Faculty Department/ Division	FSR Curriculum Vitae List of Completed Research and or Creative work from: Faculty Dean's Office Office of Research and other equivalent units	

University of the Philippines System

Academic Assessment System
Performance Indicator: 5. Service to Larger Community

QUANTITATIVE					QUALITATIVE
Item	Time Frame	Data Needed	Person/Unit Responsible	Sources of Data	Additional Questions to Ask
5.1 Faculty participation					
	Last 3 years	Number of participants; 100% participation of faculty then assign 10 points, if 50% then 5 points, if 10% then 1 point	Department chair Unit extension coordinator	Certificate of participation attested to by the agency, institution, GO, NGO. ❖ Report of the extension work as incorporated in the annual report of the college and university	What kind of involvement does each faculty member have? How much time does each faculty member spend in the project?
5.2 Impact of project in terms of objectives⁸, target beneficiaries and partnerships formed (greater impact means higher score)					
5.2.1. Objectives	Last 3 years	How well does the project follow SMART- (specific, measurable, attainable, relevant, time bound)? How much is the project's contribution to the	Department chair Unit extension coordinator	Project report ❖ Commendations by agencies served ❖ Recognition by the department/ university that it is in line with its mandate,	

⁸Refers to the relevance of the project to the mission/vision of the unit.

QUANTITATIVE					QUALITATIVE
Item	Time Frame	Data Needed	Person/Unit Responsible	Sources of Data	Additional Questions to Ask
		teaching unit's goal mission, vision, mandate		mission/vision	
5.2.2. Venue - where and when	Last 3 years	The more needy, marginalized & wider the scope, the higher the score	Department chair Unit extension coordinator		
5.2.3. Target beneficiaries	Last 3 years	Number of beneficiaries served: Is it the entire community or the majority? Are all the sectors benefited like women, children, and elderly, needy? If 100% - 10 pts 50% - 5 pts 10% - 1 pt.	Department chair Unit extension coordinator	Project report ❖ Attestation from the community whose target beneficiaries have been served ❖ Media report and terminal reports	
5.2.4. Partnership formed	Last 3 years	Number of partnership formed per sector the more wide ranging the higher, example, you have with NGOs, GOs, LGUs, etc., the higher the score	Department chair Unit extension coordinator	MOA or MOU and all other documents to forge the partnership	Is there any plan for sustainability of the partnership forged? Are the benefits to both parties concerned clear? What gains does the university and the unit have out of this partnership?
5.3. Regularity of activity					
	Last 3 years	Frequency per year (semester, quarterly,	Department chair Unit extension	Certificate of appearance	How does the activity empower the people so that after a period

QUANTITATIVE					QUALITATIVE
Item	Time Frame	Data Needed	Person/Unit Responsible	Sources of Data	Additional Questions to Ask
		yearly/bi-annual)	coordinator	<ul style="list-style-type: none"> ❖ Reports ❖ Self assessment reports, vignettes, narratives 	<p>of time you can disengage and the transfer of technology has taken place?</p> <p>How has it transformed the people's attitudes and motivations?</p> <p>How the participants of the university are likewise transformed?</p> <p>To what extent is the monitoring and follow-up more?</p>
5.4 Linkage with larger public					
5.4.1. SUCs	Last 3 years	With which SUCs? How many of them?	Department chair, unit extension coordinator	MOA/MOU/other documents to show the partnership & provisions	Are there mutual benefits gained? Is the linkage sustainability?
5.4.2. Educational institutions or associations	Last 3 years	With which educational institutions? How many of them?	Department chair, unit extension coordinator	Letters of invitation, MOA/MOU to show partnership and provisions	Mutual benefits gained, sustainability of the partnership; what activities are involved in that partnership length of time involvement of the unit in each activity
5.4.3. Communities LGUs, NGOs, government agencies	Last 3 years	Which communities, LGUs, NGO, etc.?	Department chair, unit extension coordinator	Letters of invitation, MOA/MOU to show partnership and provisions	Mutual benefits gained, sustainability of the partnership; what activities are involved in that partnership length of time involvement of the unit in each activity
5.5. Enhancement of units service orientation and contribution to teaching and research functions					

QUANTITATIVE					QUALITATIVE
Item	Time Frame	Data Needed	Person/Unit Responsible	Sources of Data	Additional Questions to Ask
	Last 3 years	Number of publications in journals or books on the experience generated, at the very least, to discuss the results and outcomes, write-ups in dailies inclusion in syllabus or course outlines of the service experience.	Department chair, unit extension coordinator	Publications and books ❖ Reports ❖ Self reports ❖ Syllabus	What were the lessons learned? What are the recommendations for improvement? Were people's needs met satisfactorily? How the university's mandate fulfilled through such extension services?