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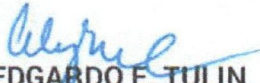
Dr. Beatriz S. Belonias	Ms. Vicente A. Gilos
Dr. Maria Juliet C. Ceniza	Dr. Roberto C. Guarte
Dr. Dilberto O. Ferraren	Dr. Allen Glennie P. Lambert
Dr. Aleli A. Villocino	Dr. Marisel A. Leorna
Dr. Antonio P. Abamo	Engr. Nilo L. Leorna
Ms. Louella C. Ampac	Prof. Alan B. Loreto
Ms. Lisa I. Arce	Dr. Chairs B. Limbo
Dr. Ma. Rachel Kim L. Aure	Dr. Robelyn T. Piamonte
Dr. Editha G. Cagasan	Dr. Ana Marquiza M. Quilicot
Ms. Marwen A. Castañeda	Prof. Ma. Aurora Teresita W. Tabada
Ms. Honey Sofia V. Colis	Ms. Maria Louella C. Tambis
Mr. Jed Asaph D. Cortez	Mr. Gideon Niel D. Tan
Dr. Nancy V. Dumaguing	Dr. Anabella B. Tulin
Mr. Art Russell R. Flandez	Prof. Rosa Ophelia D. Velarde

R E: **ASEAN University Network-University Performance Matrix (AUN-UPM)
Working Committee and Submission of Supporting Documents**

In 2021, Visayas State University was awarded 4-stars under the research-oriented university category. This 2022, once again, VSU will be participating in the **ASEAN University Network-University Performance Metrics (AUN-UPM) Ranking at Institutional Level**.

In line with this, kindly check the attached UPM Metric for the specific pieces of evidence to submit from your office. Please submit the documents by email to the Office of the Head of International Affairs Office (intl@vsu.edu.ph) **on or before March 11, 2022**. For questions and clarifications, you may contact Dr. Ana Marquiza M. Quilicot or Mr. Mark Florence L. Ygaña of OHIA.

Thank you so much for your continued support.


EDGARDO E. TULIN
President

AUN- UPM Institutional Evaluation

Metric and Evidence to Submit

Metric	Indicators	Description	Evidence	Responsible Office/Person
I. Strategic ambition (60 pts)	1.1. University Character and Trajectory	The mission and vision statements clearly articulate the university primary role, focus and direction of development, The university strengths are well aligned with national and/or regional political or economic priorities. Assessment is done using a 6-level rating scale. Satisfying all above-mentioned requirements does not exceed level 5. The accumulated point for the criterion will be higher if the concerning statements/plan of the government and regional leaders and/or the university global vision are highlighted.	1. VMGO	Office of the President (OP) c/o Dr. Allen Glennie P. Lambert
			2. Strategic plan	OVPRGAS- Dr. Dilberto O. Ferraren
			3. National and/or regional political or economic strategies	OP c/o Dr. Allen Glennie P. Lambert
			4. Concerning statements and/or plan of the government and regional leaders	OP c/o Dr. Allen Glennie P. Lambert
	1.2. 21st Century University Alignment	The university strategy and plan demonstrate the required responsiveness of universities in the era of the Third Generation and Fourth Industrial Revolution (4IR) through five course indicators: (i) Entrepreneurial Spirit, (ii) Innovation Approaches, (iii) Digital Transformations, (iv) Student Mobility, and (v) Ethical Values	1. VMGO	OP c/o Dr. Allen Glennie P. Lambert
			2. Strategic plan	OVPRGAS- Dr. Dilberto O. Ferraren
			3. Concerning university policies, plans or projects	OP c/o Dr. Allen Glennie P. Lambert OVPRGAS- Dr. Dilberto O. Ferraren
	1.3. Reputation Capital Development	The university has defined its reputational ambitions and this is articulated in the strategic or corporate plan: (i) The university corporate plans and core statements specify and make references (e.g. through the KPIs, goals) to a desired, future reputation for the university, (ii) There is a university identity guide that acts as a quality assurance mechanism for the visualization of the brand and reputational attributes and (iii) Academic and service departments have set out how they can positively contribute to enhancing the university reputation. Assessment is done using a 6-level rating scale.	1. University KPI, goals, etc	OVPRGAS- Dr. Dilberto O. Ferraren
			2. Performed quality assurance mechanism	ODQA- Dr. Editha G. Cagasan
			3. Academic and service department implementations	OVPA- Dr. Beatriz S. Belonias ODHRM- Ms. Honey Sofia V. Colis

	1.4. Student Centric Policies and Processes	Documents, policies and resource allocation to carry out missions and achieve goals are established and implemented, especially resource investment for achieving the goals of 21st Century University Character mentioned for indicator 1.2. Assessment is done using a 6-level rating scale. Satisfying all requirements of (i)-(v) in 1.2 does not exceed level 5. The accumulated point for the criterion will be higher if the senior executive team demonstrates a genuine desire to place those investments in the short and longer-term needs, priorities and preferences of student centrality.	1. Specific documents, policies, projects, and resource allocation for the short and longer-term needs 2. Specific student centric policies and realizations	OVPSAS- Dr. Aleli A. Villocino
	1.5. Accreditation and Ranking	The university has received and implemented the results of institutional accreditation or/and international ranking for the institution or related program, field, subject areas.	1. Corresponding certificates and/or web-based evidence	ODQA- Dr. Editha G. Cagasan
II. Education (350 pts)	2.1. Quality of Incoming Students (admission percentage)	The average score (or the admission percentage) of incoming freshmen in national university entrance exams/selections of the programme in the last 3 consecutive years. Assessment is done for the range from 80 pts or higher with scaled scores down to 50 pts averaging for one examined subject or the admission percentage of 30% with scaled scores of 80%.	1. Describe the university entrance exams/ selection models and 2. Establish the table 3. Provide date and calculation	Admissions Office- Dr. Nancy V. Dumaguing
	2.2. Size of Academic Faculty (Proportion of academic staff in the total number of undergraduate and postgraduate students)	The proportion of academic staff in to the total number of undergraduate and postgraduate students (8% with scaled scores down to 3%).	1. Number of faculty 2. Number of students (undergraduate and postgraduate)	ODHRM- Ms. Honey Sofia V. Colis Office of the University Registrar- Ms. Marwen A. Castañeda
	2.3. Size of Academic Faculty Quality	The proportion of academic faculty staff with a Ph.D. degree in the total number of academic staff (70% with scaled scores down to 5%).	Number of academic staff with PhD degree and total number of academic staff	ODHRM- Ms. Honey Sofia V. Colis

2.4. Faculty Reputation	The proportion of lecturers bearing titles of professor to the total number of faculty staff (25% with scaled scores down to 2%).	Number of academic staff with professor as title	ODHRM- Ms. Honey Sofia V. Colis
2.5. Size of Graduate Education	The proportion of graduate education (MSc. and Ph.D. students) to the overall scale of the institution education.	Number of postgraduate students and total number of students	Office of Graduate School (OGS)- Dr. Anabella B. Tulin
2.6. Size of Doctoral Education	The average proportion of Ph.D. students to the overall scale of the institution education. in the last 3 consecutive years.	Number of PhD students and total number of students (last 3 consecutive years)	
2.7. 4IR Responsiveness in Program Structure and Contents Training programs and courses are ...	<p>The training programs and courses are shown:</p> <p>(i) to be comprehensive, up-to-date, and made available and communicated to all stakeholders,</p> <p>(ii) The program contents demonstrate the responsiveness of learning outcomes in the era of the Fourth Industrial Revolution (4IR) in both generic outcomes (in particular, entrepreneurial and digital mindset and skills, etc.) and subject specific outcomes (related to knowledge and skills of 4.0 technology and solutions) and (iii) There exist new and/or launching programs related to basic 4.0 technologies such as IoT, AI, Big Data, Robotics, Digital Economy, Creative and Culture Industries.</p> <p>Assessment is done using a 7-level rating scale. Satisfying all requirements of (i) does not exceed level 4. The accumulated point for the criterion will be higher if the minimum requirements for (ii) and (iii) are attained.</p>	Description or supporting evidence	ODIE- Dr. Ma. Rachel Kim L. Aure
		Illustration of at least 5 of typical training program structures for <i>ii</i>	
		Illustration of training program structures for <i>iii</i>	
2.8. Personalized Learning	<p>The advantages of credit-based training are brought into full play, reaching the goal of individualization and/or personalization in training, encouraging cooperation among the faculties in the institution, with other universities and industries.</p> <p>Online learning materials are provided to implemented micro-nano certifications/modules and then to support the completion of the degree course through to graduation before the expected time.</p>	Description or supporting evidence	OVPA- Dr. Beatriz S. Belonias
		Illustration of industry semester	
		Illustration of student exchange with credits transferred	
		List of students that completed the degree course through to graduation before the expected time	

		Assessment is done based on a 7-level rating scale. Ensuring free selections of courses and personal learning routes/plans: not more than level 4; Higher levels can be achieved if the term with industry is organized, and there are students that completed the degree course through to graduation before the expected time.		
2.9. Student Teaching and Research Assistantship Policies	The university policies facilitate the student teaching and research assistantships are established, which allow students to become teaching assistants or research assistants. Teaching and research assistantships may be offered by the student faculty advisor of academic departments. Research assistants vary by discipline and lab but include entrepreneurship and start-up activities. Assessment is done based on a 7-level rating scale. These policies are implemented effectively and student national and ministerial-level prizes are attained - does not exceed level 5. Higher levels are achieved if projects are carried out, good results of start-up competition or international prizes are attained.	Description or supporting evidence Type of assistantships and number of student recipients List of student awards, certificates and/or web-based evidence	OVPSAS- Dr. Aleli A. Villocino OUR- Ms. Marwen A. Castañeda OGS - Dr. Anabella B. Tulin	
2.10. Student Experience Review and Benchmarking	University-wide student experience surveys (and other research processes) not only capture student satisfaction with existing services but also student views on the relative importance of the services provided, and any new services that may be required. Assessment is done based on a 7-level rating scale, which ensures: (i) The student experience journey is designed and a student-centric organization is built, (ii) Annual or periodic university-wide student experience (undergraduate and post-graduate student) surveys. (iii) Evidence of actions taken based on survey findings to improve student experience, list of changes executed and (iv) Media coverage of student achievements is evident, high and is tracked/measured.	Description or supporting evidence (i-iv)	OVPSAS- Dr. Aleli A. Villocino Customer Feedback Officer- Gideon Niel D. Tan	

	2.11. The Completion Rate	The completion rate is the percentage of students from the initial enrolment cohort of the program that completed the degree course through to graduation within the expected time. Assessment is done for the range from 95% scaled down to 50%.	Description of management system and supporting data	Office of the University Registrar- Ms. Marwen A. Castañeda
	2.12. Student Satisfaction with Teaching	90% of student satisfaction with scaled scores down to 50%. Results conducted by the institution applied to all the education programs.	Description of survey or research process and supporting data.	ODIE- Dr. Ma. Rachel Kim L. Aure
	2.13. Employer Satisfaction with Teaching	90% of employer satisfaction with scaled scores down to 50% (according to university surveys) or 50% down to 10% (ranking surveys).	Description of survey or research process and supporting data.	OVPAA- Dr. Beatriz S. Belonias ODIE- Dr. Rachel Kim L. Aure
	2.14. Student Employability	The percentage of graduates having jobs after 12 months (90% with scaled scores down to 50%). (Please see benchmarking reference at UPM Methodology for Institutional Level document)	Description of survey or research process and supporting data.	
III. Research (200 pts)	3.1. Research Productivity	The average number of papers indexed on Scopus database per academic staff in the recent 3 years (2016-2020) as per the UPM analysis.	None	
	3.2. Research Impact	Research impact is determined via the CiteScore metrics which counts the citations received in 2020 to papers published in 2017, 2018 and 2019. This number is divided by the number of documents indexed on Scopus published in 2017, 2018 and 2019.	None	
	3.3. Scholarly Books Publication	The average number of academic/scholarly books with respect to a post-graduate discipline and field/department in the last 3 years. Benchmarking point: 2	Scopus database and other resources evidenced by the university.	Dr. Maria Juliet C. Ceniza
	3.4. Prolific Research	The percentage of faculty staff getting ministerial, national or international academic awards in the last 5 years. Benchmarking point: 0.5%	- List of faculty staff awards, certificates and/or web-based evidence.	OVPREI - Research- Prof. Rosa Ophelia D. Velarde

	3.5 Scimago Research Index	The Scimago Institutions Rankings (SIR) is a classification of academic and research-related institutions ranked including research performance. Information on the website of SIR, https://www.scimagoir.com/ as per the UPM analysis up till 2020. Assessment is based on a 4-level rating scale according to four quartiles: Q1, Q2, Q3, Q4 of universities in the list of research ranking. (Please see benchmarking reference at UPM Methodology for Institutional Level document)	None	
IV. Innovation (110 pts)	4.1. Nationally Recognized Intellectual Property	The number of utility solutions, patents registered with national IP offices during the last 5 years (including copyrights for HEIs in Social Sciences). Benchmarking point: 25	List of utility solutions, patents registered with national IP offices, certificates and/or web-based evidence.	Office of the Director for Innovation- Prof. Alan B. Loreto Innovation and Technology Support Office- Ms. Maria Louella C. Tambis
	4.2. Globally Recognized Intellectual Property	The number of patents registered with international IP offices during the last 5 years. Information on the website of Espacenet, https://worldwide.espacenet.com/patent/ as per the UPM analysis up till 2020. Benchmarking point: 06	None	
	4.3. Budget for Research and Innovation	The average proportion of revenue sponsored for research, R&D, innovation and start-up to the total income for total expenditure for past three fiscal year – including all public and/or private funds. Benchmarking point: 20%	List of project name, description, total expenditure amount in USD dollar or local currency, source of funds and financial statement.	OVPREI - Research- Prof. Rosa Ophelia D. Velarde
	4.4. Start-up Businesses and Spin-off Companies	Start-up businesses and spin-off companies developed from faculty staff and student research outcomes in the last 5 years. Benchmarking point: 05 or higher	List of spin-off company name, description of activities, web link.	Office of the Director for Innovation- Prof. Alan B. Loreto
	4.5. Scimago Innovation Index	The Scimago Institutions Rankings (SIR) is a classification of academic and research-related institutions ranked including innovation outputs. Information on the website of SIR, https://www.scimagoir.com/ as per the UPM analysis up till 2020.	None	

		Assessment is based on a 4-level rating scale according to four quartiles: Q1, Q2, Q3, Q4 of universities in the list of the research ranking.		
	4.6. Innovation Alliances	<p>The university has critical partners that help define, substantiate and achieve innovation claims and ambitions.</p> <p>Assessment is based on a 6-level rating scale according (i) evidence of partners/alliances and joint working activity supportive of university innovation and (ii) evidence that university executive members are formally engaged with industry including membership on boards, committees or panels of bodies with an innovation focus and agenda.</p> <p>(Please see benchmarking reference at UPM Methodology for Institutional Level document)</p>	<p>List of partners/alliances and joint working activity supportive of university innovation.</p> <p>List of university membership on boards, committees, or panels of bodies with an innovation focus and agenda.</p>	Office of the Director for Innovation- Prof. Alan B. Loreto
V. University Ecosystem (80 pts)	5.1. Research, R&D and Innovation Facilities	<p>Education programs have adequate laboratories and equipment for (i) practice, (ii) research, (iii) R&D and innovation.</p> <p>Assessment is based on a 7-level rating scale. If the requirements in (i) are met, the result does not exceed level 5. Only when the minimum benchmark points for (ii) or/and (iii) are attained, can higher levels be granted.</p>	General descriptions and illustrations.	OVPREI- Dr. Maria Juliet C. Ceniza
			List, web link and/or video of national-standard research laboratories/centers.	
			Smart Classroom	Web Team- Mr. Jed Asaph D. Cortes
	5.2. Creative Co-working Space and Start-up Supports	<p>Space for innovation and start-up support is where faculty staff, students and start-up community share ideas, design, construct and develop new products.</p> <p>Assessment is based on a 7-level scale, according to the scale/size, frequency, and outcomes of the activities.</p>	List, web link and/or video of related facilities.	Office of the Director for Innovation- Prof. Alan B. Loreto
			General descriptions of functions and activities.	
	5.3. Sports and Campus Facilities	<p>Sports facilities, Cafeteria, Bookstore, Social Spaces, Clubs, Health services... are available and easily accessible for students and faculty.</p> <p>Assessment is based on a 7-level scale, according to the scale/size, frequency and conveniences of the facilities.</p>	<p>List, web link and/or video of sport facilities on campus.</p> <p>General descriptions and illustrations.</p>	IHK- Dr. Charis B. Limbo

	5.4. Library	The library is sufficiently equipped for education and research and is easily accessible. Assessment is based on a 7-level scale according to the scale/size of the facility booking, utilization rate, student and staff feedback, budget for facilities and infrastructure (equivalent to \$10 or higher per student in last fiscal year).	Student and staff feedback surveys Annual financial report or other supporting evidence for library expenditure.	University Library- Mr. Vicente A. Gilos Office of the Director for Finance- Ms. Louella C. Ampac Customer Feedback Officer- Gideon Niel Tan
	5.5. Business and Industry Partners	The number of university businesses, industries and organizations that: (i) have collaboration in student training and research, start-up projects; (ii) provide funding/grants for customized research or/and (iii) have collaboration in R&D resulting in co-publications and shared IP license/industry co-patents. Benchmarking point: a number equivalent to 1% of the university student body.	List of university businesses, industries and organizations related to (i)-(iii) and cooperation evidence. List and web link of distinct companies, which presented at events on campus in a recent 12- month period	
VI. Digital Transformation (80 pts)	6.1. Information Analysis and Management	Database and statistics software for key fields: learning management system (LMS), student experience journey management and quality assurance database, including digital solutions that enable students to interact with the university online, 24/7, on a self-service basis. Integrate systems and consolidate data to drive decision making. Assessment is based on a 7-level scale, according to the effectiveness of each procedure.	Description of the system.	ODIE- Dr. Ma. Rachel Kim L. Aure
			Screenshot of the log in to university management software.	
	6.2. Digital Scholarly Resources	The number of digitalized learning materials and copyrighted digital documents on the institution website/repository per faculty member. Benchmarking point: 20 digitalized materials/faculty members or higher (results of Google Search: filetype:pdf site:domain name).	None	
	6.3. Learning Resource Access	Statistics of access frequency to digitalized learning resources of students and faculty staffs. Assessment is based on the statistics of access frequency to digitalized learning resources (5	Description of activities	

		times/student/week or higher), counted by specialized analytic tools of the library.		
6.4. Interactive Learning	Teaching design emphasizes the use of online platform to attract student attention, strengthen the interactions between faculty staffs and students, and highlight "student- centric" education concept Assessment is based on the frequency of average connection, interaction among faculty staffs and students in the course group with benchmarking point: twice/student/week. The university should provide a dedicated accountable area online, chat function in live video programs such as Zoom are not accepted.	Description of activities Screenshot of the log in to university plagiarism detection software.		
6.5. MOOC and Digital Lessons (e-Learning)	The average number of online (recorded teaching, live teaching etc.) or/and MOOC courses of the total number of education programs with necessary links demonstrated in the institution portal, which support blended and/or personalized learning delivery models. Minimum benchmarking/satisfactory point: 5 e-courses per program or department.	Description of activities Screenshot of the analysis results and web links.		
6.6. Blended Learning	50% scaled down to 15% of courses available at each training program that can be taken entirely blended learning through online learning.	Description of activities List and web links or video.		
6.7. Application of Cyber Physical System (CPS)	Virtual practice laboratories and/or manufacture factories related to the copyrighted applications of IoT, AI... are being in use for the total number of tertiary programs. Assessment is done on two scales: having 1-3 laboratories: 5 points (level 1); more than 3 laboratories: 10 points (level 2).	Description of activities List and web links or video of CPS applications.		Office of the Graduate School- Dr. Anabella B. Tulin Department of Biological Sciences- Mr. Art Russel R. Flandez
6.8. Information Ethics	Ensure information ethics, including academic integrity, moral behaviors, electronic security measures. Use at least 01 copyrighted software for duplication and/or similarity checking.	Description of activities Screenshot of the Log in to university plagiarism detection software.		

VII. Internationalization (60 pts)	7.1. Foreign Language as Medium of Instruction	The number of active programs using mainly a foreign language as the medium of instruction, whose degrees are granted by the institution. Assessment is done on two scales for 1-2 programs (level 1) and more than 3 programs (level 2).	The table provided with the name of the international university, active programs and web links.	Office of the Head of International Affairs- Dr. Ana Marquiza M. Quilicot
	7.2. International Joint Training Programs	The number of active international joint training programs (i.e. dual, combined, conjoined, or simultaneous degree programs), the degrees of which are granted by a foreign university or co-granted by the institution and a foreign university. Assessment is based on two scales for 1-2 programs (level 1) and more than 3 programs (level 2).	The table provided with the name of the international university, active programs and web links.	
	7.3. International Students	2% of students with foreign nationalities (to the total number of the students in the institution) studying in formal degree programs (averaging for 3 years before the Covid pandemic, i.e. for 2017-2019).	The table provided with the name and major of international undergraduate students, and international postgraduate students (averaging for 3 years before the Covid pandemic, i.e. for 2017-2019).	
	7.4. International Faculty	5% of academic staff with foreign nationalities (to the total number of faculty), who teach at least one subject/course or spent at least 3 consecutive months teaching or doing research at the institution (averaging for 3 years before the Covid pandemic, i.e. for 2017- 2019).	The table provided with the name and discipline of international academic faculty staff in 2017-2019.	
	7.5. Inbound Exchange Students	3% of students holding foreign citizenship (to the total number of student) take course(s) or do internship the credits of which can be transferred (averaging for 3 years before the Covid pandemic, i.e. for 2017-2019).	The table provided with the name and major of international undergraduate students, and international postgraduate students in 2017-2019.	
	7.6. Outbound Exchange Faculty	5% of academic staff (to the total number of faculty), who teach at least one subject/course or spent at least 3 consecutive months teaching or doing research at an institution abroad	The table provided with the name and discipline of outbound exchange academic faculty staff in	

		(averaging for 3 years before the Covid pandemic, i.e. for 2017-2019).	2017-2019 (averaging for 3 years before the Covid pandemic, i.e. for 2017-2019).	
	7.7. Outbound Exchange Students	2% of students (to the total number of student) studying or doing internship the credits of which can be transferred (averaging for 3 years before the Covid pandemic, i.e. for 2017- 2019).	The table provided with the name and discipline of outbound exchange academic faculty staff in 2017-2019.	
	7.8. International Research Collaboration	The proportion of Scopus publications affiliated with international scientists in the period of 2016-2020 as per the UPM analysis. Benchmarking point: 90%	None	
VIII. Community Service	8.1. Life-Long Learning Capacity Enhancement	The average number of short-term courses or non-degree programs is designed and implemented with efforts to tailor education to meet the life-long learning requirements Benchmarking point: 01 course or non-degree program for one discipline/major or department.	The table provided with the name of courses or non-degree programs implemented in last three years and web links.	Office of the Director for Extension- Dr. Antonio P. Abamo technical and Vocational Education and Training- Engr. Nilo L. Leorna National Abaca Research Center- Dr. Robelyn T. Piamonte Philrootcrops- Ms. Lisa I. Arce National Coconut Research Center- Dr. Marisel A. Leorna Renewable Energy Research Center-Dr. Roberto E. Guarte
			TESDA	
	8.2. Sustainable Development	Research and R&D projects relate to the realization of the UN 17 sustainable development goals (SDGs), including: no poverty, zero hunger, good health and well-being, quality education, gender equality, clean water and sanitation; affordable and clean energy, decent work and economic growth; industry, innovation and infrastructure; reduced inequality; sustainable cities and communities;	The table provided with the name of projects implemented in the last year and web links.	Prof. Rosa Ophelia D. Velarde

		responsible consumption and production; climate action; life below water; life on land; peace and justice strong institutions. Assessment is done on two scales for 01 (level 1) and more than 2 projects (level 2).		
	8.3. Social Norm Promotion	The table provided with the name of activities implemented in last three years and web links.		ODHRM- Ms. Honey Sofia V. Colis OVPSAS- Dr. Aleli A. Villocino Gender Resource Center- Prof. Ma. Aurora Teresita W. Tabada