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Quality Higher Education for Filipinos in a Globalized World

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Quality Higher Education for Filipinos in a Globalized World

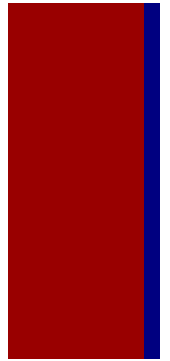


Task Force QA Recommendations
Towards an Outcomes- and
Typology-based Quality Assurance

TOR of the Task Force

Review the existing QA processes and procedures for the grant of

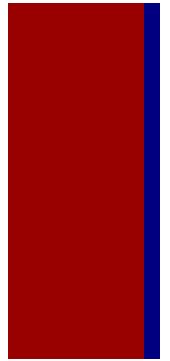
- a) University and University System status to private HEIs;
- b) Institutional Quality assurance through Monitoring and Evaluation (IQUAME) Category;
- c) Autonomous and Deregulated Status to private HEIs;
- d) Centers of Excellence and Centers of Development; and
- e) Policies, Standards and Guidelines (for programs)



TOR of the Task Force

Recommend

- a) The rationalization of QA processes and their alignment with other CHED development initiatives, (e.g., SUC leveling; amalgamation);
- b) The harmonization of monitoring and evaluation processes and tools for both institutions and programs;
- c) The policy instruments (e.g. faculty qualifications and promotions) and appropriate incentive/grant schemes; and
- d) Management strategies for the transition.



Overarching Task Force Recommendation

To develop and implement a quality assurance system

- *that is based on learning outcomes*

[entails a paradigm shift from knowledge transmission to learner/learning centered education]

and

- *appropriate to an HEI's function vis-à-vis the development of the Filipino nation*

[entails a horizontal typology to differentiate HEIs; typology-differentiated QA; and a vertical classification within each type]

Proposed Concept of Quality and Quality Assurance (QA)

- **Quality**=Alignment and consistency with the institution's VMG, at exceptional levels, demonstrated by the learning outcomes and the development of a shared culture of quality
- **QA**="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)

Why Outcomes-Based? Why Learner/Learning-Centered?

- **Profound reorganization of work and social life in the 21st century**— e.g. work settings that demand a combination of generic (thinking/behavioral life skills and attitudes) and academic skills
- ❖ **Goal of education:** to enable individuals to cope with these changes by developing needed competencies (e.g. problem solving, critical thinking, learning to learn);
- **Demands of democracy and living together in a complex world; transversal of universal and multicultural values**
- ❖ **Goal of education:** to integrate the values reflecting a humanist orientation— e.g. moral/ethical/spiritual moorings, fundamental respect for others as human beings with intrinsic rights, cultural rootedness, an avocation to serve, and 'imaginative sympathy'
- **Inputs-based education approach not in the best position to weave thinking and behavioral skills/values into content-focused academic courses;**

Specific Recommendations:

Outcomes-Based Education and QA

- **Alignment of higher education with a lifelong learning discourse:** that the core mission of teaching in HEIs is to build the learning competencies of students as well as to mobilize resources and methods, including traditional pedagogies (e.g., lectures), towards enhanced learning and acquisition of desired competencies

[Expected outcome by 2012: Reoriented CHED]

- **Outcomes-based Program Standards and Guidelines (PSGs); criteria for accreditation, evaluation instruments, institutional assessment, COEs/CODs , National Qualifications Framework and Standards for Higher Education**

[Expected outcome by 2012: reoriented Technical Panels, accreditation bodies, higher education institutions; revised criteria, frames and instruments]

Why typology-based? Context

- **the impact of globalization on the Philippine economy:** the Philippines as exporter of a limited range of agricultural products; as production link in several commodity chains; as service provider for IT-BPOs/KPOs, and as supplier to different parts of the world of a wide range of overseas workers
- **the development needs of the Philippines in a globalized world**—e.g. sluggish manufacturing, very little technological adoption and innovation; **middle income country trap** (squeezed out of the global market by low-wage countries and the more technologically innovative economies.; **lack of adequate skills and competencies for manufacturing and services sector**

Why typology-based?: Context

- the demands on higher education of global and national imperatives

Restated EDCOM goals of Philippine higher education

- ❖ To enhance the nation's productivity and competitiveness by producing graduates with high levels of much needed academic, thinking, behavioral, and technical skills/ competencies that are aligned with national and international standards; *[Produce Competent professionals and HE graduates, implies inclusion and equity goals]*
- ❖ To provide focused support to the research required for technological innovation, economic growth and global competitiveness, on the one hand, and for crafting the country's strategic directions and policies, on the other *[Support a few institutions that will contribute to technological innovation system implies exclusivity]*

Why typology-based? Context

- Constraints to meeting demands on higher education posed by the current state and quality 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%).

Why Typology-based? *Issues and Constraints*

- Prevailing perception: *university as apex of Philippine higher education;*
- CHED's CMO on university status that *reinforces the perception that only universities can achieve excellence;*

THE REINFORCED PERCEPTION 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? *Issues and Constraints*

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

Results in

Inefficiencies: Ex: When CHED introduced research as a major component of quality assurance, not only were HEIs required to allocate their internal funds to supporting research centers/activities even CHED had to allocate a significant amount of its higher education development fund towards research development in institutions that had no realistic prospects of developing quality research and in institutions where research was not actually integral to their vision and mission statements;

- ❖ **Lack of Focus on research and graduate education** in a few universities for technological innovation;
- **Lack of appreciation of** the niches of institutions nor to the quality outcomes that are niche-specific. Thus, this system prevents 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? *Issues and Constraints*

- **Uneven playing field for private and public HEIs;** proliferation of HEIs, particularly SUCs and LUCs that are more easily converted into universities; violate CHED Omnibus CMO regarding the number of universities per region and non-duplication of private HEIs programs;

This results in disincentives for quality assurance in the form of:

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

RATIONALE FOR A DIFFERENTIATED HIGHER EDUCATION for the Higher Education Community

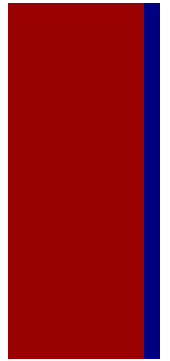
- The establishment of more appropriate QA standards/mechanisms and development interventions for specific types of HEIs;
- Clearer focus on each type of HEI's role in the context of national development goals, enhancing their relevance; and
- Increased internal efficiency as HEIs within each type are given the leeway to focus their internal resources on the core functions of the type.

RATIONALE FOR A DIFFERENTIATED HIGHER EDUCATION for CHED

- Provision of a more rational monitoring and evaluation system for quality assurance purposes;
- Rationalization of support and incentives for HEIs based on mandate, functions, and operations for each type;
- Opening up of spaces for a more intensive intervention and development programs for priority areas targeted for each type; 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.

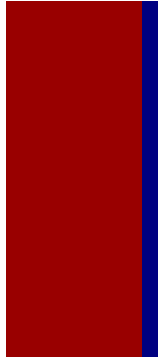
Proposed Typology

- The proposed typology has both horizontal and vertical classifications.
- The *horizontal classification* of HEIs considers their mandate and role vis-à-vis the nation and humanity.
- The *vertical classification* includes status and quality.

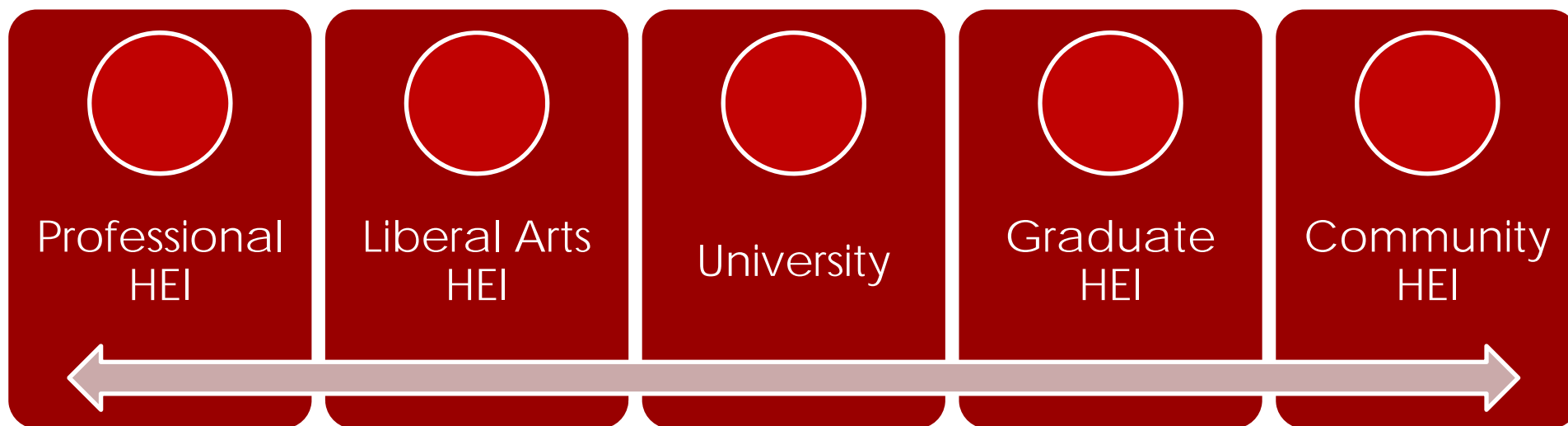
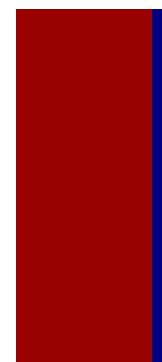


Differentiating Features

- Competencies of graduates
- Programs
- Faculty
- Learning resources and support structures
- Nature of linkages and outreach activities



Proposed Horizontal Typology



(Professional School)

(Liberal Arts College)

(Graduate Institute)

(Community College)

The Different Types of HEIs

- ***Professional Schools***. contribute to nation building by providing educational experiences to develop adults who will have the technical and practical know-how to staff the various professional sectors--e.g., Engineering, Medicine, Law, IT, Management, Teacher Education, Maritime Education—that are required to sustain the economic and social development of the country and the rest of the world lead to professional..
- ***Liberal Arts Colleges***. contribute to nation building by providing educational experiences to develop adults who have the thinking, problem solving, decision-making, communication, and social skills to participate in various types of public discourses and development activities.
- ***Graduate Institutes*** contribute to nation building by emphasizing the development of higher levels of disciplinary and professional knowledge and skills that can help shape the leadership in the different disciplines and professions in the country and other parts of the world.

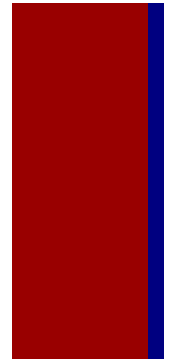
The Different Types of HEIs

- ***Universities*** contribute to nation building by providing highly specialized educational experiences to train experts in the various technical and disciplinal areas and by emphasizing the development of new knowledge and skills through research and development and the production of knowledge and technological innovations that can be resources for long-term development processes in a globalized context.
- ***Community Colleges*** contribute to the nation's development by providing educational experiences to students within a particular local government or geographic area that would allow students to acquire specific sets of technical knowledge and skills and other requirements of local industries and/or organizations, and/or basic general education knowledge in the natural sciences, humanities, and social sciences that they can use for further/higher education.

Operationalization Professional

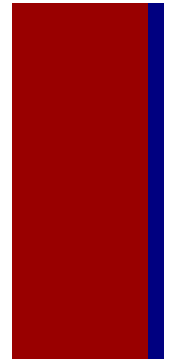
HEI(Professional School)

- **Competencies of graduates:** At least 70% of enrollment (grad/undergrad) are in specialized professional field/s. (The rest, liberal arts.)
- **Programs:** At least 60% of programs are in specialized professional field/s. (The rest, liberal arts.)
- **Faculty:** At least 50% of faculty have degrees in pertinent specialized professional field/s.
- **Learning resources and support structures:** Appropriate for the HEI's professional programs
- **Nature of linkages and outreach activities**
 - Link with relevant professional bodies and organizations
 - Outreach programs that develop service orientation of students in their profession



Operationalization: Liberal Arts HEI (Liberal Arts College)

- **Programs and Competencies of graduates:** At least 70% of undergraduate programs have a strong liberal arts core curriculum with emphasis on humanities, philosophy, natural sciences, and social sciences aimed at developing persons with strong holistic intellectual orientation in the classical liberal arts tradition;
- At least 70% of undergraduate students go through the liberal arts core curriculum;
- **Faculty:** At least 50% of faculty have degrees in relevant arts & sciences fields.
- **Learning resources and support structures:** Appropriate for the HEI's arts & sciences programs.
- **Nature of linkages and outreach activities:** Outreach programs that allow students to contextualize their knowledge within actual social and human experiences



Operationalization University

- **Competencies of graduates:** At least 10% of enrollment are in graduate degree programs for populations 15000 and below; for populations greater than 15000, 1500.
- **Programs:**
 - At least 50 active programs
 - At least 15% of active programs are at the graduate level.
 - At least one active doctoral program in 5 different disciplines .
 - At least 70% of baccalaureate programs require the submission of a thesis/project
- **Faculty:**
 - All permanent faculty and researchers have relevant masters and doctoral degrees
 - At least 30% of faculty are actively involved in research
 - At least 10% of faculty have publications in refereed journals or patents

Operationalization of Graduate HEI (Graduate Institute)

- **Competencies of graduates:** At least 80% of enrollment are in graduate degree programs. (The rest may be in continuing education).
- **Programs:** At least 90% of degree programs are at the graduate level. (The rest may be baccalaureate programs, but connected to the fields in the grad programs).
- **Faculty:** All faculty have graduate degrees in pertinent fields; at least 10% of the full-time faculty is actively involved in research.
- **Learning resources and support structures:** Appropriate to the HEI's graduate programs
- **Nature of linkages & outreach activities:** Outreach programs that allow students to strengthen their service orientation to society

Operationalization: Community HEI

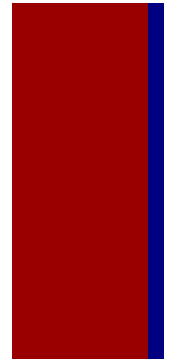
(Community College)

- **Competencies of graduates:**
 - At least 10% of enrollment of enrolment in ladderized-baccalaureate programs or in academically-oriented associate programs as determined by the Technical Panels;
 - At least 10% of the degree programs may be baccalaureate programs
 - At least 60% of enrollment are from the community.
- **Programs:** Pre-baccalaureate, associate degrees, technical training certificates, and/or some undergraduate degrees
- **Faculty:** Degrees and certificates in pertinent fields
- **Learning resources and support structures:** appropriate for the HEI's 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

Implications of Typology on Quality

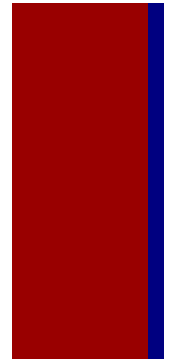
- The horizontal HEI typology determines the criteria for the HEI's quality assurance.

- Thus, **the typology will have a bearing on the HEI's vertical classification** as any of the following:
 - Mature institutions (autonomous)
 - Developed institutions (deregulated)
 - Emerging institutions
 - Regulated institutions



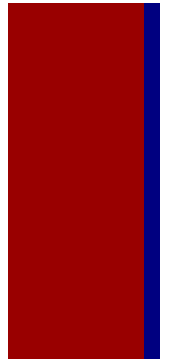
Vertical: based on institutional and program quality outcomes

- **Autonomous HEIs** 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 Centers of Excellence and/or Development, and/or international certification.



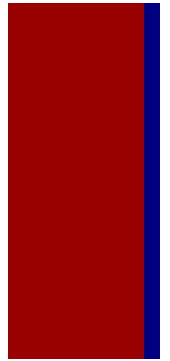
Vertical: based on institutional and program quality outcomes

- **Deregulated HEIs** demonstrate very good institutional quality and enhancement through internal QA systems, and demonstrate very good program outcomes through a good proportion of accredited programs, the presence of Centers of Excellence and/or Development, and/or international certification



Vertical: based on institutional and program quality outcomes

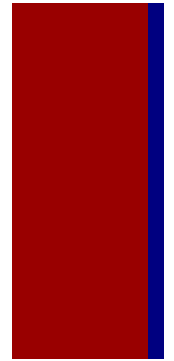
- **Emerging HEIs** demonstrate institutional quality and enhancement through initiatives toward internal QA systems, and demonstrate good program outcomes through a number of accredited programs, the presence of Centers of Development, and/or international certification.



CRITERIA FOR VERTICAL CLASSIFICATION: Commitment to Excellence (70%)

Table 1. Criteria for Commitment to Excellence.

Criteria	No. of points	Max points that can be awarded (points)
COE	10/COE	60
COD	5/COD	
Local accreditation	Please refer to Table 4	60
International accreditation	10/program	60
International certification	10/program	30



Criteria for Vertical Classification: Institutional Sustainability and Enhancement 30%

Table 2. Criteria for Institutional Sustainability and Enhancement.

Criteria	No. of points	Max points that can be awarded (points)
Institutional accreditation*	25	25
Institutional certification	ISO 9001-2014: 25 ISO 9001-2008: 20	25
IQuAME (Categories from 2005-2020)*	Category A: 30 Category B: 25	30
IQuAME (IQA)	Mature: 30 Developed: 25 Developing: 20	30
Additional evidence*: <ul style="list-style-type: none"> • Governance and Management • Quality of Teaching and Learning • Quality of Professional Exposure/Research/Creative Work • Support for Students • Relations with the Community 	Max 3/key result area	15

*Considered for the the interim period

Sampling of Specific Recommendations

Assuming the adoption of an Omnibus CMO on outcomes- and typology-based QA;

- Horizontal typology implemented by 2013; vertical typology by 2015;
- The alignment of the vertical typology with the grant of autonomous and deregulated status of private HEIs; harmonization of autonomy and deregulated status for private and public HEIs;
- Outcomes-based Institutional and program accreditation for HEIs (with appropriate incentives for accreditation bodies);

Sampling of Specific Recommendations

Assuming the adoption of an Omnibus CMO on outcomes- and typology-based QA;

- Focused identification of and support for COEs and CODs across types that would 1) push the frontiers of knowledge in the various disciplines and professions, 2) explore new systems and practices in the various disciplines and professions, 3) lead in the dissemination and application of the new knowledge, systems, and practices, and 4) produce the critical mass of expert scholars and professionals that would be in charge of sustaining and expanding this innovative system;
- The adoption of the operational horizontal and vertical criteria for university in the grant of specialized university and university system status (all units of a university system treated as a whole);

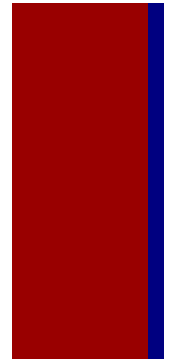
Sampling of Specific Recommendations

Assuming the adoption of an Omnibus CMO on outcomes- and typology-based QA;

- Continued moratorium on the establishment of SUCs; moratorium on the conversion of state colleges to universities; moratorium on the establishment of local universities;
- Adoption of the horizontal and vertical typology by SUCs and LUCs—i.e. harmonization of the levelling policy of SUCs and proposed CHED vertical classification;
- Amalgamation of SUCs with models that go beyond a university system model;

Sampling of Specific Recommendations

- Review the sustainability of LUCs that are more vulnerable to the vagaries of politics than SUCs
- Review of normative financing in light of the outcomes-and typology-based QA'
- Rationalization of national and local scholarships and consideration of student loans and vouchers for autonomous and deregulated HEIs only;
- Organizational creation of relevant TWGs (including one for incentives) and the projectization of 1) outcomes-based education and QA/ 2) implementation of the horizontal and vertical typology
- The creation of a separate Institutional Development or Quality Assurance Office within CHED





Maraming salamats!!!