

## COMMON CRITERIA EVALUATION (CCE) SPECIFIC GUIDELINES

### A. CCE APPLICATIONS

All supporting documents shall be certified by the head of agency or his authorized representative as

- True photocopy and
- Relevant

### B. CRITERIA AND POINT SYSTEM

#### **1.0** Educational Qualification.....85 pts.

##### 1.1 Highest relevant academic degree or educational attainment

*N.B In case of research-work graduate program, certified true copy of diploma and periodic evaluation of research from the supervisor/adviser shall be presented.*

1.1.1	Doctorate .....	85
1.1.2	Master's Degree .....	65
1.1.3	LLB and MD.....,	65

*N.B.: MD is considered a doctorate if holder is licensed and teaching in a College of Medicine. LLB is considered a Master's Degree if holder is a bar passer and teaching professional subject.*

1.1.4	Diploma Course (Above a Bachelor's Degree).....	55
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N.B. Diploma in line with the field of specialization

1.1.5	Bachelor's Degree	
a.	Four years .....	45
b.	Exceeding four years .....	45 plus 5 pts

for every year over 4 yrs

NB Graduates of DVM, Engineering and DDM programs are considered bachelor's degree holders with additional points for years beyond 4

1.1.6	SPECIAL COURSES	
a.	3- years post secondary course.....	30
b.	Special Courses (Non- degree).....	25

#### 1.2 Additional equivalent degree earned related to the present position

1.2.1	Master's Degree.....	4.0
1.2.2	Bachelor's Degree.....	3.0

NB: *An additional equivalent and relevant degree earned related to the present position refers to another degree on the same level as the advanced degree that the faculty has already earned.*

*Relevance is the applicability of the degree to teaching and to the subjects the faculty is teaching, or the duties and functions other than teaching which the faculty performs, this also refers to the appropriate provisions from the CSC-MC and CMO of the respective programs*

Supporting Document(s):

- a. Transcript of Records and
- b. Diploma/Certificate
- c. **Special Order (in case of those who graduated in Private Higher Education Institutions)**

1.3 Additional credits earned (maximum of 10 pts)

- 1.3.1 For every 3-unit credit earned towards an approved higher degree course.....1.0

*N.B Reports of grades will only be accepted in cases where the school does not issue Transcript of Records for uncompleted programs.*

Supporting Document(s):

- a. Transcript of Records or Report of grades duly certified by the University Registrar

**2.0** Experience and Length of Service.....25pts.

2.1 Academic Experience

- 2.1.1 For every year of full-time academic service in a state institution of higher learning.....1.0

*N.B .Academic service refers to teaching in college or doing research and extension functions. State institution of higher learning refers to a chartered SUC or TESDA-Supervised TEI whose main function and responsibility is tertiary education and which offers degree program.*

- 2.1.2. For every year of full-time academic service in an institution of higher learning other than SUCs, CHED-Supervised and TESDA Schools; service in a public or private research institution..... 0.75

Supporting Document(s):

- a. Service Record
- b. Appointment/Contract

## 2.2 Administrative Experience

For every full-time year of administrative experience as:

- a. President..... 3.0
- b. Vice President..... 2.5
- c. Dean/Director/School Superintendent..... 2.0
- d. Principal/Supervisor/Department Chairperson/  
Head of Unit..... 1.5

*N.B.: The experience and services of a faculty designated to an administrative position like Vice President, Dean, Director, etc., shall be credited only once, whichever is highest, within the period of his/her designation.*

*The credit for administrative experience is given to a faculty – rank holder designated to any administrative or supervisory position with line authority over at least four staff and programs. Campus directors/administrators shall be classified as Service Directors. If the administrative experience is in a private institution of higher learning, multiply the credit point by 0.75. Associate Deans/ Assistant deans, performing exactly the same responsibilities as the deans shall be given the same point as deans.*

Supporting Document(s):

- a. Service Record
- b. Appointment and /or designation
- c. Organizational Structure which shows that the designee has at least 4 subordinates

2.3.1 For every year of relevant full-time professional and technical experience as:

- a. Manager/Entrepreneur/Consultant..... 1.50
- b. Supervisor/Head of Unit..... 1.0
- c. Rank and File ..... 0.5

*N.B. The experience should be prior to his entry into the academe.*

Supporting Document(s):

- a. Service Record/**Service Contract**
- b. Appointment and/ or designation
- c. SEC/DTI registration for entrepreneur

- Supporting Document(s):
- a. Service Record/**Service Contract**
  - b. Appointment and/ or designation
  - c. SEC/DTI registration for entrepreneur

2.3.2 For every year of experience in the public and private basic institution:

- |                                 |      |
|---------------------------------|------|
| a. Cooperating Teacher.....     | 0.75 |
| b. Basic Education Teacher..... | 0.50 |

Supporting Document(s):

- Appointment/Designation
- Service Record for Basic Education Teachers

- Supporting Document(s):
- Appointment/Designation
  - Service Record for Basic Education Teachers

**3.0** Professional Development Achievement and Honors.....90 pts.

3.1 Discoveries, patented inventions, innovations, publications and other creative works (maximum of 30 points)

3.1.1. For every cost and time saving innovation, patented invention and creative work as well as discovery of an educational, technical, scientific and/or cultural value.....2 to 7 pts.

Sub-categories under 3.1.1 are as follows:

### A. Inventions

These are original patented works which have direct contribution to education, science and technology.

Supporting Document(s):

- a. Patent Certificate
- b. Utility Model Certificate

- Supporting Document(s):
- a. Patent Certificate
  - b. Utility Model Certificate

*N.B. Credit points are divided equally among two or more individuals claiming credit for the same invention*

If patented	7	points for Philippine Intellectual Property Office registered
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Utility Model (UM)	5	points for Philippine Intellectual Property Office registered
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## B. Discoveries

A discovery must be the first of its kind or not of common knowledge. It shall be the result or product of the research of an individual or a group of faculty.

<u>Criteria</u>	<u>Points</u>
1. Originality, educational impact, documentation	60% of 7 (.6 x 7)
2. Evidence of wide dissemination e.g. exhibits, publication	40% of 7 (.4 x 7)

*N.B.: Where there are more than one proponent, the points are to be divided equally among them. If only one factor (e.g., [1]) is satisfied, credit is awarded only for that factor.*

### Supporting Document(s):

- Full description of the discovery
- Confirmation of an international or national agency/organization/association of experts
- Evidences of dissemination and utilization

C. Creative work has to satisfy one or more of the following criteria:

- |   |                  |
|---|------------------|
| 1. Originality                                    | 25% of 2- 7 pts. |
| 2. Acceptability and recognition                  | 25% of 2- 7 pts. |
| 3. Relevance and value                            | 25% of 2- 7 pts. |
| 4. Documentation and evidence<br>of dissemination | 25% of 2- 7 pts. |

### Supporting Document(s):

- Full description of the creative work
- Evidences that shall satisfy the criteria for evaluation
- Appropriate certification from the duly organized committee establishing the value of the output

*N.B.: The scale of 2- 7 is distributed on the basis of competitiveness, thus-*

<i>International</i>	7
<i>National</i>	5
<i>Institutional</i>	2

*Credits are divided among two or more claimants. Examples of creative works are published articles, literary items, musical compositions and /or arrangement, painting sculpture and other performing arts.*

D. Research results and innovations consist of improvements / modifications made on existing design, process or product.

The criteria for rating and the points for each criterion are:

- |   |                   |
|---|-------------------|
| 1. Use of indigenous materials                              | 20% of 2 - 7 pts. |
| 2. Relevance and value to education, science and technology | 20% of 2 - 7 pts. |
| 3. Cost/time/energy/saving                                  | 20% of 2 - 7 pts. |
| 4. Acceptability of peers                                   | 20% of 2 - 7 pts. |
| 5. Dissemination/documentation                              | 20% of 2 - 7 pts. |

Supporting Document(s):

- a. Full description of research/innovation
- b. Evidences that shall satisfy the criteria for evaluation

3.1.2. For every published book: original, edited or compiled, copy righted/ published within the last ten years, *2<sup>nd</sup> editions and succeeding editions will be credited like the original book if there is a major revision of the contents of the book evidenced by the granting of new copy right and new ISBN.*

- a. As author/s..... 3-7
- b. As reviewer.....1-4
- c. As translator.....1-4
- d. As editor.....1-3
- e. As compiler.....1-2

The factors and their weights are:

1. Textbooks, including Science and Technology and References

<u>Role</u>	<u>Tertiary</u>	<u>High School</u>	<u>Elementary</u>
Author/s	7 pts.	5 pts.	3 pts.
Reviewer	4	2	1
Translator	4	2	1
Editor	3	2	1
Compiler	2	1	1

*N.B. The credit points should be given based on the date when the copyright and the ISBN were awarded. In case of group role, the total credits shall be equally divided among the members*

Supporting Document(s):

- a. Copy of the book with copyright and ISBN

3.1.3 For every scholarly research/ monograph/Educational technical articles in a technical/Scientific/professional journal including electronic and digital journals included in the lists of CHED, ISI, Harvard, SCOPUS and other journals of sterling reputation for international and national. Local journals refer to institutional research-based publications

- a. *International*.....5
- b. *National*.....3
- c. *Local*.....2

*N.B. Articles must be research-based. Commentaries, opinions, editorials are not credited. Publications in Magazines, news papers/ bulletins of information, annual reports are not accepted. Published research should only be credited once.*

Supporting Documents:

- a. Copy of the journal with ISSN
- b. Proof of circulation for local journals

3.1.4 For every instructional manual/ audio-visual ..... 1 (max. of 10 pts)

*Credits are divided among two or more claimants.*

Supporting Document(s):

- a. Copy/ sample of material
- b. Certificate of utilization
- c. **Course Syllabus**
- d. **Evidence of circulation such as receipts of sale, IPRO clearance for institutional circulation, approval for institutional use by the instructional material review body**

Under this items are modules, laboratory manuals, and operation manuals, work books, course books approved by department or college for instructional purposes. Also included in this category are software, prototypes and Computer aided instructional materials. Submission under this category should cover the course content per syllabus. Excluded from this category of outputs are compilation of lecture notes, lesson plans, powerpoint presentations, transparencies and handouts.

3.2 For expert services, training and active participation in professional/technical activities  
(maximum of 30 points)

3.2.1 Training and seminars (maximum of 10 points)

3.2.1.1 For every training course with a duration of at least one month not to exceed the full credit ( $P = \text{No. of days}/30$ )

- |                  |       |   |
|------------------|-------|---|
| a. International | ..... | 5 |
| b. National      | ..... | 3 |
| c. Local         | ..... | 2 |

3.2.1.2 For participation in conferences, seminars, workshops (*must be relevant to one's assignment/field*)

Supporting Document(s):

- a. **Certificate of Attendance/ Appreciation/ Participation**

*N.B. Participation under this item is based on five working days and points are pro-rated as follows:*

<i>International</i>	<i>=</i>	<i>0.6/day not to exceed 3 points</i>
<i>National/Regional</i>	<i>=</i>	<i>0.4/day not to exceed 2 points</i>
<i>Local</i>	<i>=</i>	<i>0.2/day not to exceed 1 point</i>



**Less than a day(half day) cannot be considered as seminar**

3.2.2 Expert service rendered (maximum of 20 points)

3.2.2.1 For serving as a short-term consultant /expert in an activity of an educational, technological, professional scientific or cultural nature (foreign or local) sponsored by government or other agencies.

International .....	5
National.....	3
Local.....	2

Supporting Document(s):

- a. Memorandum of Agreement or contract between the institution and the contracting party, or office order pertaining to the consultancy work
- b. Acknowledgment of output

3.2.2.2 For services rendered as trainer, coordinator, lecturer, resource person or guest speaker in conferences, workshops, and/or training courses for professionals

International.....	5
National.....	3
Local.....	2

*N.B. For tertiary or higher level only.*

Supporting Documents:

- a. Certificate of appreciation/recognition
- b. List of Participants
- c. Invitation and copy of the program
- d. Lecture

NB For new entrants, certificate of appreciation/recognition can suffice

3.2.2.3. For expert services as adviser in doctoral dissertation, master's and undergraduate thesis, or their equivalents as requirement's for the completion of academic programs (maximum of 10 points)

Doctoral dissertation .....	1.00
Master's thesis .....	0.50
Undergraduate thesis .....	0.25

Supporting Documents:

- a. Approval Sheet
- b. Certificate of Teaching Load

N.B. Equivalent requirement such as case study, feasibility study, terminal research paper, project study should be a terminal requirement for the degree.

*N.B. Services as adviser is credited only if advising is outside the full-time equivalent (FTE) load of the adviser as certified by the Registrar/ Dean. An undergraduate thesis should be a degree requirement. A copy of the faculty load sheet signed by the Dean shall serve as a supporting document.*

- 3.2.2.4. For certified services as member of the Board of Examiners in the Professional Regulations Commission (PRC) or in the Civil Service Commission (CSC)... 1.00

Supporting Document(s):

- a. Appointment or contract
- b. Identification card

- 3.2.2.5. For expert services in accreditation/ quality assurance work as member of the Board of Director, Accreditor, Member of the Technical Committee or Consultant Group in regional or national agencies.....1.00

Supporting Document(s):

- a. Appointment/designation/invitation from the accrediting body
- b. Identification Card

NB This correspond to a year of expert service

- 3.2.2.6 For every year of expert service as testing officer/assessor in trade skills certification.....1.00

Supporting Document(s):

- a. Certificate of Trade Skill Examiner
- b. Results of the examinations conducted

- 3.2.2.7. For every year of services as coach /trainer of the students in official activities and adviser of accredited students organization not to exceed 1 point per year.....1.00

*N.B. For purposes of pro-rating, a year is at least 251 days, not to exceed 12 months. Intramurals and other school-wide activities are not considered. The credit points are given only for inter-institutional or inter-agency competition.*

**Supporting Document(s):**

- a. Office Order'
- b. Proof of output

**3.3. Membership in professional organizations/honor societies and honor received**  
(maximum of 10 pts.)

**3.3.1. For current individual membership in relevant professional organization(s)**

a. Learned society

Full member.....2

Associate member.....1

b. Honor society.....1.0

c. Scientific society.....1.0

d. Professional

Officer .....1.0

Member.....0.5

*N.B. Membership will be credited only once per organization.*

*Learned society is an organization where the members are chosen by invitation and in recognition of their being considered learned in a scientific area of knowledge, e.g. National Research Council*

*Honor Society is a society of academic scholars, e.g. Phi Delta Kappa, Gamma Sigma Delta.*

*Professional/ Scientific organizations are national bodies or professional practitioners in a specific field or science, e.g. Philippine Inventors Society of Mechanical Engineers, Philippine Institute of Chemical Engineers*

*Faculty association is included.*

The PDS of the faculty shall be filed for the purpose of checking if the membership was already credited.

**Supporting Document(s):**

- a. Certificate of membership or Identification card or Official receipt of membership

3.3.2. For academic honors earned:

3.3.2.1. Undergraduate Degree

- a. Summa cum Laude.....5
- b. Magna cum Laude.....3
- c. Cum Laude.....1

3.3.2.2. Graduate Degree

- a. Highest Honors/ With Distinction.  
Or equivalent.....3

Supporting Document(s):

- a. A certificate or copy of a permanent record of the school

3.3.3. Scholarship/ Fellowship. This may be degree or non- degree granting.

a. International, competitive

- Doctorate.....5
- Master's.....4
- Non- degree.....3

b. International, non- competitive

- Doctorate.....3
- Master's.....2
- Non-degree.....1

c. National/Regional, competitive

- Doctorate.....3
- Master's.....2
- Non-degree.....1

d. National/ Regional, non-competitive

- Doctorate.....2
- Master's.....1

e. Local, competitive or

- Non- competitive.....1

*N.B.: Competitive means the use of a selection/screening process or scheme for awarding a scholarship.*

Supporting Document(s):

- a. Certificate of scholarship/ fellowship award
- b. Proof of completion of fellowship program or activity/  
Transcript of Records
- c. **Scholarship contract/ agreement**

3.4 Awards of distinction received in recognition of achievement in relevant areas of specialization/profession and/or assignment of faculty concerned

International	5
National/ Regional	3
Local	2 (institution-wide)

Supporting Documents:

- a. Plaque of Recognition or copy of citation
- b. Criteria for the selection
- c. Proof of competition

*N.B.: There should be evidence of search/ competition. The award-giving body must have recognized mandate to search and confer the award or recognition.*

*Service awards are considered local awards. The credits are given for 10, 15, 20 25, 30, 35 and 40 years of service per circular of the Civil Service Commission*

*The awards of distinction granted by organizations like NSTP, GSP, BSP, Red Cross, Barangay Offices and other Civic, Cultural, Religious Community, including Non-Government Organizations are classified as Community Outreach.*

*The awarding body must be recognized, reputable organization relevant to the field of specialization/ assignment of the awardees.*

3.5 Community Outreach (maximum of 5 points)

3.5.1 For every year of participation in service-oriented projects in the community..... 1

Supporting Document(s):

- a. An Office Order pertaining to the services rendered
- b. Certificate/ Acknowledgement of Completion of project or activity

*These are activities related to participation in community projects on top of official duties and are voluntary in nature, with no additional compensation received. One year is operationalized to be equivalent to at least 251 days, not to exceed 12 months per program per clientele.*

*Examples are voluntary services in scouting, cooperative, Red Cross, Kabataang Barangay, etc.*

*Activities undertaken as officer/ member of any professional, social, educational or other similar organizations which had already been credited in this instrument shall no longer be considered.*

### 3.6. Professional examinations

3.6.1 For every relevant licensure and other professional examinations passed  
(maximum of 10 pts.)

- a. Engineering, Accounting, Medicine, Law, Teacher's Board, etc.....5
- b. Career Executive Service Officers Examination /  
Career Service Executive Examination.....3
- c. Seaman Certificate; Master Electrician/Master  
Plumber Certificate, etc.; Plant Mechanic Certificate;  
Professional Radio Operator Certificate.....2
- e. IT proficiency certification.....2
- f. National Certificates (NC)/Trade skill Certificates.....1/level

*NB Marine Transportation Officers is equivalent under category C*

*N.B. Other Civil Service eligibilities are not considered.*

*Section b is only applicable to the faculty- rank holders designated to supervisory/executive positions. IT proficiency certifications are for programs administered by the international IT propriety companies and the National Computer Center (NCC) and the Philippine National Information Technology Standards (PHILNITS)*

Supporting Document(s):

- a. Certificate of Licensure
- b. Rating Slip
- c. Skills Certificate/Identification Card

# THE QUALITATIVE CONTRIBUTION EVALUATION (QCE)

## **QUALITATIVE CONTRIBUTION EVALUATION (QCE) OF THE NATIONAL BUDGET CIRCULAR (NBC) No. 461**

### **Introduction**

The Qualitative Contribution Evaluation (QCE) of the National Budget Circular No. 461 practices of the State Universities and Colleges (SUC's) is an integral and effective component of total quality assurance in public tertiary education. It is designed to make an effective motivator for the development of a culture of excellence in: Instruction, Research, Extension, and Production. That QCE would make as an effective reliable measure for faculty ranking among the public tertiary institution.

Qualitative Contribution Evaluation is a validating factor of CCE with two levels: First is QCE for instructors, assistant Professors and associate Professors is focused on instructions/teaching effectiveness. This however shall not prevent a faculty from having other functions. Second is QCE for full-fledged Professor is focused to research, extension, and production on top of or in addition to instructional functions.

Recommendation: Full-fledged Professors be rated on Instruction (50%) and mandatory on Research (50%) without prejudice to having other functions.

This manual of operation will be helpful in the conduct of QCE to the school system in reference to the objectives of it, as it is done in order to attain and achieve its very objectives towards quality and excellence in education through the performance and competencies of the faculty in the public tertiary institution.

### **Definition of Terms**

The definitions of the technical terms presented are quoted from the implementing guidelines of Quality Contribution Evaluation (Annex 1 and 2) of the NBC 461, signed by PASUC President Dr. Eldigario D. Gonzales and CHED Chairman Dr. Carlito S. Puno (2006).

**Areas of Evaluation.** It refers to the four areas of concern of QCE such as Instruction, Research, Extension, and Production; where the academic rank holder is evaluated.

- **Instruction.** It refers to the teaching effectiveness and its delivery that eventually results in academic excellence. Teaching effectiveness of faculty members is evaluated using the assessment areas which are the commitment, knowledge of subject matter, teaching for independent learning and management of learning.
- **Research.** It refers to the scientific investigation duly approved by the university/college authority and it is evaluated using the four (4) assessment areas such as; clientele satisfaction, leadership, partnership development, community responsibility.
- **Extension.** It refers to the activities/projects/programs conducted by a faculty



include technology verification, packaging, managing/facilitating non-formal/non-degree trainings, consultancy and speakership in trainings/seminars/symposia/convocations, community development activities, people empowerment/capability building, radio programs and development/publication/dissemination of manuals, brochures, pamphlets, leaflets, techno-guide and newsletters, and the assessment areas are clientele satisfaction, leadership, partnership development, community responsibility.

- **Production.** Refers to all activities related to the production of goods and services supportive to the programs of the College/University/Institution, and the assessment areas are clientele satisfaction, leadership, partnership development, community responsibility.

**Clientele Satisfaction.** This is a strategic concept for the overall institutional image as the SUC seeks continuous improvement toward excellence. It is based on the belief that the quality of education will improve as the clientele (i.e. students, parents, community) assume more responsibility for the value of education they draw from the institution. This demands constant sensitivity to clientele requirements and measurements of the factors that drive clientele satisfaction. Equally, this demands awareness of the latest developments in education and rapid response to the clientele requirements thereby improving both the quality of education and the relationships with students, parents, and community.

**Commitment.** This refers to a faculty member's deep sense of responsibility to render service for the development of the student's well-being and for the advancement of his/her discipline.

**Common Criteria for Evaluation.** The CCE is a set of factors of services and achievements which establish the relative performance of a faculty in the state university or college for the period of evaluation. This refers to a faculty member's deep sense of responsibility to render service for the development of the student's well-being and for the advancement of his/her discipline.

**Community Responsibility.** Education quality objectives should reflect areas of community citizenship and responsibility. These include ethics in education, support for public safety, environmental safety, and sharing of quality-related information with business, industry and government agencies within the community needs and process to develop and maintain public trust.

**Knowledge of Subject.** This includes the faculty member's scholarship and expertise in his/her chosen field or discipline.

**Leadership.** Professors (including board members and administrators) must create clear and visible quality values within the educational system. Reinforcement of these values and expectations requires personal commitment and involvement. Professors in collaboration with administrators and instructors or board members, must create strategies, system and methods for achieving educational excellence. These systems and methods guide activities and decisions of the college or university and encourage participation and creativity by all.

**Management of Learning.** This refers to the faculty member's ability to create and manage a conducive learning environment and at the same time guide, monitor, and evaluate student learning.

**National Budget Circular (NBC 461).** It sets the latest guidelines in the promotion and standardization of salary of faculty and administrators at the SUCs and CHED – Supervised institutions including TESDA (PADA 1998).

**Partnership Development.** The college or university should seek to build internal and external partnerships that promote cooperation/collaboration serving mutual in larger community interests. These should consider longer-term objectives as well as short-term needs, thereby creating a basis for mutual investments. The building of partnerships should address means of regular communication, approaches to evaluating progress, means of modifying objectives, and methods to accommodate changing conditions.

**Qualitative Contribution.** This is the distinctive contribution by a faculty member seeking promotion to a higher rank or sub-rank and which generally accrues the enhancement and sustenance of the overall image of the state universities and colleges in their constant endeavor towards excellence.

**Qualitative Contribution Evaluation.** Is the process of determining the eligibility of a faculty candidate for the particular rank and sub-rank indicated by result of the application of the common criteria for evaluation.

**Teaching for Independent Learning.** This pertains to the faculty member's ability to organize teaching-learning processes to enable students to maximize their learning potentials.

The **Revised Implementing Guidelines for Annex 1 of QCE of the NBC No. 461 (Instructors, Assistant Professors and Associate Professors)**, Signed by PASUC President Dr. Eldigario D. Gonzales and CHED Chairman Dr. Carlito S. Puno (2006) are as follows:

## **I. General Guidelines**

In addition to the common criteria for evaluation (CCE), promotion to a higher rank and sub-rank of Instructor, Assistant Professor and Associate Professor shall be subject to Qualitative Contribution Evaluation (QCE).

Continuous improvement toward excellence shall include well-defined and well-executed approach(es) aimed to enhancing the value of collegiate/university education to the clientele the SU/C pledges to serve. The improvements must be in all four (4) functional areas of the SU/C, namely: instruction, research, extension, and production.

For those seeking promotion to the higher sub-ranks of the Instructor, Assistant Professor and Associate Professor positions, the QCE shall be in the Teaching Effectiveness.

## II. Specific Guidelines

- A. The Teaching Effectiveness of instructors, assistant professors and associate professors is evaluated using the following assessment areas with corresponding weighted points:
- |    |                                   |      |
|----|-----------------------------------|------|
| 1. | Commitment                        | 0.25 |
| 2. | Knowledge of Subject              | 0.25 |
| 3. | Teaching for Independent Learning | 0.25 |
| 4. | Management of Learning            | 0.25 |
- B. A common evaluation instrument is prepared by a joint committee of CHED, PASUC, and TESDA. The Evaluation is done by the faculty concerned, his peers, his supervisor, and his student beneficiaries.
- C. Each area of assessment has a number of criteria and allotted a total of 25 points. The total raw point for the assessment area is 100. The raw points garnered in each of the four assessment areas are multiplied by the corresponding weight.
- D. In rating using the criteria, the scale of 1 to 5 is used, with 5 as the highest.
- E. The faculty shall be evaluated regularly and the average rating is obtained for the particular CCE implementation.
- F. The following are the minimum points required under the QCE so that a faculty with the appropriate CCE credits can be promoted.
- G. In case a faculty opts to perform multiple functions, 70% is mandated in Instruction

SUB RANK		MINIMUM POINTS
Instructor	II	80
	III	82
Assistant Professor	I	84
	II	86
	III	88
	IV	90
Associate Professor	I	91
	II	92
	III	93
	IV	94
	V	95

The **Revised Implementing Guidelines for Annex 2 of QCE of the NBC No. 461 (Professors)**, Signed by PASUC President Dr. Eldigario D. Gonzales and CHED Chairman Dr. Carlito S. Puno (2006) are as follows:

### **I. General Guidelines**

- A.** In addition to the common criteria for evaluation (CCE), promotion to higher rank and sub-rank of Professor shall be subject to the QCE of Professor.
- B.** Continuous improvement toward excellence shall include well-defined and well-executed approach(es) aimed at enhancing the value of college/university education to the clientele the SU/C pledges to serve. The improvement must be in all four (4) functional areas of the SU/C, namely: instruction, research, extension, and production.
- C.** For those seeking promotion to the Professor rank, the QCE shall be in two (2) functional areas chosen by the candidate prior to any assessment year. (Instruction plus research as mandatory function).

- D. The research, extension, and production components of the QCE shall be mandatory to full-fledged professors at 50% benchmark.

## II. Specific Guidelines

- A. In each of the self-selected functional areas, the candidates' qualitative contribution shall be assessed based on clientele satisfaction, leadership, partnership development, and community responsibility. The weight applicable to the different ranks are as follows:

Rank	Instruction	Research	Extension	Production
Professor	0.50	0.50		

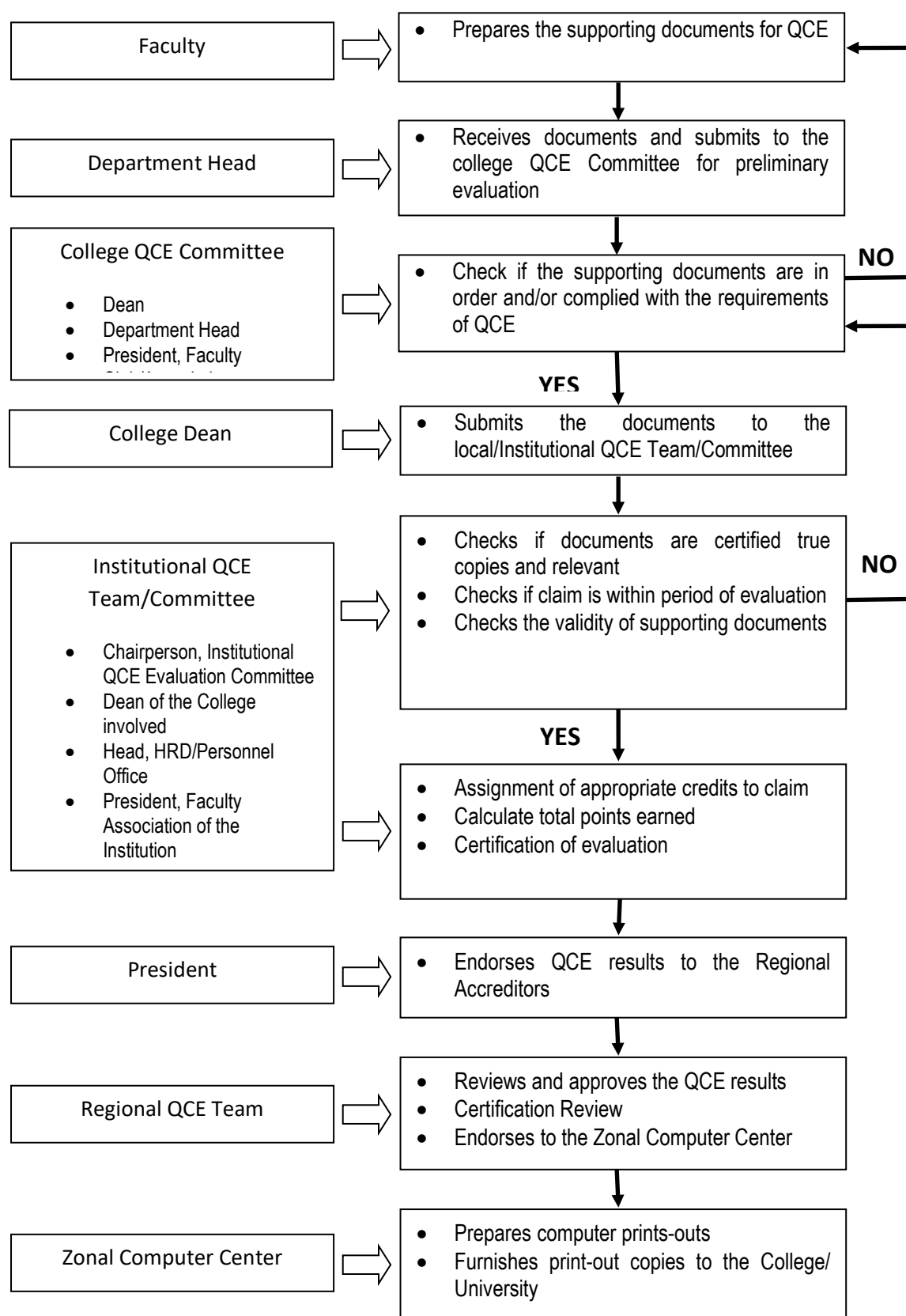
**N.B.:** For placement or entry performance for the last five years shall be considered, while for promotion, only the performance during the period of evaluation shall be considered.

- B. A common evaluation instrument is prepared by a joint committee of CHED and PASUC. The evaluation is done by the ratee's client, by the direct supervisor, by the stakeholders in the completed projects, and by his internal and external communities.
- C. Each area of assessment has a number of criteria and allotted a total of 25 points. The total raw point for the assessment area is 100, the raw points garnered in each of the four assessment areas is multiplied by the corresponding weight.
- D. In rating using the criteria, the scale of 1 to 5 is used, with 5 as the highest.
- E. The faculty should be evaluated regularly at the end of every academic school year and the average rating is obtained for the particular CCE implementation.

- F. The total weighted points (maximum being 100) shall have the equivalent points corresponding to the sub-ranks under Full Professor ranks as follows:

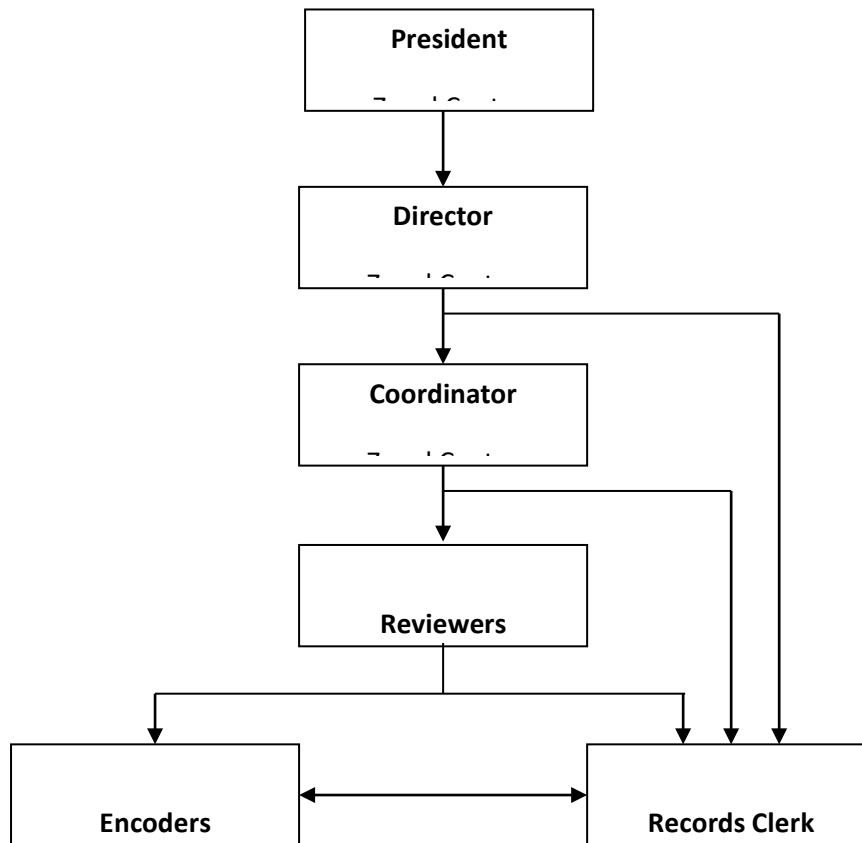
RANK		QCE Weighted Points
		Minimum
Full Professor	1	61
	2	66
	3	71
	4	76
	5	81
	6	86
	College/University Professor	91

## Functional Chart for Qualitative Contribution Evaluation (QCE)



## Organizational Chart of the Zonal Computerization

Center for NBC No. 461





## Functions of the Zonal Computerization Center's Officers and Personnel

**President:** The President of the Zonal institution, in coordination with the identified regulatory body will generate policies, standards, etc. Approves related proposals; authorizes fund disbursements; enters into contract and other agreements pertaining to the business operation of the center. Approves the official print out.

**Center Director:** The Director of the Zonal Center recommends to the academic institution's President the policies, strategies, guidelines, activities budgetary allocations, etc. pertaining to the business operation of the center. Directs the planning, implementation and monitoring of work at the center; collaborates with institutional linkages for center needs and operation.

**Coordinator:** The coordinator assists the Director in the formulation of policies, strategies, guidelines, etc. pertaining to the functions of the center. Coordinates, packages, consolidates and operationalizes the center plans; takes charge of initial review of documents to determine compliance; certifies the authenticity of printout.

**Reviewers:** The center reviewers validate the results of institutional evaluation. Maintains the standards across the client institutions; articulates the actions taken on particular faculty evaluation; endorses valid records to the encoder for processing.

**Encoders:** The center encoders take charge of data entry into the computer. Maintains databases and other files; produces the official printout of evaluation; endorses soft and hard files and other documents to the records clerk.

**Records Clerk:** The center records clerk officially accepts and issues/releases all documents relevant to the functions of center. Organizes and monitors files and resources; supervises the storage of documents and properties; submits regular reports on the progress and status of his work.

## **Process Flow at the Zonal Computerization Center**

### **1. Center Director:**

- Receives the CCE and QCE documents and the communication from the head of the academic institution requesting for evaluation.
- Endorses the documents to the Project Coordinator

### **2. Center Coordinator:**

- Reviews the CCE documents
  - sequencing
  - certifications
    - ⇒ relevancy
    - ⇒ true photo copy
  - Checks the personal data sheet
    - ⇒ signature of faculty
    - ⇒ notarization
- Reviews the Summary of CCE per faculty
  - signature of evaluators
  - proper notation of points
- Endorses the documents to the reviewers

### **3. Center Reviewers:**

- Review the point assigned to each document
  - makes a check if claim is in order
- If not in order, inform the institutional evaluators of the discrepancies for rectification
- Endorse the documents to the encoder

### **4. Encoders:**

- Encode the CCE points checked by the center reviewers

- Encode the QCE points
- Print the draft evaluation for review of the institutional evaluators
  - if OK, institutional evaluators accept the draft print-out

#### **5. Project Coordinator:**

- Reviews the draft printed evaluation with the acceptance signature of the institutional evaluators
- Returns to the encoder with his/her notation “For finalization”

#### **6. Encoders:**

- Print the final evaluation
- Endorse it to the Project Coordinator for final review.

#### **7. Project Coordinator:**

- Reviews and sign the final evaluation print-out
- Endorses it to the Project Director

#### **8. Project Director:**

- Signs the final print-out
- Releases it to the Authorized representative/evaluator upon submission of the photocopy of the receipt of payment for the processing.

## **AREA 1: INSTRUCTION/TEACHING EFFECTIVENESS**

### **1.0 DEFINITION**

Teaching effectiveness pertains to the faculty member’s ability to organize teaching-learning processes to enable students to maximize their learning potentials and/or the delivery of instruction that eventually results in academic excellence.

## 2.0 SPECIFIC GUIDELINES

### 2.1 Areas of Evaluation

The **teaching effectiveness** of faculty members is evaluated using the following assessment areas with the corresponding weighted points.

AREAS	WEIGHTED POINTS
a. Commitment	25
b. Knowledge of Subject Matter	25
c. Teaching for Independent Learning	25
d. Management of Learning	25
Total	<hr/> 100

### 2.2 Mode of Evaluation

- The evaluation is done every semester or twice a year.
- The QCE point is the average of ratings for six semesters (three years).

### 2.3 Evaluation Period

A faculty shall be evaluated in instruction covered within the cycle and the QCE point is obtained during the particular NBC 461 cycle.

## 3.0 PROCESS OF EVALUATION

### 3.1 Areas of Evaluation

**3.1.1 Commitment:** This refers to a faculty member's deep sense of responsibility to render service for the development of the students' well-being and for advancement of his/her discipline.

**3.1.2 Knowledge of Subject Matter:** This includes the faculty member's scholarship and expertise in his/her chosen field of discipline.

**3.1.3 Teaching for Independent Learning:** This pertains to the faculty member's ability to organize teaching-learning processes to enable students to maximize their learning potentials.

**3.1.4 Management of Learning:** This refers to the faculty member's ability to create and manage conducive learning environment and at the same time guide, monitor and evaluate student learning.

## **3.2 Evaluators**

### **3.2.1 Students**

- A faculty member with three or more classes the students' evaluator will be chosen through institutional sampling strategies or by cluster random sampling with a minimum of thirty (30) students to be done by the Department Chairperson.
- For a faculty member with less than or equal to thirty (30) students in all classes are the evaluators.

### **3.2.2 Peers**

- All the faculty members within the department are evaluators.
- In case of less than five peers are available, faculty members from related disciplines that are familiar with the academic activities of the faculty member can be chosen by random sampling (to be done by the Department Chairperson) to complete the minimum number of five peer evaluators.

### **3.2.3 Supervisor**

- He is the immediate superior or the Department Chairperson of the faculty member.
- The Department Chairperson is to be rated by the Dean.
- The Dean is to rated by the VPAA.
- The VPAA as well as the Dean should be rated by the Department Chairperson and President.

### 3.2.4 Self

- The faculty concerned.

### 3.3 Instrument

- The QCE of the NBC No. 461 for Instruction/Teaching Effectiveness instrument (See Appendix A).

### 3.4 Computation

3.4.1 The total QCE point of the faculty is the sum of the weighted point (product of QCE point per evaluator and the given percentage) of all four categories of evaluators: supervisor (30%), students (30%), peers (20%), and self (20%).

Evaluators	QCE Point per Evaluator	Percentage	Weighted Points
A. Self		.20	
B. Peers		.20	
C. Students		.30	
D. Supervisor		.30	
Total QCE Point			

3.4.2 Sample computation per evaluator for every rating period (See Appendix O).

3.4.3 Sample summary of computation of four evaluators for every rating period (See Appendix P).

## AREA 2: RESEARCH

### 1.0 DEFINITION

Research would include scientific investigation duly approved by the university/college authority.

### 2.0 SPECIFIC GUIDELINES

#### 2.1 Areas of Evaluation

Research activities/projects of faculty members under the QCE shall be evaluated using the four (4) assessment areas below with their corresponding weighted points.

AREAS	WEIGHTED POINTS
a. Clientele Satisfaction	25
b. Leadership	25
c. Partnership Development	25
d. Community Responsibility	25
<b>Total</b>	<hr/> 100

#### 2.2 Mode of Evaluation

- A faculty who wishes to be evaluated in the area of research shall submit himself/herself for evaluation by specified evaluators of the four areas of evaluation.
- Faculty members qualified for evaluation in the area of research must be any of the following: research program leaders, project leaders, study leaders, co-study leaders, research collaborators, research assistants, and other who are directly involved in the research activities. However, statisticians, computer encoders, editors and the like are not included in this category.
- Research includes only scientific investigation (completed research, papers/posters presented in the conferences on going researches, approved research proposal, and etc.).

- Feasibility Studies shall be evaluated in the same way as research output, however, only Feasibility Studies with Memorandum of Agreement (MOA) or Memorandum of Understanding (MOU) will be considered.

## 2.3 Evaluation Period

- Evaluation should be done right after the activity/project and/or every end of the school year.
- Each faculty shall be evaluated in all research activities conducted within the cycle and the average rating is obtained for the particular NBC 461 cycle.

## 3.0 PROCESS OF EVALUATION

### 3.1 Areas of Evaluation and Evaluators

#### 3.1.1 Clientele Satisfaction

In this area the faculty member should be evaluated as to the extent that their research activities/projects provide significant contribution, help/facilitate and/or in of assistance to the overall institutional image as the college/university seek continuous improvement toward excellence, through constant awareness and sensitivity to clientele requirements and/or needs thereby improving both the quality of education and relationships with students, parents and the community.

- **Evaluators:** Any from the research clientele; i.e. students, teachers, parents, community (LGU/NGO and etc.), industries, and etc. There shall be at least three (3) evaluators.

#### 3.1.2 Leadership

The faculty member should be evaluated as to the extent that their research activities/projects reflect their quality values and it must be clear and visible within the educational system. This requires personal commitment and involvement, and creates strategies, system and methods for achieving educational excellence. These strategies, systems and methods influence activities and decisions of the college or university and encourage participation and creativity by all.



- **Evaluators:** Researcher's immediate supervisor (i.e. program leader for project leaders, project leader for study leaders, and the Director for the Research Coordinator).

### 3.1.3 Partnership Development

In this area the faculty member should be evaluated as to the extent that their research activities/projects provide significant contribution/instrumental, and/or in of assistance to the processes were the college or university build internal and external partnerships that promote cooperation/collaboration serving mutual and larger community interest. These also consider longer-term objective as well as short-term needs, thereby creating a basis for mutual investments. The building of partnerships address means of regular communication, approaches to evaluating progress, means of modifying objectives, and methods to accommodate changing conditions.

- **Evaluators:** Anyone from research stakeholders or immediate beneficiaries of research projects/activities. There shall be at least three (3) evaluators.

### 3.1.4 Community Responsibility

This area of evaluation the faculty member should be evaluated as to the extent that their research activities/projects provide significant contribution/instrumental and/or in of assistance to the means were the college or university responses to community requirements and/or needs, and processes to develop and maintain public trust. These include ethical issues on the said activity(s)/project(s) with reference in education process, support for public safety, environmental safety, and sharing of quality-related information with business, industry and government agencies within the community and the country.

- **Evaluators:** Anyone from the external and internal communities [i.e. student community, local community (e.g. households, Government and private employees, etc.), industries, NGO/GO, etc.]. There shall be at least three (3) evaluators.

## 3.2 Documents Needed

The following documents must be submitted by the candidates who wish to be evaluated under research area to the local QCE Committee for Research through the representative of their respective colleges:

- 3.2.1 For externally funded researches/feasibility studies, a MOA/MOU entered into by the faculty and the head of the sponsoring/funding institution and approved progress reports for ongoing projects

- 3.2.2 For published researches, published audio-visual materials which are products of research, terminal research report and published research reports in journals, duly certified by the Chairperson of the College Research Committee, electronic and digital journals included in the lists of CHED, ISI, Harvard, SCOPUS and other journals of sterling reputation.
- 3.2.3 Designation/Appointments signed by the College/University President, VP for Research, Research Director/Coordinator, and/or Dean.
- 3.2.4 QCE Forms for research duly certified by appropriate offices.

### **3.3 Procedure**

The following constitute the procedure for evaluation:

- Step 1. The faculty shall secure the QCE forms for Research from the College/University QCE Team/Committee
- Step 2. The Unit Research Coordinator administers them to his/her clients whom he/she served the research program/project/activity.
- Step 3. A witness should sign the QCE forms, preferably the head of the organization/LGU or the Unit Research Coordinator, affirming the authenticity of the answers of the respondents and the validity of the research program/project/ activity.
- Step 4. The duly answered QCE Forms, together with supporting documents should be submitted to the College/University QCE Team/Committee.
- Step 5. The College/University QCE Team/Committee shall evaluate and review the documents submitted, their authenticity, especially the signatures of evaluators and the witnesses. Specimen of their signatures should be found in order and authentic.
- Step 6. The faculty shall be evaluated in all research activities conducted within the cycle and the average rating is obtained for the particular NBC 461 cycle.

### **3.4 Instruments**

The following are the QCE Instrument for Research corresponding to the four areas of evaluation:

- The QCE for Research Instrument 1: Clientele Satisfaction (See Appendix B)
- The QCE for Research Instrument 2: Leadership (See Appendix C)

- The QCE for Research Instrument 3: Partnership Development (See Appendix D)
- The QCE for Research Instrument 4: Community Responsibility (See Appendix E)

### 3.5 Computation

3.5.1 The total QCE point for research of the faculty is the sum of the QCE point per area of evaluation of all four areas of evaluation.

Areas of Evaluation	QCE Point per Area of Evaluation
A. Clientele Satisfaction	
B. Leadership	
C. Partnership Development	
D. Community Development	
<b>Total QCE Point</b>	

3.5.2 Sample summary of computation of evaluators' rating to their respective area of evaluation for every rating period (See Appendix Q).

3.5.3 Sample summary of computation of four areas of evaluation for every rating period (See Appendix R).

## AREA 3: EXTENSION

### I.0 DEFINITION

Extension activities/project/programs conducted by a faculty include technology verification, packaging, managing/facilitating non-formal/non-degree trainings, consultancy and speakership in trainings/seminars/symposia/ convocations, community development activities, people empowerment/capability building, radio programs and

development/publication/dissemination of manuals, brochures, pamphlets, leaflets, techno-guide and newsletters.

Includes extension activities which are community based, service oriented, (without remunerations) voluntary, not part of the faculty's teaching (i.e. subject/course) load, and/or activities in line with faculty expertise.

## **2.0. SPECIFIC GUIDELINES**

### **2.1 Areas of Evaluation**

The extension activities/projects of the faculty members under QCE shall be evaluated using the four (4) assessments areas below with their corresponding weighted points.

<b>AREAS</b>	<b>WEIGHTED POINTS</b>
<b>a.</b> Clientele Satisfaction	25
<b>b.</b> Leadership	25
<b>c.</b> Partnership Development	25
<b>d.</b> Community Responsibility	25
<b>Total</b>	<hr/> 100

### **2.2 Mode of Evaluation**

- A faculty who wishes to be evaluated in the area of extension shall submit himself/herself for evaluation by specified evaluators of the four areas of evaluation.
- Faculty members qualified for evaluation in the area of extension are those directly involved and responsible in any extension activities/project/programs, include technology verification, packaging, managing/facilitating non-formal/non-degree trainings, consultancy and speakership in trainings/seminars/symposia/ convocations, community development activities, people empowerment/capability building, radio programs and development/publication/dissemination of manuals, brochures, pamphlets, leaflets, techno-guide and newsletters. Includes extension activities which are community based, service oriented, (without remunerations) voluntary, not part of the faculty's teaching (i.e. subject/course) load, and/or activities in line with faculty expertise.

### 2.3 Evaluation Period

- Evaluation should be done right after the activity/project and/or every end of the school year.
- Each faculty shall be evaluated in all extension activities conducted within the cycle and the average rating is obtained for the particular NBC 461 cycle.

## 3.0 PROCESS OF EVALUATION

### 3.1 Areas of Evaluation and Evaluators

#### 3.1.1 Clientele Satisfaction

In this area the faculty member should be evaluated as to the quality of their extension activities/projects/programs and to what extent it provide significant contribution, help/facilitate and/or in of assistance to the overall institutional image as the college/university seek continuous improvement toward excellence, through constant awareness and sensitivity to clientele requirements and/or needs thereby improving both the quality of education and relationships with students, parents and the community.

- **Evaluators:** Clientele of the extension programs/projects/activities such as the president/chairperson of the people's organizations, barangay chairperson, students, parents and other beneficiaries.

#### 3.1.2 Leadership

The faculty member should be evaluated as to the extent that their extension activities/projects/programs reflect their quality values and it must be clear and visible within the educational system. This requires personal commitment and involvement, and creates strategies, system and methods for achieving educational excellence. These strategies, systems and methods influence activities and decisions of the college or university and encourage participation and creativity by all.

- **Evaluators:** Immediate supervisor of the faculty which may include team/project leaders, college extension coordinators, and etc.

### 3.1.3 Partnership Development

In this area the faculty member should be evaluated as to the extent that their extension activities/projects/programs provide significant contribution/instrumental, and/or in of assistance to the processes were the college or university build internal and external partnerships that promote cooperation/collaboration serving mutual and larger community interest. These also consider longer-term objective as well as short-term needs, thereby creating a basis for mutual investments. The building of partnerships address means of regular communication, approaches to evaluating progress, means of modifying objectives, and methods to accommodate changing conditions.

- **Evaluators:** Stakeholders of the extension programs/projects/activities such as barangay chairperson, municipal mayor, presidents of POs/GOs/NGOs, etc.

### 3.1.4 Community Responsibility

This area of evaluation the faculty member should be evaluated as to the extent that their extension activities/projects/programs provide significant contribution/instrumental and/or in of assistance to the means were the college or university responses to community requirements and/or needs, and processes to develop and maintain public trust. These include ethical issues on the said activity(s)/project(s) with reference in education process, support for public safety, environmental safety, and sharing of quality-related information with business, industry and government agencies within the community and the country.

- **Evaluators:** Parties from the external and internal Community, namely; heads of agencies/organizations (PO, NGO, LGU,GO,etc.)

## 3.2 Documents Needed

The following documents must be submitted by a faculty who wishes to be evaluated under extension area to the College/University QCE Team/Committee through the representative of their respective college:

- 3.2.1 For those extension programs/projects covered by the college/university, an extension plan/program certified by the SUCs Vice President or Director of Extension should be submitted.
- 3.2.2 For those extension programs entered into by other agencies outside the university/college, a MOA or MOU should be submitted.
- 3.2.3 Reports (i.e. terminal/ongoing) of the extension activities conducted should also be submitted.

- 3.2.4 Designation/appointments duly signed by the agency heads; and invitation letter from clientele, certification/certificate of appearance, narrative report, etc.
- 3.2.5 Duly accomplished QCE Extension Forms.
- 3.2.6 Other documents to support claims for extension services rendered.

### **3.3 Procedure**

The following constitute the procedure for evaluation:

- Step 1. The faculty shall secure the QCE forms for Extension from the Chairman of the College/University QCE Team/Committee
- Step 2. The faculty shall be responsible for the distribution of the forms to the clients.
- Step 3. A witness should sign the QCE forms, preferably the head of the organization/agencies affirming the authenticity of the answers of the respondents and the validity of the extension program project/activities.
- Step 4. The duly accomplished QCE Forms, together with the authenticated supporting documents, should be submitted to the College/University QCE Team/Committee.
- Step 5. The College/University QCE Team/Committee shall evaluate and review the documents submitted, specially the signatures of the clients and the witnesses. Specimens of their signatures should be found in order and authentic.
- Step 6. Each faculty shall be evaluated in all extension activities conducted within the cycle and the average rating is obtained for the particular NBC 461 cycle.

### 3.4 Instruments

The following are the QCE Instrument for Extension corresponding to the four areas of evaluation

- The QCE for Extension Instrument 1: Clientele Satisfaction (See Appendix F)
- The QCE for Extension Instrument 2: Leadership (See Appendix G)
- The QCE for Extension Instrument 3: Partnership Development (See Appendix H)
- The QCE for Extension Instrument 4: Community Responsibility (See Appendix I)

### 3.5 Computation

3.5.1 The total QCE point for extension of the faculty is the sum of the QCE point per area of evaluation of all four areas of evaluation

Areas of Evaluation	QCE Point per Area of Evaluation
A. Clientele Satisfaction	
B. Leadership	
C. Partnership Development	
D. Community Development	
<b>Total QCE Point</b>	

3.5.2 Sample summary of computation of evaluators' rating to their respective area of evaluation for every rating period (See Appendix Q).

3.5.3 Sample summary of computation of four areas of evaluation for every rating period (See Appendix R).



## AREA 4: PRODUCTION

### I.0 DEFINITION

Production refers to all activities related to the production of goods and services supportive to the programs of the College/University/Institution through the personal initiative of the faculty. Examples of the production activities where the faculty can be evaluated include: Scientific/professional book writing, food processing, tissue culture and other agribusiness-related projects; socio-cultural/entertainment project: statistical data processing pool, thesis editing pool, and other production-related activities duly sanctioned and approved by the college/university/institution.

For University-owned/sponsored IGPs, production activities could be considered if there could be a marked increase of at least three percent (3%) in Return of Investment (ROI) over the historical financial data for the last three (3) years.

### 2.0. SPECIFIC GUIDELINES

#### 2.1 Areas of Evaluation

The production activities/projects of faculty members under the QCE shall be evaluated using the four (4) assessment areas below with their corresponding weighted points.

AREAS	WEIGHTED POINTS
a. Clientele Satisfaction	25
b. Leadership	25
c. Partnership Development	25
d. Community Responsibility	25
<b>Total</b>	<b>100</b>

## 2.2 Mode of Evaluation

- A faculty who wishes to be evaluated in the area of production shall submit himself/herself for evaluation by specified evaluators to the four areas of evaluation.
- Faculty members qualified for evaluation in the area of production are those directly involved and responsible in any activities related to the production of goods and services supportive to the programs of the College/University/Institution through the personal initiative of the faculty (consider the definition of production).

## 2.3 Evaluation Period

- Evaluation should be done right after the activity/project and/or every end of the school year.
- Each faculty shall be evaluated in all production activities conducted within the cycle and the average rating is obtained for the particular NBC 461 cycle.

## 3.0 PROCESS OF EVALUATION

### 3.1 Areas of Evaluation and Evaluators

#### 3.1.1 Clientele Satisfaction

In this area the faculty member should be evaluated as to the quality of their production activities/projects and to what extent it provide significant contribution, help/facilitate and/or in of assistance to the overall institutional image as the college/university seek continuous improvement toward excellence, through constant awareness and sensitivity to clientele requirements and/or needs thereby improving both the quality of education and relationships with students, parents and the community.

- **Evaluators:** Clientele (i.e. students, faculty, members, school administrators, agency head, community residents)

#### 3.1.2 Leadership

The faculty member should be evaluated as to the extent that their production activities/projects reflect their quality values and it must be clear and visible within the educational system. This requires personal commitment and involvement, and creates strategies, system and methods for achieving educational excellence. These strategies, systems and methods influence activities and decisions of the college or university and encourage participation and creativity by all.

- **Evaluators:** Clientele (i.e. school administrators, agency head, immediate supervisor)

### 3.1.3 Partnership Development

In this area the faculty member should be evaluated as to the extent that their production activities/projects provide significant contribution/instrumental, and/or in of assistance to the processes were the college or university build internal and external partnerships that promote cooperation/collaboration serving mutual and larger community interest. These also consider longer-term objective as well as short-term needs, thereby creating a basis for mutual investments. The building of partnerships address means of regular communication, approaches to evaluating progress, means of modifying objectives, and methods to accommodate changing conditions.

- **Evaluators:** Clientele (i.e. school administrator, agency head, business entities)

### 3.1.4 Community Responsibility

This area of evaluation the faculty member should be evaluated as to the extent that their production activities/projects provide significant contribution/instrumental and/or in of assistance to the means were the college or university responses to community requirements and/or needs, and processes to develop and maintain public trust. These include ethical issues on the said activity(s)/project(s) with reference in education process, support for public safety, environmental safety, and sharing of quality-related information with business, industry and government agencies within the community and the country.

- **Evaluators:** Clientele (i.e. students, faculty Members, school administrator, agency head, business entities, community residents)

## 3.2 Documents Needed

The Following documents must be submitted by the candidates who wish to be evaluated under the production area to the college/university QCE Team/Committee through the representative of their respective colleges:

Whenever necessary/applicable, any of the following shall be submitted:

- 3.2.1 Memorandum of Agreement/Understanding or any written contract entered into by the faculty and the head of the college/university.
- 3.2.2 Letter of request duly approved by the authorities concerned/target beneficiaries
- 3.2.3 Production plan/feasibility study approved by the school administrator.

- 3.2.4 Business permits legally operate the production activity which is secured from the office of the municipal mayor. In case of book writing, ISBN is required.
- 3.2.5 Time table of monitoring/evaluation of production activities
- 3.2.6 Minutes of consultative meeting with the target clientele
- 3.2.7 Result of the assessment conducted
- 3.2.8 Duly accomplished QCE forms under production.
- 3.2.9 Audited financial report/income statement during the cycle.
- 3.2.10 Other documents deemed necessary for production evaluation under QCE.

### **3.3 Procedure**

The following constitute the procedure for evaluation:

- Step 1. The faculty shall secure QCE forms for production from the College/University QCE Team/Committee
- Step 2. He/she then administers it to his/her immediate beneficiaries/clients.
- Step 3. A witness should sign the QCE form, preferably the head of the organization or any person in authority, affirming the authenticity of the information provided and the validity of the production activity
- Step 4. The duly accomplished QCE forms, together with other supporting documents, shall be submitted to the College/University QCE Team/Committee.
- Step 5. The College/University QCE Team/Committee shall evaluate and review the documents submitted their authenticity, especially the signatures of the clients and the witness. Specimen of their signatures should be found in order and authentic.
- Step 6. Each faculty shall be evaluated in all production activities conducted within the cycle and the average rating is obtained for the particular NBC 461 cycle.

### 3.4 Instruments

The following are the QCE Instrument for Production corresponding to the four areas of evaluation

- The QCE for Production Instrument 1: Clientele Satisfaction (See Appendix J)
- The QCE for Production Instrument 2: Leadership (See Appendix K)
- The QCE for Production Instrument 3: Partnership Development (See Appendix L)
- The QCE for Production Instrument 4: Community Responsibility (See Appendix M)

### 3.5 Computation

- 3.5.1 The total QCE point for Production of the faculty is the sum of the QCE point per area of evaluation of all four areas of evaluation

Areas of Evaluation	QCE Point per Area of Evaluation
A. Clientele Satisfaction	
B. Leadership	
C. Partnership Development	
D. Community Development	
<b>Total QCE Point</b>	

- 3.5.2 Sample summary of computation of evaluators' rating to their respective area of evaluation for every rating period (See Appendix Q).
- 3.5.3 Sample summary of computation of four areas of evaluation for every rating period (See Appendix R).

## Appendix A

### The QCE of the NBC No. 461

#### Instrument for Instruction/Teaching Effectiveness

Rating Period: \_\_\_\_\_ to \_\_\_\_\_

Name of Faculty: \_\_\_\_\_ Academic Rank: \_\_\_\_\_

#### Evaluators:

☐ Self

☐ Peer

☐ Student

☐ Supervisor

**Instruction:** Please evaluate the faculty using the scale below. Encircle your rating.

Scale	Descriptive Rating	Qualitative Description
5	Outstanding	The performance almost always exceeds the job requirements. The Faculty is an exceptional role model
4	Very Satisfactory	The performance meets and often exceeds the job requirements
3	Satisfactory	The performance meets job requirements
2	Fair	The performance needs some development to meet job requirements.
1	Poor	The faculty fails to meet job requirements

<b>A. Commitment</b>		<b>Scale</b>				
1	Demonstrates sensitivity to students' ability to attend and absorb content information.	5	4	3	2	1
2	Integrates sensitively his/her learning objectives with those of the students in a collaborative process.	5	4	3	2	1
3	Makes self available to students beyond official time	5	4	3	2	1
4	Regularly comes to class on time, well-groomed and well-prepared to complete assigned responsibilities.	5	4	3	2	1
5	Keeps accurate records of students' performance and prompt submission of the same.	5	4	3	2	1
<b>Total Score</b>						
<b>B. Knowledge of Subject</b>		<b>Scale</b>				
1.	Demonstrates mastery of the subject matter (explain the subject matter without relying solely on the prescribed textbook).	5	4	3	2	1
2.	Draws and share information on the state on the art of theory and practice in his/her discipline.	5	4	3	2	1
3.	Integrates subject to practical circumstances and learning intents/purposes of students.	5	4	3	2	1
4.	Explains the relevance of present topics to the previous lessons, and relates the subject matter to relevant current issues and/or daily life activities.	5	4	3	2	1
5.	Demonstrates up-to-date knowledge and/or awareness on current trends and issues of the subject.	5	4	3	2	1
<b>Total Score</b>						

<b>C. Teaching for Independent Learning</b>		<b>Scale</b>				
1.	Creates teaching strategies that allow students to practice using concepts they need to understand (interactive discussion).	5	4	3	2	1
2.	Enhances student self-esteem and/or gives due recognition to students' performance/potentials.	5	4	3	2	1
3.	Allows students to create their own course with objectives and realistically defined student-professor rules and make them accountable for their performance	5	4	3	2	1
4.	Allows students to think independently and make their own decisions and holding them accountable for their performance based largely on their success in executing decisions.	5	4	3	2	1
5.	Encourages students to learn beyond what is required and help/guide the students how to apply the concepts learned	5	4	3	2	1
<b>Total Score</b>						

<b>D. Management of Learning</b>		<b>Scale</b>				
1.	Creates opportunities for intensive and/or extensive contribution of students in the class activities (e.g. breaks class into dyads, triads or buzz/task groups).	5	4	3	2	1
2.	Assumes roles as facilitator, resource person, coach, inquisitor, integrator, referee in drawing students to contribute to knowledge and understanding of the concepts at hands.	5	4	3	2	1
3.	Designs and implements learning conditions and experience that promotes healthy exchange and/or confrontations.	5	4	3	2	1
4.	Structures/re-structures learning and teaching-learning	5	4	3	2	1



context to enhance attainment of collective learning objectives.					
Use of Instructional Materials ((audio/video materials: 5. fieldtrips, film showing, computer aided instruction and etc.) to reinforces learning processes.	5	4	3	2	1
<b>Total Score</b>					

Legend for the Formula/Equation:

*ts* = Total Score

*hps* = Highest Possible Score

% = Percentage

Signature of Evaluator : \_\_\_\_\_

Name of Evaluator : \_\_\_\_\_

Position of Evaluator : \_\_\_\_\_

Date : \_\_\_\_\_

## Appendix B

### The QCE of the NBC No. 461 for Research

#### Instrument 1: CLIENTELE SATISFACTION

**Rating Period:** \_\_\_\_\_ to \_\_\_\_\_

Name of Faculty: \_\_\_\_\_ Academic Rank: \_\_\_\_\_

**Evaluators:** Anyone from the research clientele

☐ Student

☐ Parent

☐ Teacher

☐ Community

☐ Others (Please Indicate)

\_\_\_\_\_

**Title of Project:**

\_\_\_\_\_

**Instruction:** Please evaluate the faculty using the scale below. Encircle your rating.

Scale	Descriptive Rating	Qualitative Description
5	Outstanding	The performance almost always exceeds the job requirements. The Faculty is an exceptional role model
4	Very Satisfactory	The performance meets and often exceeds the job requirements
3	Satisfactory	The performance meets job requirements
2	Fair	The performance needs some development to meet job requirements.
1	Poor	The faculty fails to meet job requirements

Faculty Performance/Output		Scale				
1.	The research proposal/feasibility study submitted is base on the needs/problems of the clients (there is a consultation with the client during the conceptualization of the research proposal).	5	4	3	2	1
2.	Meet and discusses with the clientele the know how of the research results for its usability and/or clients benefits.	5	4	3	2	1
3.	Disseminates and/or present research results in a forum or symposium for proper information of the clientele.	5	4	3	2	1
4.	Utilizes appropriate research procedures, and/or methodologies in meeting clients' needs and problems.	5	4	3	2	1
5.	Research results would really helps and/or address the clients needs or problems	5	4	3	2	1

Total Score: \_\_\_\_\_

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Name of Evaluator

\_\_\_\_\_  
Name of Witness

\_\_\_\_\_  
Position of Evaluator

\_\_\_\_\_  
Agency and Position

Date :  
\_\_\_\_\_

Date :  
\_\_\_\_\_

## Appendix C

### The QCE of the NBC No. 461 for Research

#### Instrument 2: LEADERSHIP

Rating Period: \_\_\_\_\_ to \_\_\_\_\_

Name of Faculty: \_\_\_\_\_ Academic Rank: \_\_\_\_\_

**Evaluators:** The immediate supervisor

- ☐ Program Project Leaders      ☐ College Research Coordinator
- ☐ Project Leader for Study Leaders      ☐ College Research Director
- ☐ Others (Please Indicate) \_\_\_\_\_

**Title of Project:**

---

**Instruction:** Please evaluate the faculty using the scale below. Encircle your rating.

Scale	Descriptive Rating	Qualitative Description
5	Outstanding	The performance almost always exceeds the job requirements. The Faculty is an exceptional role model
4	Very Satisfactory	The performance meets and often exceeds the job requirements
3	Satisfactory	The performance meets job requirements
2	Fair	The performance needs some development to meet job requirements.
1	Poor	The faculty fails to meet job requirements

Faculty Performance/Output		Scale				
1.	Regularly communicates quality output of the research proceeding to colleagues/staff/clientele/ subordinates.	5	4	3	2	1
2.	Manages priorities to get the job done and able to looks for better ways to confronts conflict situations in an honest and direct manner	5	4	3	2	1
3.	Encourage/motivates participation/cooperation of the people evolved in the research proceedings.	5	4	3	2	1
4.	Suggest/introduces strategies that enhanced colleagues/staff/clientele/subordinates' skills and abilities to perform the research activity in a more efficient manner.	5	4	3	2	1
5.	Communicates directly, openly, honestly and shares information with the concerned individual or people involved in their research proceeding	5	4	3	2	1

Total Score: \_\_\_\_\_

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Name of Evaluator

\_\_\_\_\_  
Name of Witness

\_\_\_\_\_  
Position of Evaluator

\_\_\_\_\_  
Agency and Position

Date :  
\_\_\_\_\_

Date :  
\_\_\_\_\_

## Appendix D

### The QCE of the NBC No. 461 for Research Instrument 3: PARTNERSHIP DEVELOPMENT

Rating Period: \_\_\_\_\_ to \_\_\_\_\_

Name of Faculty: \_\_\_\_\_ Academic Rank: \_\_\_\_\_

**Evaluators:** Anyone from the research stakeholders or immediate beneficiaries of research projects/activities

- ☐ Research Stakeholder
- ☐ Immediate Beneficiaries of Research Projects/Activities
- ☐ Others (Please Indicate) \_\_\_\_\_

**Title of Project:** \_\_\_\_\_

**Instruction:** Please evaluate the faculty using the scale below. Encircle your rating.

Scale	Descriptive Rating	Qualitative Description
5	Outstanding	The performance almost always exceeds the job requirements. The Faculty is an exceptional role model
4	Very Satisfactory	The performance meets and often exceeds the job requirements
3	Satisfactory	The performance meets job requirements
2	Fair	The performance needs some development to meet job requirements.
1	Poor	The faculty fails to meet job requirements

Faculty Performance/Output	Scale				
1. Coordinates with local residents, businesses and other government functionaries for possible research collaboration.	5	4	3	2	1
2. Promotes networking activities with local communities and various research agencies to gain support/cooperation on research activities.	5	4	3	2	1
3. Conducts consultative meetings and/or dialogues with stakeholders on priority research agenda supporting their needs.	5	4	3	2	1
4. Regularly meet concerned sector to discuss ways in which the research undertaking can create better learning and working environment.	5	4	3	2	1
5. Communicates directly, openly, honestly and shares information with the concerned sectors, and considering comments, and suggestions for improvement if necessary.	5	4	3	2	1

Total Score: \_\_\_\_\_

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Name of Evaluator

\_\_\_\_\_  
Name of Witness

\_\_\_\_\_  
Position of Evaluator

\_\_\_\_\_  
Agency and Position

Date :  
\_\_\_\_\_

Date :  
\_\_\_\_\_

## Appendix E

### The QCE of the NBC No. 461 for Research

#### Instrument 4: COMMUNITY RESPONSIBILITY

Rating Period: \_\_\_\_\_ to \_\_\_\_\_

Name of Faculty: \_\_\_\_\_ Academic Rank: \_\_\_\_\_

**Evaluators:** Anyone from the external and internal communities

- ☐ Students, Community (Representative)
- ☐ Local Community (Representative)
- ☐ Others (Please Indicate) \_\_\_\_\_

**Title of Project:** \_\_\_\_\_

---

**Instruction:** Please evaluate the faculty using the scale below. Encircle your rating.

Scale	Descriptive Rating	Qualitative Description
5	Outstanding	The performance almost always exceeds the job requirements. The Faculty is an exceptional role model
4	Very Satisfactory	The performance meets and often exceeds the job requirements
3	Satisfactory	The performance meets job requirements
2	Fair	The performance needs some development to meet job requirements.
1	Poor	The faculty fails to meet job requirements



Faculty Performance/Output	Scale				
Creates safe research environment where activities 1. conducted consider the ethical and moral predicament of the community and/or the sector involved	5	4	3	2	1
Conducts researches/feasibility studies where 2. implications on the responsibility of the concerned sectors to the community are addressed.	5	4	3	2	1
Initiates and develops interventions that increase 3. awareness of the responsibility of policy-makers, etc. based on the research findings.	5	4	3	2	1
The researches/feasibility studies conducted with 4. significant contribution to the community and increase awareness on community issues and concerns.	5	4	3	2	1
The researcher assumes impartial responsibility and 5. accountability on the research proceeding and its effect or impact to the community and/or other sectors involved.	5	4	3	2	1

Total Score: \_\_\_\_\_

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Name of Evaluator

\_\_\_\_\_  
Name of Witness

\_\_\_\_\_  
Position of Evaluator

\_\_\_\_\_  
Agency and Position

Date :  
\_\_\_\_\_

Date :  
\_\_\_\_\_

## Appendix F

### The QCE of the NBC No. 461 for Extension

#### Instrument 1: CLIENTELE SATISFACTION

Rating Period: \_\_\_\_\_ to \_\_\_\_\_

Name of Faculty: \_\_\_\_\_ Academic Rank: \_\_\_\_\_

**Evaluators:** Clientele of the Extension Programs/Projects/Activities

- ☐ President/Chairman of Organization Involved
- ☐ Barangay Chairperson
- ☐ Student
- ☐ Parent
- ☐ Others (Please Indicate) \_\_\_\_\_

**Title of Project:** \_\_\_\_\_

---

**Instruction:** Please evaluate the faculty using the scale below. Encircle your rating.

Scale	Descriptive Rating	Qualitative Description
5	Outstanding	The performance almost always exceeds the job requirements. The Faculty is an exceptional role model
4	Very Satisfactory	The performance meets and often exceeds the job requirements
3	Satisfactory	The performance meets job requirements
2	Fair	The performance needs some development to meet job requirements.
1	Poor	The faculty fails to meet job requirements

Faculty Performance/Output		Scale				
1.	The extension proposal/plan is base on the needs/problems of the clients (there is a consultation with the client during the conceptualization of the extension plan).	5	4	3	2	1
2.	Meet and discusses with the clientele the know how of the extension activity(s) for its usability and/or clients benefits.	5	4	3	2	1
3.	There is an information campaign for proper information of the clientele about the extension activity(s).	5	4	3	2	1
4.	Monitors and evaluates the quantity and quality of services provided to clientele.	5	4	3	2	1
5.	Extension activity(s) really helps and/or address the clients needs or problems	5	4	3	2	1

Total Score: \_\_\_\_\_

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Name of Evaluator

\_\_\_\_\_  
Name of Witness

\_\_\_\_\_  
Position of Evaluator

\_\_\_\_\_  
Agency and Position

Date :  
\_\_\_\_\_

Date :  
\_\_\_\_\_

## Appendix G

### The QCE of the NBC No. 461 for Extension

#### Instrument 2: LEADERSHIP

Rating Period: \_\_\_\_\_ to \_\_\_\_\_

Name of Faculty: \_\_\_\_\_ Academic Rank: \_\_\_\_\_

**Evaluators:** Immediate Supervisor

- ☐ Director for Extension
- ☐ Team/Project leader
- ☐ College Extension Coordinators
- ☐ Others (Please Indicate) \_\_\_\_\_

**Title of Project:** \_\_\_\_\_

---

**Instruction:** Please evaluate the faculty using the scale below. Encircle your rating.

Scale	Descriptive Rating	Qualitative Description
5	Outstanding	The performance almost always exceeds the job requirements. The Faculty is an exceptional role model
4	Very Satisfactory	The performance meets and often exceeds the job requirements
3	Satisfactory	The performance meets job requirements
2	Fair	The performance needs some development to meet job requirements.
1	Poor	The faculty fails to meet job requirements

Faculty Performance/Output		Scale				
1.	Regularly communicates quality output of the extension proceeding to colleagues/staff/clientele/ subordinates.	5	4	3	2	1
2.	Manages priorities to get the job done and able to looks for better ways to confronts conflict situations in an honest and direct manner	5	4	3	2	1
3.	Encourage/motivates participation/cooperation of the people evolved in the extension activity(s).	5	4	3	2	1
4.	Suggest/introduces strategies that enhanced colleagues/staff/clientele/subordinates' skills and abilities to perform the extension activity(s) in a more efficient manner.	5	4	3	2	1
5.	Communicates directly, openly, honestly and shares information with the concerned individual or people involved in their extension activity(s)	5	4	3	2	1

Total Score: \_\_\_\_\_

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Name of Evaluator

\_\_\_\_\_  
Name of Witness

\_\_\_\_\_  
Position of Evaluator

\_\_\_\_\_  
Agency and Position

Date :  
\_\_\_\_\_

Date :  
\_\_\_\_\_

## Appendix H

### The QCE of the NBC No. 461 for Extension

#### Instrument 3: PARTNERSHIP DEVELOPMENT

Rating Period: \_\_\_\_\_ to \_\_\_\_\_

Name of Faculty: \_\_\_\_\_ Academic Rank: \_\_\_\_\_

**Evaluators:** Stakeholders of the Extension Programs/Projects/Activities

☐ Barangay Chairperson

☐ President of PO

☐ Municipal Mayor

☐ President of NGO

☐ Others (Please Indicate)

\_\_\_\_\_

**Title of Project:**

\_\_\_\_\_

**Instruction:** Please evaluate the faculty using the scale below. Encircle your rating.

Scale	Descriptive Rating	Qualitative Description
5	Outstanding	The performance almost always exceeds the job requirements. The Faculty is an exceptional role model
4	Very Satisfactory	The performance meets and often exceeds the job requirements
3	Satisfactory	The performance meets job requirements
2	Fair	The performance needs some development to meet job requirements.
1	Poor	The faculty fails to meet job requirements

Faculty Performance/Output	Scale				
1. Coordinates with local residents, businesses and other government functionaries for possible extension collaboration.	5	4	3	2	1
2. Conducts consultative meetings and/or dialogues with stakeholders on priority extension plan supporting their needs.	5	4	3	2	1
3. Regularly meet concerned sector to discuss ways in which the extension undertaking can create better working environment, and full cooperation and participation.	5	4	3	2	1
4. Establishes linkages with local/national agencies for possible funding of extension undertakings (sourcing of funds).	5	4	3	2	1
5. Communicates directly, openly, honestly and shares information with the concerned sectors, and considering comments, and suggestions for improvement if necessary.	5	4	3	2	1

Total Score: \_\_\_\_\_

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Name of Evaluator

\_\_\_\_\_  
Name of Witness

\_\_\_\_\_  
Position of Evaluator

\_\_\_\_\_  
Agency and Position

Date :  
\_\_\_\_\_

Date :  
\_\_\_\_\_

## Appendix I

### The QCE of the NBC No. 461 for Extension

#### Instrument 4: COMMUNITY RESPONSIBILITY

Rating Period: \_\_\_\_\_ to \_\_\_\_\_

Name of Faculty: \_\_\_\_\_ Academic Rank: \_\_\_\_\_

**Evaluators:** Parties from the external and internal community (e.g. external: Head of an NGO, PO, Local Chief Executive of the LGU, GO; Internal: Directors, Dept. Chairman, Deans, etc.)

☐ Head, NGO

☐ Head, GO

☐ Head, PO

☐ Head, LGU

☐ Others (Please Indicate)

\_\_\_\_\_

**Title of Project:**

\_\_\_\_\_

**Instruction:** Please evaluate the faculty using the scale below. Encircle your rating.

Scale	Descriptive Rating	Qualitative Description
5	Outstanding	The performance almost always exceeds the job requirements. The Faculty is an exceptional role model
4	Very Satisfactory	The performance meets and often exceeds the job requirements
3	Satisfactory	The performance meets job requirements
2	Fair	The performance needs some development to meet job requirements.
1	Poor	The faculty fails to meet job requirements



Faculty Performance/Output	Scale				
Creates safe working environment where activities 1. conducted consider the ethical and moral predicament of the community and/or the sector involved	5	4	3	2	1
Conducts extension activity(s) where the responsibilities 2. of the concerned sectors to the community are addressed.	5	4	3	2	1
The extension activity(s) conducted with significant 3. contribution to the community and increase awareness on community issues and concerns.	5	4	3	2	1
The extension activity(s) is instrumental and/or in of 4. consideration of public safety, environmental safety, and sharing of quality-related information with the sector involved.	5	4	3	2	1
Assumes impartial responsibility and accountability on 5. the extension proceeding and its effect or impact to the community and/or other sectors involved.	5	4	3	2	1

Total Score: \_\_\_\_\_

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Name of Evaluator

\_\_\_\_\_  
Name of Witness

\_\_\_\_\_  
Position of Evaluator

\_\_\_\_\_  
Agency and Position

Date :  
\_\_\_\_\_

Date :  
\_\_\_\_\_

## Appendix J

### The QCE of the NBC No. 461 for Production

#### Instrument 1: CLIENTELE SATISFACTION

Rating Period: \_\_\_\_\_ to \_\_\_\_\_

Name of Faculty: \_\_\_\_\_ Academic Rank: \_\_\_\_\_

**Evaluators:** Clientele (i.e. Students, Faculty Members, School Administrators, Agency Head, Community Residents).

- ☐ Student ☐ School Administrator
- ☐ Faculty Member ☐ Agency Head
- ☐ Community Resident (Representative)
- ☐ Others (Please Indicate) \_\_\_\_\_

**Title of Project:** \_\_\_\_\_

**Instruction:** Please evaluate the faculty using the scale below. Encircle your rating.

Scale	Descriptive Rating	Qualitative Description
5	Outstanding	The performance almost always exceeds the job requirements. The Faculty is an exceptional role model
4	Very Satisfactory	The performance meets and often exceeds the job requirements
3	Satisfactory	The performance meets job requirements
2	Fair	The performance needs some development to meet job requirements.
1	Poor	The faculty fails to meet job requirements

Faculty Performance/Output		Scale				
1.	Involves clientele in the planning process of the intended production activity.(there is a consultation with the client during the conceptualization of the said activity).	5	4	3	2	1
2.	Meet and discusses with the clientele the know how of the production activity(s) for its usability and/or clients benefits, and/or to asses the quality of production services provided	5	4	3	2	1
3.	There is an information campaign for proper information of the clientele about the production activity(s).	5	4	3	2	1
4.	Monitors and evaluates the quantity and quality of services provided to clientele.	5	4	3	2	1
5.	Adopts and implements a system that is supportive of realizing clientele's needs/problems.	5	4	3	2	1

Total Score: \_\_\_\_\_

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Name of Evaluator

\_\_\_\_\_  
Name of Witness

\_\_\_\_\_  
Position of Evaluator

\_\_\_\_\_  
Agency and Position

Date :  
\_\_\_\_\_

Date :  
\_\_\_\_\_

## Appendix K

### The QCE of the NBC No. 461 for Production

#### Instrument 2: LEADERSHIP

Rating Period: \_\_\_\_\_ to \_\_\_\_\_

Name of Faculty: \_\_\_\_\_ Academic Rank: \_\_\_\_\_

**Evaluators:** Clientele (i.e. school administrator, agency head, immediate Supervisor)

- ☐ Immediate Supervisor
- ☐ School Administrator
- ☐ Agency Head
- ☐ Others (Please Indicate) \_\_\_\_\_

**Title of Project:**

---

**Instruction:** Please evaluate the faculty using the scale below. Encircle your rating.

Scale	Descriptive Rating	Qualitative Description
5	Outstanding	The performance almost always exceeds the job requirements. The Faculty is an exceptional role model
4	Very Satisfactory	The performance meets and often exceeds the job requirements
3	Satisfactory	The performance meets job requirements
2	Fair	The performance needs some development to meet job requirements.
1	Poor	The faculty fails to meet job requirements

Faculty Performance/Output		Scale				
1.	Regularly communicates quality output of the production proceeding to colleagues/staff/clientele/ subordinates.	5	4	3	2	1
2.	Manages priorities to get the job done and able to looks for better ways to confronts conflict situations in an honest and direct manner	5	4	3	2	1
3.	Encourage/motivates participation/cooperation of the people evolved in the production activity(s)	5	4	3	2	1
4.	Suggest/introduces strategies that enhanced colleagues/staff/clientele/subordinates' skills and abilities to perform the production activity in a more efficient manner.	5	4	3	2	1
5.	Communicates directly, openly, honestly and shares information with the concerned individual or people involved in their production activity(s)	5	4	3	2	1

Total Score: \_\_\_\_\_

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Name of Evaluator

\_\_\_\_\_  
Name of Witness

\_\_\_\_\_  
Position of Evaluator

\_\_\_\_\_  
Agency and Position

Date :  
\_\_\_\_\_

Date :  
\_\_\_\_\_

## Appendix L

### The QCE of the NBC No. 461 for Production

#### Instrument 3: PARTNERSHIP DEVELOPMENT

Rating Period: \_\_\_\_\_ to \_\_\_\_\_

Name of Faculty: \_\_\_\_\_ Academic Rank: \_\_\_\_\_

**Evaluators:** Clientele (e.g. students, administrator, agency head, business entities)

- ☐ Student ☐ Agency Head  
☐ School Administrator ☐ Business Entities  
☐ Others (Please Indicate) \_\_\_\_\_

**Title of Project:** \_\_\_\_\_

---

**Instruction:** Please evaluate the faculty using the scale below. Encircle your rating.

Scale	Descriptive Rating	Qualitative Description
5	Outstanding	The performance almost always exceeds the job requirements. The Faculty is an exceptional role model
4	Very Satisfactory	The performance meets and often exceeds the job requirements
3	Satisfactory	The performance meets job requirements
2	Fair	The performance needs some development to meet job requirements.
1	Poor	The faculty fails to meet job requirements

Faculty Performance/Output	Scale				
1. Coordinates with local residents, businesses and other government functionaries for possible production activity(s) collaboration.	5	4	3	2	1
2. Conducts consultative meetings and/or dialogues with stakeholders on priority production plan supporting their needs.	5	4	3	2	1
3. Regularly meet concerned sector to discuss ways in which the production undertaking can create better working environment, and full cooperation and participation.	5	4	3	2	1
4. Establishes linkages with local/national agencies for possible funding of production undertakings (sourcing of funds).	5	4	3	2	1
5. Communicates directly, openly, honestly and shares information with the concerned sectors, and considering comments, and suggestions for improvement if necessary.	5	4	3	2	1

Total Score: \_\_\_\_\_

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Name of Evaluator

\_\_\_\_\_  
Name of Witness

\_\_\_\_\_  
Position of Evaluator

\_\_\_\_\_  
Agency and Position

Date :  
\_\_\_\_\_

Date :  
\_\_\_\_\_

## Appendix M

### The QCE of the NBC No. 461 for Production

#### Instrument 4: COMMUNITY RESPONSIBILITY

**Rating Period:** \_\_\_\_\_ to \_\_\_\_\_

Name of Faculty: \_\_\_\_\_ Academic Rank: \_\_\_\_\_

**Evaluators:** Clientele (e.g. students, faculty members, school administrators, Agency head, business entities, community residents).

- |  |  |
|--|--|
| <input type="radio"/> Student                  | <input type="radio"/> Agency Head        |
| <input type="radio"/> Faculty Member           | <input type="radio"/> Business Entities  |
| <input type="radio"/> School Administrator     | <input type="radio"/> Community Resident |
| <input type="radio"/> Others (Please Indicate) | _____                                    |

**Title** \_\_\_\_\_ **of** \_\_\_\_\_ **Project:** \_\_\_\_\_

**Instruction:** Please evaluate the faculty using the scale below. Encircle your rating.

Scale	Descriptive Rating	Qualitative Description
5	Outstanding	The performance almost always exceeds the job requirements. The Faculty is an exceptional role model
4	Very Satisfactory	The performance meets and often exceeds the job requirements
3	Satisfactory	The performance meets job requirements
2	Fair	The performance needs some development to meet job requirements.
1	Poor	The faculty fails to meet job requirements



Faculty Performance/Output	Scale				
Creates safe working environment where activities 1. conducted consider the ethical and moral predicament of the community and/or the sector involved	5	4	3	2	1
Conducts production activity(s) where the responsibilities 2. of the concerned sectors to the community are addressed.	5	4	3	2	1
The production program extends technical assistance 3. which supports community activities.	5	4	3	2	1
Utilizes appropriate production procedures that conserve 4. and prevent damage to the environment	5	4	3	2	1
Assumes impartial responsibility and accountability on 5. the production activity(s) and its effect or impact to the community and/or other sectors involved.	5	4	3	2	1

Total Score: \_\_\_\_\_

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Name of Evaluator

\_\_\_\_\_  
Name of Witness

\_\_\_\_\_  
Position of Evaluator

\_\_\_\_\_  
Agency and Position

Date :  
\_\_\_\_\_

Date :  
\_\_\_\_\_

## Appendix N

### The QCE of the NBC No. 461

#### (Commitment Form for RESEARCH/EXTENSION/PRODUCTION)

**Rating Period:** \_\_\_\_\_ **to** \_\_\_\_\_

**Name of Faculty:** \_\_\_\_\_

**Academic Rank:** \_\_\_\_\_  
\_\_\_\_\_

**Subject Matter** (Title of Study/Activities): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Rationale** (Significance and/or Relevance of the Study/Activities) :  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Objectives** (Consider the four areas of assessment):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Methodology/Program of Activities:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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---

Signature of Faculty Concerned

Recommending Approval

Approved

---

Dean

---

Director (Research/Extension/Production)

## Appendix O

### The QCE of the NBC No. 461

(Sample Computation for Instruction Area per Rating Period)

Rating Period: \_\_\_\_\_ to \_\_\_\_\_

Name of Faculty: \_\_\_\_\_

Academic Rank: \_\_\_\_\_

COMPUTATION PER EVALUATOR				
Areas of Evaluation	Total Score	% (Percentage)	Formula/Equation	QCE Point
			$\frac{ts}{hps} \times \%$	
A. Commitment	25	20	$25 \div 25 \times 20$	<b>20</b>
B. Knowledge of Subject	25	20	$25 \div 25 \times 20$	<b>20</b>
C. Teaching for Independent learning	25	30	$25 \div 25 \times 30$	<b>30</b>
D. Management of Learning	25	30	$25 \div 25 \times 30$	<b>30</b>
Total QCE Point				<b>100</b>

Legend for the Formula/Equation:

*ts* = Total Score

*hps* = Highest Possible Score:

% = Percentage

Signature of Evaluator :

Name of Evaluator :

Position of Evaluator :

Date :

## Appendix P

### The QCE of the NBC No. 461

(Sample Computation for Instruction Area per Rating Period)

Rating Period: \_\_\_\_\_ to \_\_\_\_\_

Name of Faculty: \_\_\_\_\_

Academic Rank: \_\_\_\_\_

SUMMARY OF COMPUTATION OF FOUR EVALUATORS				
Evaluators	Ave. Rating	% (Percentage)	Formula/Equation	QCE Point
			$ar \times \%$	
A. Students	100	.30	$100 \times .30$	<b>30</b>
B. Peers	100	.20	$100 \times .20$	<b>20</b>
C. Self	100	.20	$100 \times .20$	<b>20</b>
D. Immediate Supervisor(s)	100	.30	$100 \times .30$	<b>30</b>
Total QCE Point				<b>100</b>

Legend for the Formula/Equation:

$ar$  = Average Rating

$\%$  = Percentage

Recorded and Computed by: \_\_\_\_\_

Reviewed by: \_\_\_\_\_

---

Signature over Printed Name

---

Signature over Printed Name

---

Position/Designation

---

Position/Designation

---

Date

---

Date

Conforme:

---

Signature of the Ratee

---

Date

## Appendix Q

### The QCE of the NBC No. 461

#### Sample Computation per Rating Period (RESEARCH/EXTENSION/PRODUCTION)

Rating Period: \_\_\_\_\_ to \_\_\_\_\_

Name of Faculty: \_\_\_\_\_

Academic Rank: \_\_\_\_\_

SUMMARY OF COMPUTATION OF EVALUATORS' RATING TO THEIR RESPECTIVE AREA OF EVALUATION			
Areas of Evaluation	Average Score	% (Percentage)	QCE Point
A. Clientele Satisfaction	25	25	25
B. Leadership	25	25	25
C. Partnership Development	25	25	25
D. Community Responsibility	25	25	25
Total QCE Point			100



Recorded and Computed by:

Reviewed by:

---

Signature over Printed Name

---

Signature over Printed Name

---

Position/Designation

---

Position/Designation

---

Date

---

Date

Conforme:

---

Signature of the Ratee

---

Date

## Appendix R

### The QCE of the NBC No. 461

#### Sample Computation per Rating Period (RESEARCH/EXTENSION/PRODUCTION)

Rating Period: \_\_\_\_\_ to \_\_\_\_\_

Name of Faculty: \_\_\_\_\_

Academic Rank: \_\_\_\_\_

SUMMARY OF COMPUTATION OF FOUR AREAS OF EVALUATION				
Evaluators	QCE Points	% (Percentage)	Formula/Equation	QCE Point
			$qp \times \%$	
A. Instruction	100	35	$100 \times .35$	<b>35</b>
B. Research	100	50	$100 \times .50$	<b>50</b>
C. Extension	100	10	$100 \times .10$	<b>10</b>
D. Production	100	5	$100 \times .05$	<b>5</b>
Total QCE Point				<b>100</b>

Legend for the Formula/Equation:

$qp$  = QCE Points per Area of Evaluation

$\%$  = Percentage

Recorded and Computed by:

Reviewed by:

---

Signature over Printed Name

---

Signature over Printed Name

---

Position/Designation

---

Position/Designation

---

Date

---

Date

Conforme:

---

Signature of the Ratee

---

Date