AT THIS JUNCTURE: TYPOLOGY FOR QUALITY ASSURANCE IN PHILIPPINE HIGHER EDUCATION

CEAP Conference

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BACKGROUND: How Philippine higher education slipped without our knowing

- Erosion of leadership in education: the Thailand story

- Less than full resolve: the Singapore story

- Less than other peoples' love of country: the Vietnam story

2012-2013 Economic World Forum innovation indicators 1=highest, 144=lowest

INNOVATION INDICATORS	CHIN	INDO	MLYSIA	PHIL	SING	THAILND	VIETNAM
Capacity for Innovation	23	30	17	**86**	20	79	78
Quality of scientific research	44	56	28	**102**	12	68	87
Government procurement of advanced tech products	16	29	4	**107**	2	98	39

2012-2013 Economic World Forum innovation indicators 1=Highest 144=Lowest

INNOVATION INDICATORS 2012-13 Global Competitiveness Indicators	CHIN	INDO	MLYSIA	PHIL	SING	THAILND	VIETNAM
University-industry collaboration in R and D	35	40	18	**79**	5	46	**97**
Availability of engineers and scientists	46	51	20	**91**	13	57	70
PCT patent applications/ millions population	38	**101**	34	**83**	13	72	**97**

Varied output for the selected ASEAN countries
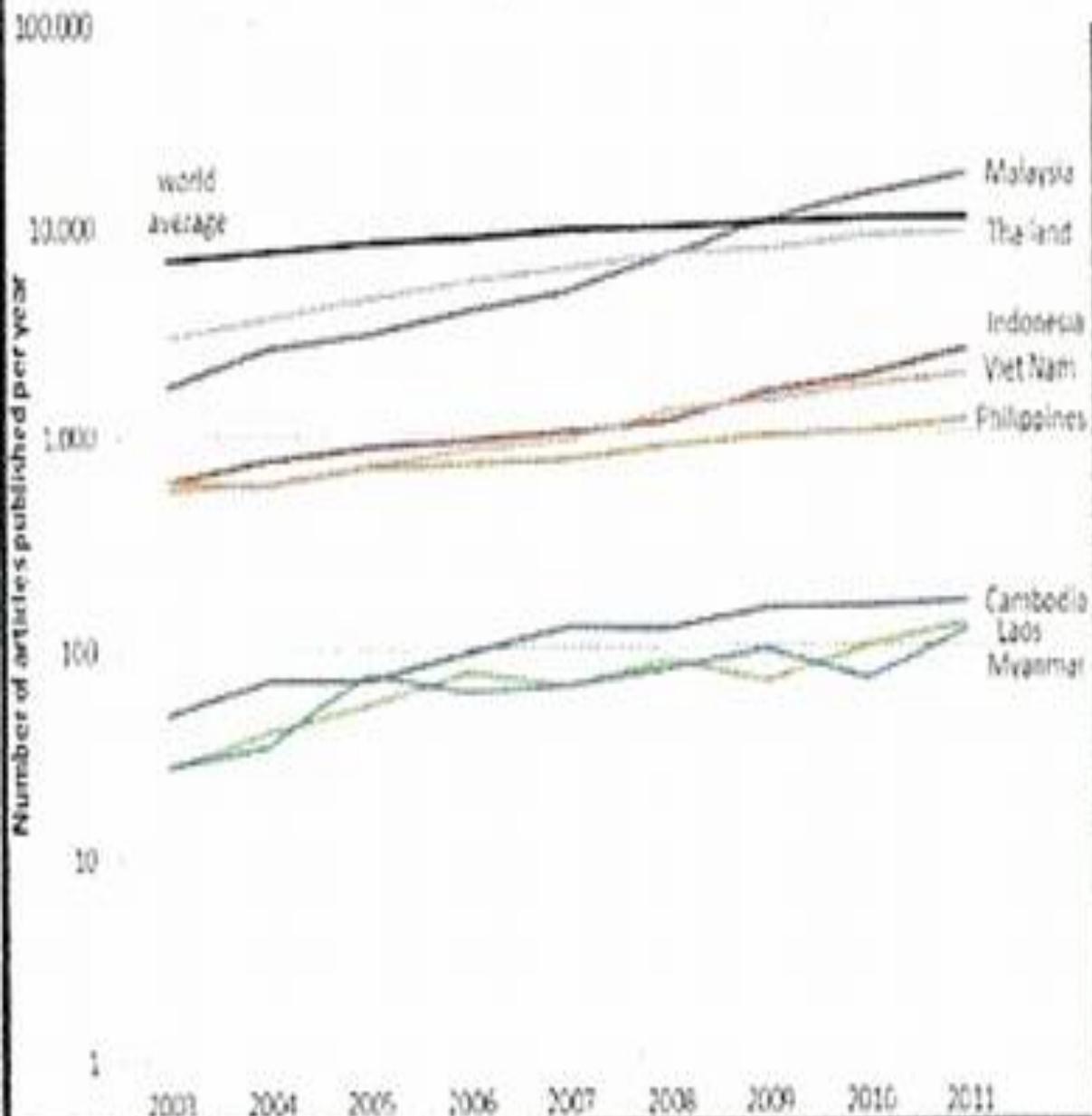
- Malaysia overtook Thailand in 2008 and is the most productive ASEAN country after Singapore

- Even the least productive of the selected countries show above average output growth:

  - Cambodia 7%

  - Philippines 11%

  - Myanmar 15%

  - Laos 18%

  - Viet Nam 19%

  As a benchmark, the world 5yr CAGR is just under 3%.

Malaysia and Thailand produce the largest amount of scientific output

- Malaysia and Thailand are the most productive of the selected countries. Indonesia, Viet Nam and Philippines form the middle section
- Fastest growing rates for Malaysia (5 yr CAGR of 38%) and Indonesia (5 yr CAGR of 24%)
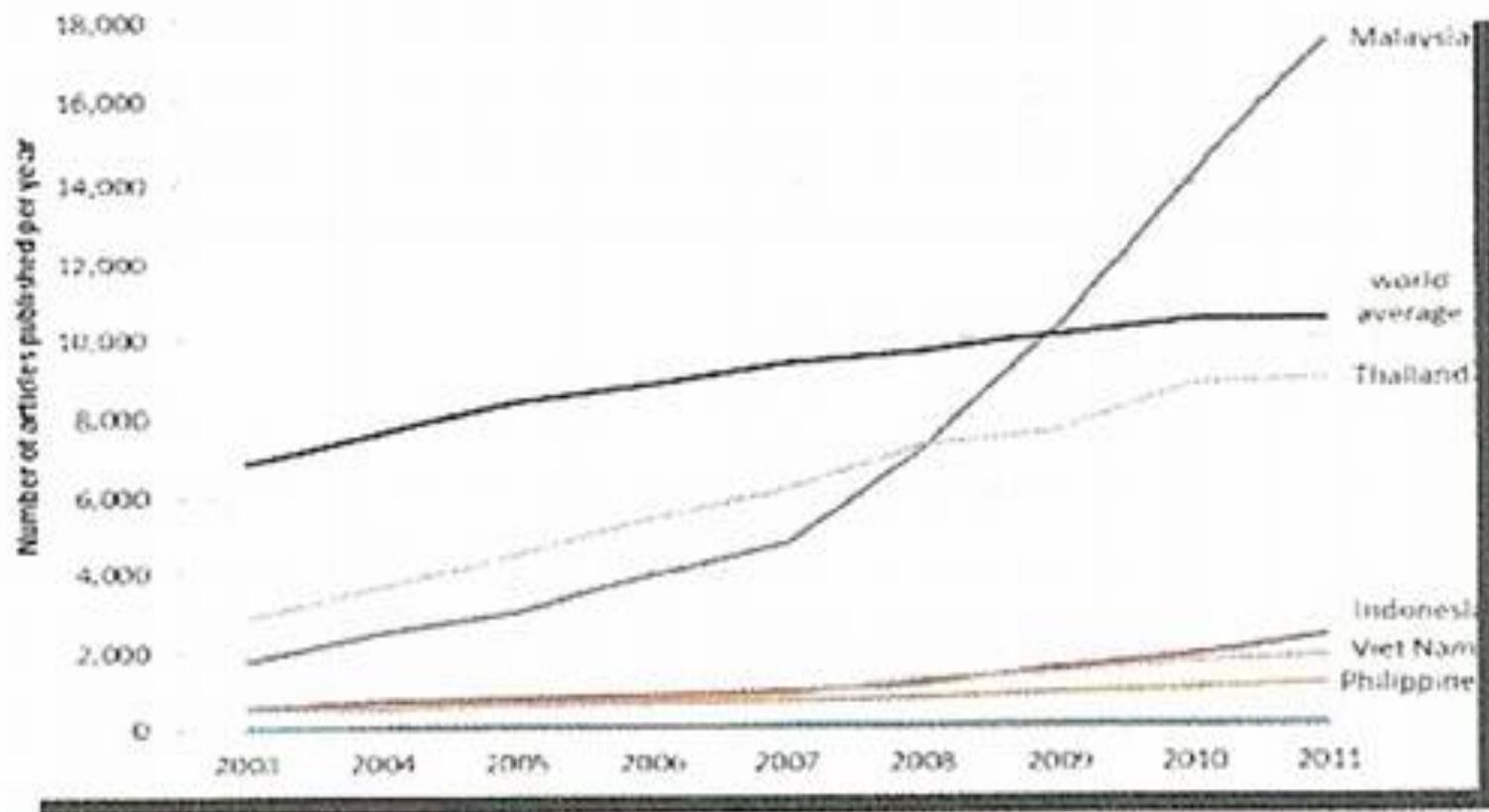
THE MANDATE OF PHILIPPINE HIGHER EDUCATION

To contribute to building a quality nation capable of transcending the social, political, economic, cultural and ethical issues that constrain the country's human development, productivity and global competitiveness.

But beyond technogical innovations and higher education outputs...

- We have slipped behind our neighbors in our resolve to move our people out of poverty;

- 19th century problems continue to plague us in the 21st century;

- Our ethical compass seems badly in need of repair;

This mandate translates to multiple missions

- Produce thoughtful graduates with a humanist orientation; analytical and problem solving skills; the ability to think through the ethical and social implications of a given course of action; and the competency to learn throughout life;

- Produce competent graduates for work in the 21st century

This mandate translates to multiple missions

- provide focused support to the research required for technological innovation, economic growth and global competitiveness and crafting the country's strategic directions and policies;

- help improve the quality of human life, respond effectively to changing societal needs and conditions; and provide solutions to problems at the local community, regional and national levels;

How to fulfill the mission

▪ build a critical mass of diverse HEIs with quality programs that meet national and international standards;

▪ build capacity for research that translate to technological innovations;

▪provide access to higher education to deserving Filipinos

Why Quality and Quality Assurance?

The Imperative of Building a Quality Nation

➢Move Filipinos out of poverty by building their competencies;

➢Strengthen the moral fiber of the Filipino youth;

➢Develop the regions and local communities

➢Catch up with our Asian neighbors

Why Quality and Quality Assurance?

The Need to Survive in a Competitive World

- ASEAN community by 2015;

- the commitment of the Philippine government to the evolving efforts to recognize and develop a system of comparable qualifications, degrees, and diplomas across the Asia-Pacific region under the auspices of the UNESCO; and

- the acceptance of internationally-agreed-upon frameworks and mechanisms for the global practice of professions

What is Quality?

- Alignment and consistency with the institution's VMO, at exceptional levels, demonstrated by the learning outcomes and the development of a shared culture of quality

Quality Assurance

- "Quality assurance is not about specifying the standards or specifications against which to measure or control quality. Quality assurance is about ensuring that there are mechanisms, procedures and processes in place to ensure that the desired quality, however defined and measured, is delivered (Church, 1988)."

Harvey, L., Green, D. (1993), "Defining quality", *Assessment and Evaluation in Higher Education*, Vol. 18 No.1, pp.9-34.
Church, C. H. (1988), "The qualities of validation", *Studies in Higher Education*, 13, 27-43.

How do we achieve quality in HEIs? (Cuyegkeng,,2012)

	Alignment with VGM	Exceptional Outcomes	Transformation
Leadership	Vision	Management Competencies	Motivation
Stakeholders	Clarity of Goals	Disciplinal Competencies	Engagement
Systems/ Processes	Efficiency/ Effectiveness	Support Structures	Feedback Mechanisms
Organizational Culture	Awareness	Standards	Identity and Commitment

Constraints to the Mission: the Current Situation of higher education

- ❖ **2,248** HEIs (including satellite campuses), 29% of which is public and 71% private.

- ❖ Excluding satellite campuses, **192** universities—543 if the satellite campuses are included.

- ❖ Of the 192 universities, **31%** state universities and **9%** local universities while **59%** is private, classified further as sectarian **(18%)** or non-sectarian **(42%).**

- ❖ The quality of our HEIs are extremely uneven. Admittedly, a number of them are diploma mills.

Major Task Force Recommendations (under the CHED Higher Education Reform Agenda)

1.*Underscore the importance of quality and quality assurance in education* to ensure the country's global competitiveness and enable Filipinos to cope with a rapidly changing globalized world

Major Task Force Recommendations (under the CHED Higher Education Reform Agenda)

2.   *Develop competency-based learning standards that comply with existing international standards when applicable*

3. *Adopt an outcomes-based approach to monitoring and evaluation*

Major Task Force Recommendations (under the CHED Higher Education Reform Agenda)

4. *Adopt a QA system that is appropriate to the function/mission of HEIs vis-à-vis the needs of the nation*

5. *Adopt a vertical typology within the horizontal type*

TYPOLOGY AT THIS JUNCTURE FOR QUALITY ASSURANCE PURPOSES!!!!

Why Typology-based QA?

☐**Prevailing perception**: *university as apex of Philippine higher education, reinforced by CHED Memo*

Results in:

❖**A crisis of purpose in higher education;**

blurring of missions…by believing themselves to be what they are not... institutions fall short of being what they could be, and, in the process, not only deprive society of substantial intellectual services, but also diminish the vitality of higher learning" **(Boyer, 1990:55).**

❖**Education inflation**: university degree as screen for competencies better provided by other types of HEIs

Why Typology-based QA?

- **One-size-fits all QA for all HEIs, with research increasingly eclipsing teaching and academic productivity measured by publications**

  Results in:

  - Inefficiencies (e.g. CHED support for research development in HEIs with very little prospects for research of the discovery type because it has a different mission)

  - Lack of focus on research and graduate education in a few universities for technological innovation

Why Typology-based QA?

▪ **Lack of appreciation of** the niches of institutions nor to the quality outcomes that are niche-specific.

Results in: The system preventing individual HEIs from creating and pursuing more relevant programs with appropriate QA outcomes that are responsive to local and/or regional conditions.

Why Typology-based QA?

- **Uneven playing field for private and public HEIs;** proliferation of SUCs and LUCs that are more easily converted into universities and violate CHED Omnibus CMO.

  Disincentives for quality assurance :

  - ❖ State subsidy regardless of SUC/LUC mission and quality performance
  - ❖ Autonomy and deregulation of SUCs/LUCs regardless of institutional quality performance demoralizing private HEIs

Why Typology-based? *RATIONALE FOR A DIFFERENTIATED HIGHER EDUCATION for CHED*

- Provision of a more rational monitoring and evaluation system for QAs;

- Rationalization of support and incentives for HEIs based on mandate;

- Opening up of spaces for a more intensive intervention and development programs for priority areas; and

- Rationalization of the number and distribution of different types of HEIs for the entire country, region, province etc.; thus improving the relevance and efficiency of the system as a whole.

The Development of the Proposed Typology: Some Notes

- The idea is not new in CHED. (From EDCOM to the Bernardo proposal to the Task Force proposal);

- Typologies are developed to serve specific functions (e.g. US Carnegie classification for research; Task Force classification for QA). Hence, they are context-specific.

- Considerations in developing a typology: a priori (e.g. Germany) and a posteriori (US Carnegie)
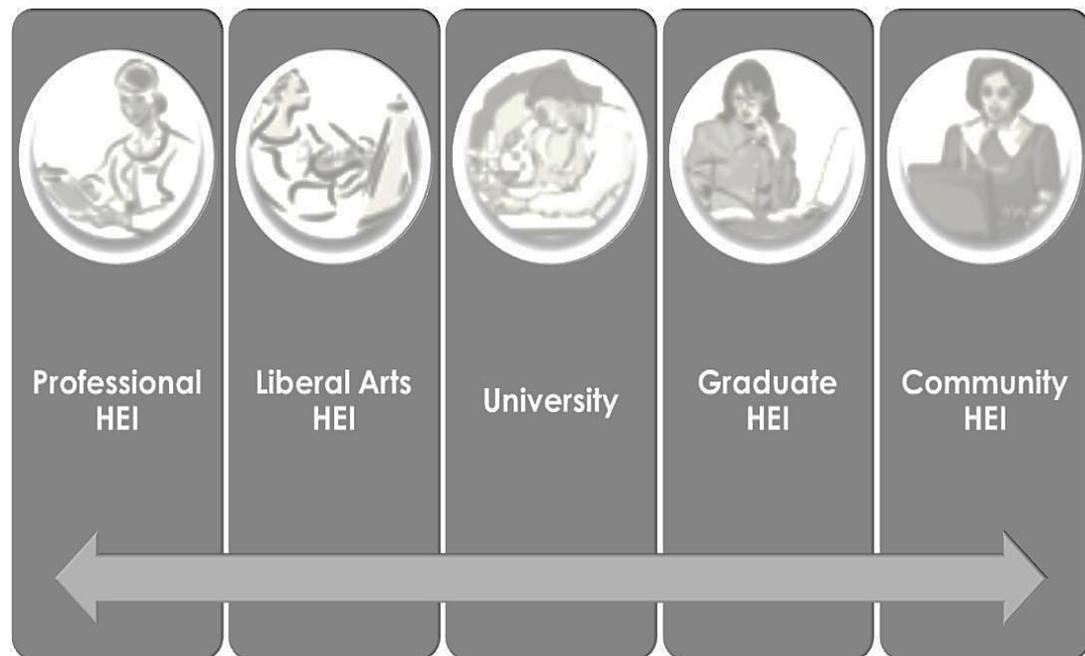
Professional Institutes

Focus: To develop technical knowledge and skills at the undergraduate and/or graduate levels that lead to professional practice (e.g., Engineering, Medicine, Law, IT, Management, Teacher Education, Maritime)

- **Programs/competencies of graduates**: specialized professional field/s and skills

- **Faculty**: full-time faculty members who have the required degrees and professional licenses and/or professional experience

- **Learning resources and support structures**: appropriate for the HEI's professional programs

- **Nature of linkages and outreach activities**
  - Links with relevant industries, professional bodies and organizations
  - Outreach that develop service orientation in the profession

Professional Institutes: operationalization

- At least 70% of the enrollment (graduate and undergraduate levels) is in degree programs in the various professional areas (e.g., Engineering, Health, Medicine, Law, Teacher Education, Maritime, IT, Management, Communication, Agriculture, Forestry, and Fisheries).

- At least 60% of the academic degree program offerings are in the various professional areas (e.g., Engineering, Health, Medicine, Law, Teacher Education, Maritime, Information Technology, Management, Communication, Agriculture, Forestry, and Fisheries) and have active enrollees.

Professional Institutes: operationalization

- At least 50% of full time faculty members have relevant professional licenses (for licensed programs) and/or professional experience in the subject areas they handle (in addition to CHED degree requirements).

- Learning resources and support structures are appropriate to the HEI's technical or professional programs.

- There are sustained program linkages with relevant industries, professional groups and organizations that support the professional development programs. Outreach programs develop in students a service orientation in their professions.

Universities

- **Focus:**
  - To provide highly specialized, trained experts in various technical and disciplinal areas
  - To develop new knowledge and skills through R&D
- **Programs/competencies of graduates:** comprehensive fields; from basic post-secondary through doctoral programs
- **Faculty:** grad degrees in pertinent fields; research
- **Learning resources and support structures:** to explore basic, advanced, and cutting edge knowledge in a wide range of disciplines or professions
- **Nature of linkages and outreach activities:**
  - Links with international research institutions
  - Outreach programs that allow application of new knowledge to address specific social development problems

Universities (operationalization)

Proposed in January 2012   Current

- The presence of graduate students manifests the training of experts, who will be involved in professional practice and/or discovery of new knowledge.

    1. For populations of 15,000 and below, at least 10% of enrollment is in graduate degree programs.

    2. For populations greater than 15,000, at least 1,500 students are in the graduate degree programs.

- The presence of graduate students manifests the training of experts, who will be involved in professional practice and/or discovery of new knowledge.

   [No graduate enrolment specified]

Universities (operationalization)

Proposed in January 2012	Current proposal

Academic degree programs should be comprehensive and manifest the pursuit of new knowledge.

- ❑ There at least 50 active academic degree programs, at least 15% of which is at the graduate level.
- ❑ There is at least one active doctoral program in five different disciplines or branches of knowledge.
- ❑ All graduate programs and at least 70% of baccalaureate programs require the submission of a thesis/project.

Academic degree programs should be comprehensive and manifest the pursuit of new knowledge.

- There at least 20 active academic degree programs, at least six of which is at the graduate level.
- There is at least one active doctoral program in three different fields of study, disciplines or branches of knowledge.
- All graduate programs and at least 50% of baccalaureate programs require the submission of a thesis/project.

Universities (operationalization)

Proposed in January 2012

Current

Academic degree programs should be comprehensive and manifest the pursuit of new knowledge.

❑ All full-time faculty members and researchers have relevant master's degrees.

❑ At least 30% of full-time faculty members are actively involved in research.

❑ At least 10% of full-time faculty members have publications in refereed journals or patents.

Academic degree programs should be comprehensive and manifest the pursuit of new knowledge.

▪ All full-time faculty members and researchers have relevant master's degrees.

▪ At least 30 full-time faculty members or 20% of all full-time faculty, whichever is higher, are actively involved in research.

▪ →

Universities (operationalization)

Proposed in January 2012   Current

Any one of these conditions:

- Research Cost Allocation equivalent to PhP75000 x the number of faculty members involved in research (incl. external grants, monetary value of research load, equipment, and similar expenses credited to research); or

- At least 5% of full-time faculty members engaged in research have patents or articles in refereed journals or books published by reputable presses in the last ten years.

Consultation-based decisions

- Universities will retain their status unless they choose to be typed differently;

- COEs and CODs extended until May 2014;

- Autonomous and deregulated status extended until May 2014

Colleges

Colleges contribute to nation building by providing educational experiences to develop adults who have the thinking, problem solving, decision-making, communication, technical and social skills to participate in various types of employment, development activities and public discourses, particularly in response to the needs of the communities they serve.

Colleges: Operationalization (current proposal)

- At least 70% of undergraduate programs have a core curriculum that develop thinking, problem solving, decision-making, communication, technical and social skills
- At least 50% of full time faculty members have the relevant graduate degrees in the subjects they handle
- Learning resources and support structures are appropriate for the HEIs' programs
- Outreach programs allow students to contextualize their knowledge within actual social and human experiences

Colleges

Liberal Arts

- **Focus:**
  - To deepen theoretical and methodological knowledge in various basic modes of scientific, humanistic, and philosophical inquiry
  - To develop adults who have competencies to engage in various social discourses and development activities
- **Programs/competencies of graduates:** arts, humanities, social sciences, and natural sciences

Community College

- **Focus:** To provide post-secondary educational experiences offer associate degrees, technical training certificates and/or some undergraduate degrees
- **Programs/competencies of graduates:** general education and technical skills

Colleges

Liberal Arts

- **Faculty:** degrees in relevant arts and sciences fields

- **Learning resources and support structures:** appropriate for the HEI's arts and sciences programs

- **Nature of linkages and outreach activities:** Outreach programs that allow students to contextualize their knowledge within actual social and human experiences

Community College

- **Faculty:** degrees in pertinent fields

- **Learning resources and support structures:** appropriate for programs, from pre-baccalaureate to baccalaureate levels

- **Nature of linkages and outreach activities:** Outreach programs that allow students to render extension services in their community

VERTICAL TYPOLOGYOF HEIs

- **Autonomous HEIs (by Evaluation)** demonstrate exceptional institutional quality and enhancement through internal QA systems, and demonstrate excellent program outcomes through a high proportion of accredited programs, the presence of COE and/or COD;
- **Deregulated HEIs (by Evaluation)**
- **Regulated HEIs**

Criteria for Vertical Classification

- Commitment to Excellence   (70%)
- Institutional Sustainability and Enhancement (30%)

VERTICAL CLASSIFICATION:
Criteria for Commitment to Excellence (70%)

CRITERIA	NO. OF POINTS	MAX POINTS THAT CAN BE AWARDED
COE (type-based) COD (type-based)	10/COE 5/COD	60
Local accreditation	Please refer to Annex 2	60
International accreditation (mobility)	10/program	40 (60 in January)
International certification	10/program	20 (30 in January)

VERTICAL CLASSIFICATION:
Criteria for Institutional Sustainability (30%)

CRITERIA	NO. OF POINTS	MAX POINTS THAT CAN BE AWARDED
Institutional accreditation based on program accred* using instrument for **type-based** institutional accred	**25** **30** **Points to be aligned with IQuAME**	**30**
IQuAME (Categories from 2005-2010)*	**Category A: 30** **Category B: 25**	**30**
IQuAME (Revised)	**Please refer to Table 4-2.** **Ave ≥ 2.75: 30** **2.75 >Ave ≥ 2.50: 25** **2.50 > Ave ≥ 2.00: 20**	**30**

VERTICAL CLASSIFICATION:
Criteria for Institutional Sustainability (30%)

CRITERIA	NO. OF POINTS	MAX POINTS THAT CAN BE AWARDED
Institutional certification	**ISO 2014: 25** **ISO 9001: 20** **Six Sigma/Baldridge:** **Philippine Quality Awards:**	25
Add'l evidence (type-based)* •**Governance & Mgt** •**Quality of Teaching & Learning** •**Quality of Professional Exposure/Research/Creative Work** •**Support for Students** •**Relations with the Community**	**Max 3/key result area**	15

Nuancing the Operationalization of the Typology

- Moving targets framework
- Research and scholarship (discovery, integration, application or teaching) in all types—what will differentiate is HEI mission
- Undergraduate and graduate programs in all types—what will differentiate is HEI mission
- Same program requirements across all types—what will differentiate is mission and possibly, additional requirements according to type

Next Steps

- Assisting a critical mass of HEIs in putting QA systems in place;

- Assisting HEIs in strategic planning for QA

Maraming salamat po!