SUBJECT-BASED QUALITY ASSURANCE SYSTEM: CASE OF THE PHILIPPINES

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Background

- National development goals
  - an adequate supply of higher education graduates is a necessary pre-condition for achieving and sustaining advanced levels of development in this globalized, competitive world, and fast-changing world.
  - The Philippines has an adequate supply of higher education enrollees than all the five countries in the world.

- Reality check
  - Performance deficit of graduates (low passing % in licensure examination)
  - Inadequate supply of well-trained and prepared graduates
  - Differing standards in voluntary accreditation
  - Govt vis-à-vis external QA bodies
Biggest Challenge

- **ASEAN ECONOMIC COMMUNITY (AEC): 2015**

  - “The AEC areas of cooperation include human resources development and capacity building; recognition of professional qualifications; closer consultation on macroeconomic and financial policies; trade financing measures; enhanced infrastructure and communications connectivity; development of electronic transactions through e-ASEAN; integrating industries across the region to promote regional sourcing; and enhancing private sector involvement for the building of the AEC.

  - The AEC will transform ASEAN into a region with free movement of goods, services, investment, skilled labor, and freer flow of capital. “— AEC Blue Print (2007)
The Philippine Higher Education Context

- **17th Century** - The Philippine higher education system evolved much earlier than its Asian neighbors, its first universities date to seventeenth century, founded by Spanish colonizers to educate local ruling elite

- **By 1950’s** – hundreds of HEIs had developed, mostly religious and private

- **1990’s** – education was trifocalized (See Figure 1)
  - DepED, TESDA and CHED were organized
Fig 1. The Philippine Education System

**Elementary**
Six (6) Years

**Secondary**
Four (4) Years Junior HS + Two (2) Years Senior HS + TESD Specialization (NC I and NC II) + Arts & Sports

**Tertiary**
Technical Education and Skills Development

Baccalaureate, Post- Baccalaureate, Post-Doctoral/ Specialization
Subject-Based Quality Assurance System: the Philippine Case

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Quality Assurance Tracks

CHED
- Permit - initial QA for program offering or course of study
- Recognition – second level of QA
- Areas: curriculum, laboratory, physical facilities, faculty, library holding, operation of HEI

Accrediting Agencies
- Programme-Specific accreditation
- Different accrediting bodies have indicators based on their philosophies and financing models

PRC
- Assurance of completion of professional training for different professions
- Development of board examinations and or licensure examinations for a particular profession

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QA is Accreditation

Accreditation is...

- a concept based on self-regulation which focuses on evaluation and the continuing improvement of educational quality.
- a process by which institutions or programs continuously upgrade their educational quality and services through self-evaluation and the judgment of peers.
- a status granted to an educational institution or program which meets commonly accepted standards of quality or excellence.

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Historical Notes and Procedures for Voluntary Accreditation

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The origins of Voluntary and External Accreditation in the Philippines

- 1949 - The Philippine DepED issued its first public statement on quality assurance through private sector accreditation.
- 1951 - UE President Francisco Dalupan, familiar with US accreditation brought experts to start accreditation. His group formed the Philippine Accrediting Association of Universities and Colleges (PAAUC) joined by association of private colleges in the Philippines - CEAP, ACSC, and PACU.

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The origins of Voluntary and External Accreditation in the Philippines

- 1951 - Eventually the group had difference in philosophical as well as financial issues and separated:
  - PACU withdrew its membership from PAAUC and prepared its own handbook
  - ACSC (protestant group) remained in PAAUC.
  - PAASCU was incorporated with Catholic HEIs and this was recognized by the DepED as an accrediting agency.
  - Phil Asso of Colleges and Univ- Commission on Accreditation

- 1977- Federating Accrediting Associations of the Philippines (FAAP) became the super-body of accrediting agencies in the form of federation
Accreditation of State Universities and Colleges, Local Community Colleges

- 1987- Phil Association of State Colleges and Universities (PASUC) banned together to develop the Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACUP), establishing their own standards.

- 1989- AACUP was formally established as an independent accrediting body.

- 2005- CHED recognized the existence of the National network of Quality Accrediting Agencies (NNQAA) made up of AACUP and the Association of Local Colleges and Universities Commission on Accreditation (ALCUCOA)

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Legal Basis for Accreditation

- 1982- Education Act “encourages the operation of voluntary accreditation system
- DECS Order 37 s 1987 – defined a policy environment which supports accreditation and protects integrity of the accreditation process
- Republic Act 6728 – granted accrediting institutions fuller financial support
- DECS Order 54 s 1991- issued that accrediting status of schools shall be subject to review by single accrediting agency
- 1992 Manual of Regulation for Private Schools – encourages private and voluntary accreditation
QA Methodologies

- 1) Self-Study using a survey designed to fit their organizational or program profile
- 2) On-site review by a team of trained and experienced accreditors.

- CHED Order 31 s 1995- complements the efforts of accrediting agencies by giving progressive deregulation and the granting of benefits...
## Comparative tabulation of areas evaluated by accrediting associations

<table>
<thead>
<tr>
<th>ACSC-AAI</th>
<th>PAASCU</th>
<th>PACU-COA</th>
<th>AACUP</th>
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<tbody>
<tr>
<td>Objectives/Purpose</td>
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<td>Mission, Goals and Objectives</td>
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<td>Student personnel services</td>
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<td>Organization &amp; research administration</td>
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<td>Organization and administration</td>
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4 Levels of Accreditation

MECS Order No 36 s 1984 – identified four levels of accreditation

Level 1: Applicant Status

Level II: Accredited Status

Level III: Accredited Status

Level IV: Accredited Status (Distinguished Level)

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4 Levels of Accreditation & Benefits

- Level 1 - Applicant Status with self-study report on philosophy and objectives; faculty; instruction and research; library; laboratory; plant and facilities; student personnel services; social orientation and community involvement; and financial operation
  - Benefits: partial administrative deregulation

- Level 2 - Accredited Status: Self-study report indicates how the university addressed the shortcomings in the first visit; (validity is for 3 yrs.
  - CHED gives admin deregulation in terms of tuition setting and other school fees and charges. CHED also grants partial curricular autonomy

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Levels of Accreditation

- **Level III – Accredited status** – with self-study report that reflects significant achievements in its academic operation since the previous accreditation. This level also means a high standard of instruction, and highly visible community extension programs and research portfolio. It should also have strong staff development programs, highly credible performance of graduates.

- CHED grants full curricular autonomy and authority to offer new courses without CHED approval.
Levels of Accreditation

- **Level IV** – Accredited Status - Distinguished HEIs with prestige and authority comparable to international universities. Other criteria:
  - 75% of programmes have level 3
  - Excellent research outcomes
  - Performance of graduates and alumni
  - Community service
  - Impact to regional and national levels
  - Evidence of international linkages and
  - Well-developed planning processes

- **CHED grants autonomy, exemption from Special Order (SO)**, exemption fr CHED monitoring and other subsidies and financial assistance from CHED, curricular autonomy and privilege to offer extension and distance education

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Accreditation in the Philippines is by academic programmes as opposed institutional accreditation.

Accreditation is by course, ex. College of Arts and Sciences, Business education, teacher education and engineering college.

The emphasis is on curriculum of the academic programme that is being accredited and how the curriculum is being implemented.
Programme Accreditation for PACU

- Accountancy
- Agriculture
- Commerce
- Computer Science
- Education
- Engineering
- Grade School
- Graduate School
- High School
- Liberal Arts
- Medical Technology
- Nursing
- Pharmacy
- Sciences
- Social Work
- Architecture
- Fine Arts
- Occupational Therapy
- Physical therapy
Programme Accreditation: PAASCU

- 1. Liberal Arts/Sciences
- 2. Education
  a. Elementary
  b. Secondary
- 3. Business
- 4. Accountancy
- 5. Entrepreneurship
- 6. Computer Science
  a. Information Technology
  b. Information Management
  c. Information Systems
- 7. Nursing
- 8. Pharmacy
- 9. Medical Technology
- 10. Hospitality Management
- 11. Travel and Tourism
- 12. Social Work
- 13. Agriculture
- 14. Criminal Justice
- 15. Engineering
- 16. Radiologic Technology
- 17. Occupational Therapy/Physical Therapy
- 18. Nutrition and Dietetics
- 19. Interior Design/Fine Arts
- 20. Basic Medical Education
- 21. Graduate Education
  a. Arts and Sciences
  b. Education
  c. Business Administration
  d. Public Health
  e. Nursing

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Tools for accreditation of programmes

- Accreditation instrument for specific academic programme develop by a pool of experts
- PACU – COA has a Handbook of Rules and Standards of Approval of Private Schools and Universities
- Association of Christian Schools, Colleges and Universities Accrediting Agency (ACSCU-AA) started in 1971 and has tools for the accreditation of academic programmes (e.g., Accountancy, business administration, and education)
Management and Support Structure for Quality Assurance Mechanisms

Accrediting Bodies

- Management and staffing of accrediting agencies
- Resources for accreditation
- Development of accreditation instrument
- Training programmes for accreditors
- Institutional self-study

Government (CHED and PRC)

- Assistance for developing instruments of accrediting bodies
- Standards for accreditation
- Public information campaign and linkages

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Case Study of One School for Accreditation

June 2004 - meeting of accreditation committee for the institutional self-study

July 2004 - submission of second self-study report

August 2004 - review of report of institutional self-study committee

Oct 2004 - incorporation of consultants recommendations on the institutional self-study report

2nd wk Sept - Visits of consultants of accrediting associations

September 2004 - Finalization of self-study report

Nov 2004 - submission of self-study report to the accrediting associations

Visit of the Accreditors which last for 3 days
## Typical Schedule

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<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
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<tbody>
<tr>
<td>Official Call on the president</td>
<td>Dialogue with the students randomly selected</td>
<td>Dialogues and discussions with administrators, deans, and heads of subject areas</td>
<td>Writing of the draft report by the team of accreditors</td>
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<tr>
<td>Meeting wit the Chairman and members of the institutional self-study team</td>
<td>Visit to laboratory site and discussions with faculty, personnel, students and other staff</td>
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<td>Dialogue with the team of accreditors, the president of the institution and the members of self-study team</td>
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<td>Ocular visit of specific assignments of the member of the team of accreditors, interviews, surveys of exhibits, and classroom obervation</td>
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<tr>
<td>Criteria</td>
<td>Self-study</td>
<td>Accreditation rating</td>
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<td>Admin and Organization</td>
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<td>Student Services</td>
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<td>Laboratory facilities</td>
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<td>Overall Rating</td>
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Trends in QA

- Accreditation is fast developing and a momentum has built up for accreditation
- Expansion - Phil Accrediting bodies membership in the Asia pacific Quality Network and other regional QA initiatives
- Comparability of PAASCU with US-Based accrediting association (Seal of comparability)
- Stringent requirements of accrediting agencies
- Instruments are being reviewed continuously
Issues for Government QA

- Minimum standards set by the government bodies
- Programme accreditation is used for incentives and rewards (autonomous and deregulated status)
- Accreditation is too slow and too costly and financial assistance has been developed
- Closer collaboration with accrediting bodies
Issues & Challenges

- Attitude towards accreditation
- Program vs institutional accreditation
- Financing QA initiatives
- Common standards
- Process and timelines
- Proliferation of specialized accrediting agencies
- Integrity and process confidentiality of process
- ISO series
Thank you.