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Design and Development of a Faculty Performance Documentation and Evaluation System to Support Evidence-Based Decision-Making

Marlon R. Hermoso
University of the Immaculate Conception, Davao City, Philippines
mhermoso_230000001998@uic.edu.ph

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ABSTRACT

This capstone project designed, developed, and evaluated a Faculty Performance Documentation and Evaluation System (FPDES) to support evidence-based decision-making at the College of Arts and Sciences of Dr. Emilio B. Espinosa Sr. Memorial State College of Agriculture and Technology (DEBESMSCAT), Philippines. Using systems development research guided by the Information Systems Success Model and an iterative waterfall process, the project implemented a web-based platform using HTML, PHP, JavaScript, and MySQL. Twenty-six purposively involved end users—20 faculty members, five program heads or immediate supervisors, and one dean—tested the system during a two-week period and completed an ISO/IEC 25010-based quality questionnaire. Weighted means indicated "Strongly Agree" ratings in functionality (4.94), efficiency (4.82), usability (4.76), compatibility (4.95), reliability (4.85), security (4.95), maintainability (4.93), and portability (4.85). The platform centralized individual performance commitment and review documentation, means-of-verification uploads, supervisor ratings, automated rating computation, monitoring dashboards, and intervention flags. The capstone reported an estimated 75–85% reduction in documentation time; this estimate was not presented as the result of a controlled time-and-motion comparison. The system also received a Philippine certificate of copyright registration. The findings suggest that the pilot application was positively received by its intended users and provides a basis for controlled institutional scaling, continued security review, and further validation of efficiency and decision-support outcomes.

Keywords: *faculty performance evaluation; IPCR; evidence-based decision-making; information system development; ISO/IEC 25010; documentation automation*

INTRODUCTION

Faculty performance documentation is central to higher education quality assurance because it connects professional responsibilities with institutional goals. Academic leaders require accessible records of instruction, research, extension, and service to monitor accomplishments, provide feedback, and make defensible decisions. Yet the demands of academic leadership can compete with the time required for consistent appraisal and administrative coordination (Wolverton & Gmelch, 2002). A performance system must consequently address not only rating computation but also the quality, availability, and meaningful use of underlying documentation. The updated Information Systems Success Model offers a basis for examining how system quality, information quality, use, and user satisfaction may relate to organizational value (DeLone & McLean, 2003).

For Philippine state universities and colleges, the Individual Performance Commitment and Review (IPCR) is a key component of the Strategic Performance Management System. Performance targets and accomplishments must be documented and evaluated in accordance with institutional criteria. In a related Philippine study, Cenas (2022) addressed the difficulties of computing commitments and ratings for faculty with

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multiple designations. Faculty evaluation research has also identified concerns regarding evaluation criteria, administration, and the involvement of stakeholders (Patimo, 2020). These concerns place particular importance on systems that make submissions, verification records, and rating decisions traceable.

At DEBESMSCAT, the College of Arts and Sciences relied on paper forms, spreadsheets, email, and scattered document archives. Faculty and administrators reported challenges in reconciling means of verification (MOVs), consolidating performance records, retrieving historical files, and monitoring submission status. These fragmented processes delayed feedback and limited timely access to information for department heads and the dean. Prior Philippine systems have demonstrated the usefulness of electronic appraisal and decision-support features, including a web-based faculty evaluation system using the analytic hierarchy process (Celis & Pagatpatan, 2019) and a local-area-network appraisal application (Ramos et al., 2020). However, the institution required a platform tailored to its IPCR/OPCR workflow, evidence requirements, and three-level evaluation hierarchy.

The present capstone therefore aimed to design and develop FPDES; evaluate its quality and acceptance among faculty members, program heads, and the dean; and document the status of copyright protection. Its contribution is a context-specific system integrating target management, MOV submission, rating and review, performance trends, and administrative dashboards. The evaluation focused on a pilot implementation at one college rather than a multi-institution trial. Hence, favorable user ratings were interpreted as evidence of perceived quality and practical acceptability, not as proof of institution-wide efficiency gains or improved decision accuracy.

Literature Review

Faculty Performance Documentation and Institutional Accountability

Academic performance appraisal is increasingly expected to consider more than classroom teaching. Faculty activities span instruction, research, extension, and organizational service, and these functions may require distinct evidence and evaluation criteria. The literature considered in the capstone emphasizes that a developmental evaluation system must be aligned with institutional objectives and provide feedback that supports professional growth rather than merely documenting compliance (Wolverton & Gmelch, 2002; Patimo, 2020). In the Philippine setting, the IPCR also places responsibility on both faculty and supervisors to document and validate accomplishments according to formal performance standards. The source review also situates performance evaluation within emerging digital approaches to faculty assessment (Santillan, 2024; Gabayan et al., 2025).

Manual appraisal can create differences between recorded achievements and the evidence that supervisors can actually verify. Cenas (2022) found that multi-designations complicate IPCR computation, supporting the need for clear, standardized procedures. Patimo (2020) highlighted the importance of sound evaluation criteria and stakeholder participation in SUC faculty assessment. These considerations informed FPDES's design: each performance record would be attached to an evidentiary document, routed to an authorized evaluator, and consolidated into a traceable rating and reporting workflow. The source literature likewise discusses variation in evaluation workflows and the value of more organized data systems (Cinizan & Valdez, 2023; Gabayan et al., 2025).

Automated Performance Management and Decision Support

Digital platforms may reduce the time spent locating, aggregating, and presenting performance evidence. Celis and Pagatpatan (2019) developed a web-based evaluation application with a recommendation support module using the analytic hierarchy process, demonstrating how software can support structured judgments about faculty performance. Ramos et al. (2020) developed a network-based appraisal system to expedite the use of evaluation forms and the processing of results. The present study shares the objective of administrative efficiency while concentrating on the complete IPCR documentation and verification cycle rather than solely on student ratings or faculty ranking. More recent Philippine work also reviews analytics-supported faculty evaluations and their development challenges (Cinizan & Valdez, 2023; Gabayan et al., 2025).

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The information captured by a system also matters. Data consolidation has limited value if records are incomplete, incorrectly attributed, or unavailable to the authorized decision-maker. Agudo-Peregrina et al. (2014) showed that meaningful interpretations of digital activity records depend on the kinds of interactions captured, a principle transferable to the careful interpretation of faculty-performance dashboards. Within the source capstone, management functions were therefore linked to evidence uploads, progress tracking, validation status, and performance trends. They were intended to assist—not replace—the professional judgment of department heads and deans.

Usability, Software Quality, and Information Systems Success

User acceptance is an important condition for sustaining digital administrative systems. The DeLone and McLean (2003) model distinguishes system quality, information quality, service quality, use, user satisfaction, and net benefits, providing a conceptual basis for assessing whether a system functions appropriately in organizational practice. Technical operation alone does not establish value: faculty must find the interface understandable, supervisors must be able to verify documents, and academic leaders must receive reports that can be interpreted appropriately. These ideas informed the capstone's combination of workflow development, pilot deployment, and direct user feedback. Perceived usefulness and ease of use are likewise pertinent to an application's adoption and sustained value (Davis, 1989; Petter et al., 2013).

The source questionnaire was described as adapted from ISO/IEC 25010 and grouped items into eight categories: functionality, efficiency, usability, compatibility, reliability, security, maintainability, and portability. These labels closely correspond to the eight software-product characteristics in the 2011 edition of ISO/IEC 25010 (International Organization for Standardization & International Electrotechnical Commission, 2011). Although ISO/IEC 25010 was revised in 2023, the thesis instrument and its eight-category scoring have been retained for faithful reporting. Results should therefore be understood as respondents' questionnaire-based perceptions rather than an independent certification of conformity with the standard.

Digital Governance, Data Protection, and Intellectual Property

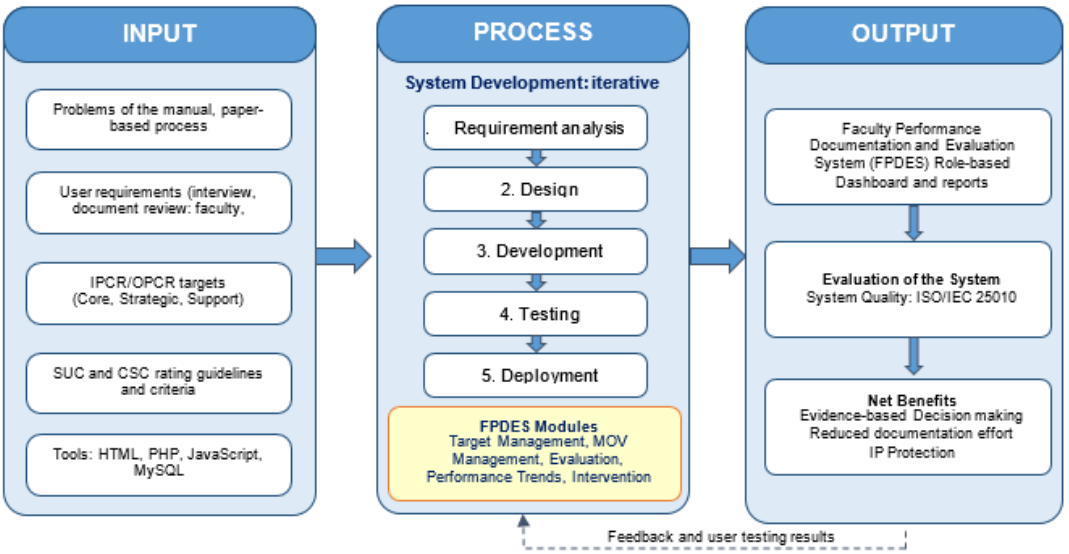
Faculty records contain potentially sensitive employee and institutional information. Any digital evaluation platform must therefore manage permissions, access, record retention, and user accountability. The source design incorporated role-based accounts, secured file handling, submission histories, and administrative review permissions, reflecting the Philippine Data Privacy Act of 2012 (Republic Act No. 10173, 2012). The perceived quality of these controls can be assessed through a questionnaire, but a complete security assurance would additionally require penetration testing, review of deployment configurations, and independent privacy and operational assessments.

Developed software also creates documentation and ownership responsibilities. The capstone treated intellectual property protection as a distinct project objective and reported receipt of a certificate of copyright registration. Such registration is relevant to the documentation of the submitted software work but does not, by itself, demonstrate the patentability of its functions or validate system quality. Together, these concerns suggest that a faculty-performance platform should be managed not simply as a programming output but as an institutional resource requiring continuing technical maintenance, rights management, and governance (Republic Act No. 8293, 1997).

Taken together, the studies and standards support a locally tailored system that integrates evidence capture, standardized review, secure access, usability, and decision-relevant reporting. FPDES operationalized these priorities within DEBESMSCAT's faculty–program head–dean workflow. The conceptual framework below reproduces the source capstone's input–process–output structure, including requirements, iterative development, system deployment, quality evaluation, and expected organizational benefits.

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Figure 1: *Conceptual framework of the Faculty Performance Documentation and Evaluation System*



METHODS

Research Design

A systems development research design was employed to design, implement, and evaluate the web-based FPDES. The research drew on the Information Systems Success Model and an iterative waterfall development approach involving requirements analysis, system design, coding, testing, and deployment. Development activities were organized around the needs of faculty members, program heads or immediate supervisors, and the dean. The study assessed a working application rather than testing an experimental treatment or comparing randomized groups. In information-systems scholarship, creating and evaluating a purposeful software artifact is a central activity in design science research (Hevner et al., 2004).

Research Locale

The project was undertaken at the College of Arts and Sciences of Dr. Emilio B. Espinosa Sr. Memorial State College of Agriculture and Technology (DEBESMSCAT), Philippines. The system was built to support the college's IPCR/OPCR preparation, MOV documentation, submission, verification, rating, and administrative monitoring processes. The pilot setting did not include other colleges or institutional human-resource modules.

Participants and Sampling Technique

Twenty-six intended end users participated in pilot evaluation: 20 faculty members, five program heads or supervisors, and one dean. Participants represented the roles required to execute and monitor the institutional performance workflow. Selection was role-based within the pilot college; the thesis did not report probability sampling. Participants evaluated the system after a two-week period of use.

Table 1. *Composition of FPDES evaluation respondents*

User group	Number	Principal workflow role
Faculty members	20	Upload performance evidence and view rating status
Program heads / supervisors	5	Validate MOVs and assign approved ratings

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Dean	1	Review college-wide dashboards and performance summaries
Total	26	Pilot system evaluation

Research Instrument

The main evaluation instrument was a structured five-point Likert-type questionnaire described in the source as ISO/IEC 25010-based. It assessed respondents' agreement with statements about functionality, efficiency, usability, compatibility, reliability, security, maintainability, and portability. Related development evidence included system requirements, role-specific tests, dashboard and module outputs, and records associated with the copyright application. The source did not provide a separate reliability coefficient for the full questionnaire; no such coefficient was imputed.

System Development and Data Gathering Procedure

Requirements were gathered from the existing manual IPCR workflow, its documentation bottlenecks, and the requirements of faculty, supervisors, and the dean. The development team implemented the platform using HTML, PHP, JavaScript/jQuery/Ajax, MySQL, and the AdminLTE interface framework. The resulting modules enabled target assignment, MOV uploads, verification, automated weighted computations, progress views, performance trend reporting, and intervention alerts. Functional and user acceptance tests were undertaken prior to and during pilot deployment. After using the system for two weeks, the 26 respondents completed the quality-evaluation questionnaire.

Data Analysis

Frequency counts described participation, and item and domain responses were summarized through weighted means. The source classified the reported domain scores as "Strongly Agree." Descriptive outputs were used to discuss perceived software quality, practical usability, and alignment with the system's objectives. The capstone also reported an estimated percentage reduction in documentation time; because it did not provide a fully specified paired time-series dataset, the estimate was not treated as an inferential effect size. No p-values, confidence intervals, or comparative significance tests were invented.

Ethical Consideration

The source documents institutional permission, informed consent, participant confidentiality, and safeguards for faculty performance data. Participation was voluntary, and the system included role-based access measures and stated security protections consistent with the Philippine Data Privacy Act (Republic Act No. 10173, 2012). Sensitive faculty records were to be accessed according to authorized institutional roles. The source refers to ethical clearance documentation in its appendices; its precise approval identifier was not reproduced in the main manuscript and should be checked against the original approval record before submission.

RESULTS AND DISCUSSION

Manual Documentation Challenges and Developed System

The initial analysis identified dispersed paper documents, spreadsheet-based rating computation, delayed MOV reconciliation, difficulty retrieving historical evidence, and limited visibility of submission progress. As a response, the developed FPDES introduced a centralized web application for faculty records and role-specific evaluation. The platform connected the preparation and uploading of IPCR evidence with supervisor verification and dean-level monitoring. This closely corresponded to the requirements established during the project's analysis and design stages and to the need for standardized appraisal identified by Cenas (2022) and Patimo (2020).

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Table 2. *Principal FPDES modules and documented functions*

Component	Implemented purpose
Target management	Organized success indicators and performance targets
MOV management	Uploaded and retained supporting evidence linked to targets
Supervisor evaluation	Verified evidence and entered ratings for authorized criteria
Rating calculation	Computed weighted IPCR scores from approved entries
Role-specific dashboards	Displayed faculty, department, and college-level information
Performance trends	Summarized ratings across reporting periods
Intervention flags	Identified consecutive low performance ratings for follow-up

In the reported interface, faculty members viewed target lists and evidence status, while department heads received submitted items for review and assigned efficiency, quality, and timeliness ratings. The dean's dashboard summarized performance and status across the college. Performance trend views and an intervention flag for three consecutive periods rated Satisfactory or below were also implemented. These features can improve the accessibility of evaluation evidence, but managerial interpretation remains necessary; dashboard results are only as reliable as their input documents, rating definitions, and authorization procedures (DeLone & McLean, 2003).

User Evaluation of Software Quality

The system received favorable end-user ratings in each of the eight reported quality dimensions. Compatibility and security received the highest category means (4.95 each), followed by functionality (4.94) and maintainability (4.93). Usability was the lowest-rated domain, although it remained within the source's "Strongly Agree" range (4.76). Because all 26 users assessed the same pilot application, these outcomes primarily document perceived acceptability within the College of Arts and Sciences; they do not establish external usability or security performance at other institutions.

Table 3. *User evaluation results by ISO/IEC 25010-based dimension*

Evaluation dimension	Reported mean	Verbal interpretation
Functionality	4.94	Strongly Agree
Efficiency	4.82	Strongly Agree
Usability	4.76	Strongly Agree
Compatibility	4.95	Strongly Agree
Reliability	4.85	Strongly Agree
Security	4.95	Strongly Agree
Maintainability	4.93	Strongly Agree
Portability	4.85	Strongly Agree

Note. Values and labels are retained from the source survey table (n = 26); ratings are perceptions and not independent conformance-test results.

The item-level findings provide a more differentiated picture. Respondents gave the intuitive dashboard item a mean of 4.92, while dashboard customization received 4.38, suggesting a potential area for refinement despite high overall usability. Reliability items showed high confidence in data retention (4.96), but somewhat lower ratings for detailed error guidance (4.75). Such contrasts are relevant because the usability and success of a campus system depend not only on whether its functions exist but also on whether faculty and supervisors can complete routine tasks predictably (DeLone & McLean, 2003; International Organization for Standardization & International Electrotechnical Commission, 2011).

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The source questionnaire included statements about encrypted transmission, secure storage, and access control; strong agreement with these statements reflected respondents' confidence in the platform. It should not be confused with the results of a separately documented security audit. Likewise, portability and maintainability ratings document perceived ease of access and future modification rather than independently benchmarked cross-platform compatibility. This distinction is important for a system that handles confidential performance information.

Efficiency and Evidence-Based Administrative Workflows

The source reported that digital performance documentation could reduce preparation time from hours of manual effort to less than 15 minutes in some workflows, corresponding to an estimated 75–85% reduction. Respondents strongly agreed that monthly logging was faster (item mean = 4.71) and that saving or submitting entries was responsive (4.92). These observations support the practical promise of automated submissions and evidence retrieval. Nevertheless, the estimated percentage should be treated as a project-reported appraisal rather than a rigorously measured efficiency gain because baseline work durations, sample variability, and paired observations were not presented.

With centralized target lists, verification status, and dashboards, supervisors and deans could more easily review uploaded MOVs and performance summaries. This creates conditions for more timely decision-making, including identifying missing evidence and arranging developmental follow-up. A digital reporting system is not intrinsically objective, however. Consistent rubrics, document checking, fair application of rating standards, and clear appeal procedures remain essential for evidence-based judgments. The system therefore complements, rather than substitutes for, accountable supervisory review (Celis & Pagatpatan, 2019; Ramos et al., 2020).

Testing, Deployment, and Intellectual Property Outcome

The project documented a sequence of unit, integration, system, and user-acceptance checks and a phased deployment plan. The system was described as operational for pilot testing in the College of Arts and Sciences. The project also set out procedures for training, backups, incident response, and recovery. The thesis's feasibility discussion provided an estimated development and implementation budget of ₱92,500, covering training, hosting, development, and contingency. It did not provide a complete audited cost–benefit statement; the estimated budget is therefore not equivalent to demonstrated institutional savings.

The capstone further reported that FPDES obtained a Certificate of Copyright Registration from the Intellectual Property Office of the Philippines after an April 2026 application. This supports the objective of documenting the submitted software's registered copyright status. Copyright registration should not be interpreted as independent certification of software novelty, operational security, or eligibility for a patent. The practical research contribution remains the implemented and pilot-evaluated system and its documented institutional workflow.

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Figure 2. *Copyright registration certificate*

Limitations and Interpretation of Findings

Three boundaries qualify the interpretation. First, evaluation occurred in a single college with 26 intended users; broad conclusions about other state universities or entire institutional populations cannot be inferred. Second, satisfaction items and estimated time savings were collected in the context of system development, without an independent controlled efficiency comparison or longitudinal effectiveness testing. Third, the source did not present detailed psychometric reliability results for the adapted questionnaire or independent results from vulnerability and accessibility testing. Thus, the evidence supports a favorable pilot evaluation and useful system implementation, not a definitive demonstration of large-scale effectiveness.

CONCLUSION

The capstone achieved its stated development objective by implementing a faculty performance documentation and evaluation platform tailored to DEBESMSCAT's IPCR and OPCR processes. FPDES consolidated target management, submission and verification of MOVs, weighted rating computation, role-specific dashboards, performance-trend reporting, and intervention alerts. Following a two-week pilot, all eight reported software-quality domains received "Strongly Agree" evaluations from 26 faculty and administrative users, with category means ranging from 4.76 to 4.95. The project also reported an estimated reduction in routine documentation time and documented copyright registration of the software. Together, the findings indicate promising local acceptability and potential administrative usefulness, while the single-college setting and predominantly perception-based measurements limit conclusions about sustained efficiency, evaluation accuracy, or cross-institutional effectiveness. The project contributes a practical example of translating faculty performance documentation requirements into an integrated digital workflow.

Recommendation

DEBESMSCAT should consider a phased, monitored expansion of FPDES only after completing additional user testing, privacy and security assessment, and alignment checks against current IPCR/OPCR rules.

The institution should establish system ownership, backup accountability, role-based access policies, audit trails, regular maintenance, and user-support arrangements. Particular attention should be given to the comparatively weaker dashboard-customization and error-guidance items, with role-specific training for faculty, program heads, and deans. Any use of automated recommendations should retain documented human oversight of ratings and personnel decisions.

Future research should evaluate the system across several academic units and institutions, compare role-specific feedback, and collect objective before-and-after measurements of documentation duration, errors, and document retrieval. Investigators should report instrument reliability, accessibility testing, system uptime, independent cybersecurity checks, and the effects of digital records on the timeliness and consistency of actual administrative decisions. Integration with approved institutional systems and optional multifactor authentication may be examined after assessing legal and technical requirements. Such work would test whether the promising pilot perceptions lead to replicable organizational benefits.

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