



INSTITUTIONAL **S**USTAINABILITY **A**SSESSMENT FRAMEWORK

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What Is Institutional Sustainability Assessment (ISA)?

ISA is a **quality assurance** process that assesses the institutional sustainability of an HEI in five key result areas:

- governance and management
- quality of teaching and learning
- quality of professional exposure, research, and creative work/innovation
- support for students
- relations with the community.




Approaches to Institutional Sustainability Assessment (ISA)?

- Developmental approach
 - Outcomes-based approach
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Developmental Approach

- The goal of ISA is to help HEIs develop a culture of quality.
 - To assist “developing HEIs” (those with few accredited programs) **establish** their internal QA systems and processes.
 - To assist “developed HEIs” (those with established internal QA mechanisms) **improve/enhance** their internal QA systems and processes.
 - HEIs are encouraged to use the ISA Self-Evaluation Document (SED) for their internal QA systems even without undergoing a formal ISA Assessment.
 - ISA is free.
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Outcomes-based Approach

- Shift from inputs-based to outcomes-based QA.
 - An audit of the quality systems of an institution, to determine whether these are sufficiently robust and effective to ensure that all programs are well designed and deliver appropriate outcomes.
 - Such an audit will not normally make direct judgments on academic programs, but it will consider program-level evidence to the extent necessary to establish that institutional systems are functioning properly. This approach thus takes into consideration the vision, mission, and goals of the HEI.
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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.

Harvey, L., Green, D. (1993), "Defining quality", *Assessment and Evaluation in Higher Education*, Vol. 18 No.1, pp.9-34.

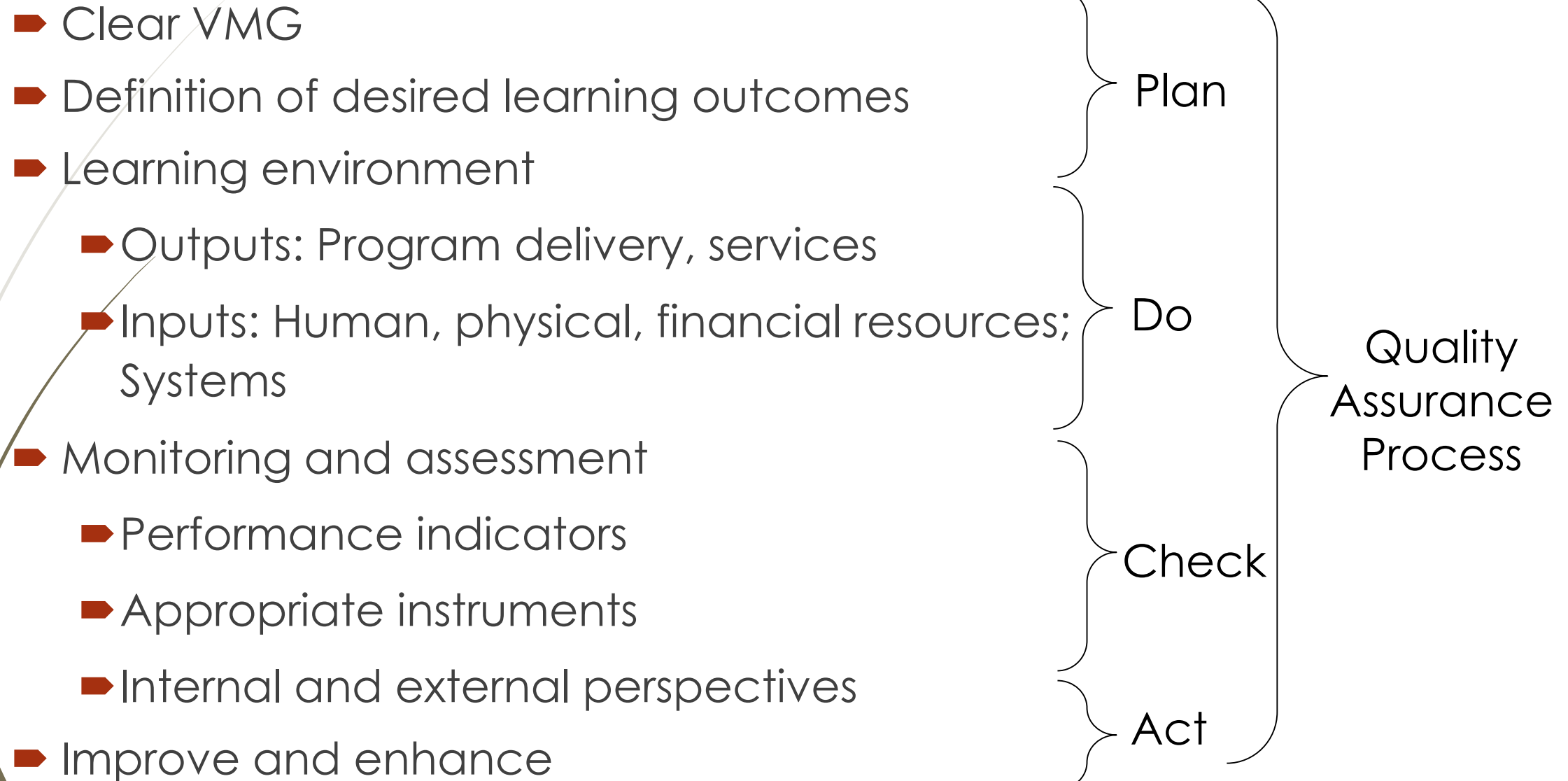


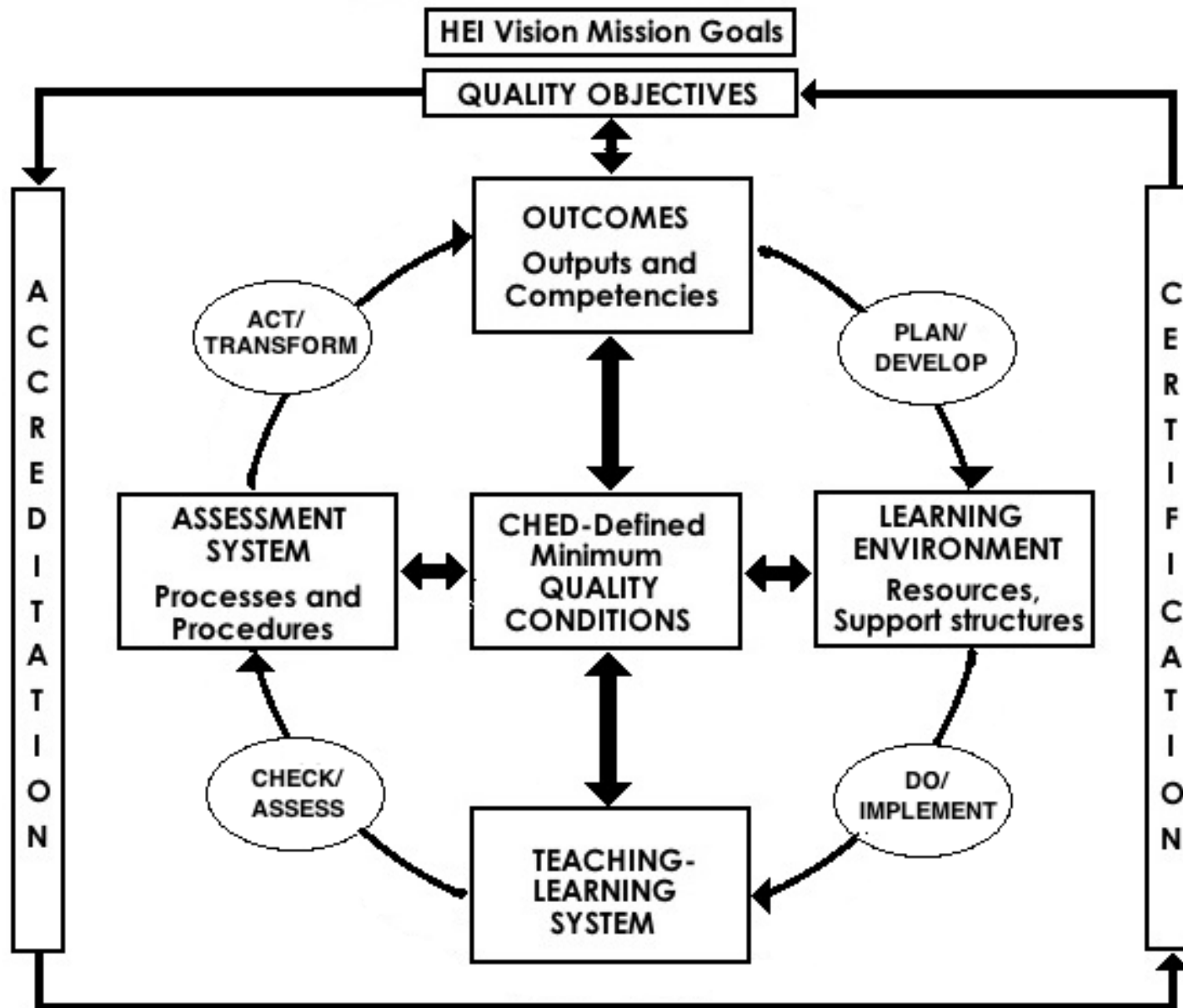
Quality Assurance

“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)

Church, C. H. (1988), “The qualities of validation”, *Studies in Higher Education*, 13, 27-43.

Internal Quality Assurance Process







Why Are We Assessing Institutional Sustainability?

- It is the moral and legal responsibility of every higher education institution (HEI) to provide quality programs to its students and be efficient and effective through **quality systems**.
- Quality programs can be assessed through quality of students and graduates and quality systems can be **assessed through tools that show the internal capacity of the HEI** to translate vision, policy, and strategy into quality programs and quality results.



Why Are We Assessing Institutional Sustainability?

- There is a need for HEI to **continuously assure the quality** of the programs and services provided and delivered to its students.
- And it is in this context that the CHED is promoting the Institutional Sustainability Assessment (ISA) as a quality assurance process an HEI can use for free.
- ISA can also serve as a learning process for the institution and thus contribute to its **continuing quality cycle**.



ACCREDITATION

- It is concerned with the outcomes of Individual programs
- Accreditors provide recommendations on noted deficiencies.

ISA

- It is concerned with the outcomes of the institution as a whole
- Assessors mirror the institutional systems and outcomes and leaves the plan of action to the HEI to address the noted gaps based on their own context.

Accreditation and ISA are different but complementary to each other.



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What Will The Assessors Look For?

PARAMETERS OF THE ASSESSMENT

1. Presence of the System


- The mechanisms and processes exist
 - They are defined, known by users and documented
 - Documentary evidence: manuals, handbooks
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What Will The Assessors Look For?

PARAMETERS OF THE ASSESSMENT

2. Extent of Implementation

- All users follow the mechanisms, procedures and processes.
 - Evidence of implementation should be documented
 - Exceptions to the systems are documented and justified
 - Documentary evidence: status reports, evaluation reports, feedback forms, minutes of meeting, proceedings, etc.
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What Will The Assessors Look For?

PARAMETERS OF THE ASSESSMENT

3. Outcomes of the System


- The result of the system.
- Evidence of outcomes should be documented
- Documentary evidence: e.g. PRC licensure examination results, accomplishment reports, graduation rate, employment rate of graduates, publications in refereed journals, etc.



What Will The Assessors Look For?


PARAMETERS OF THE ASSESSMENT

4. Effectiveness of the System

- ▶ The system helps the HEI achieve its goals and targets as shown by the quantity and quality of outcomes.
 - ▶ Documentary evidence: e.g. impact assessments, targets vis-à-vis accomplishments, etc.
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Key Result Areas of ISA

- KRA 1 – Governance and Management
 - KRA 2 – Quality of Teaching and Learning
 - KRA 3 – Quality of Professional Exposure, Research and Creative Work
 - KRA 4 – Support for Student
 - KRA 5 – Relations with the Community
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KRA 1- Governance and Management

- Core Indicator: **GOVERNANCE**
 - Core Indicator: **MANAGEMENT**
 - Indicator: **ENABLING FEATURES**
- 



KRA 1- Governance and Management

Core Indicator: **Governance**

Criterion: **The institution's governance arrangements demonstrate probity, integrity, strategic vision, accountability, awareness and management of risk, and effective monitoring of performance.**

- This refers to the systems that reflect the principles guiding the overall use of authority and decision-making of the institution's governing body.

Possible outcomes: Alignment of organizational structure with VMG, quality of institutional performance, effective structures, etc.



KRA 1- Governance and Management

Core Indicator: **Management**

Criterion: The institution's management of operations, financial control, and quality assurance arrangements give the HEI the opportunity to respond to development and change.

➤ This refers to the overall systems and processes of the institution.

Possible outcomes: support of stakeholders, sustainability of operations, responsive programs and development plans, continuous quality improvement in management, etc.



KRA 1- Governance and Management

Indicator: **Enabling Features**

Criterion: The institution has enabling features that help improve the operations, quality, and development such as:

- the use of **Information and Communication Technology (ICT)** for more efficient and effective management; and
- viable, sustainable, and appropriate **resource generation strategies** to support its development plans.

Possible outcomes: Efficient & effective operations, achievement of responsive development plans, etc.



KRA 2 – Quality of Teaching and Learning

- Core Indicator: **SETTING AND ACHIEVING PROGRAM STANDARDS**
 - Criterion 1: Program Approval and Implementation
 - Criterion 2: Program Monitoring and Review
 - Criterion 3: Action to Strengthen the Program
 - Core Indicator: **FACULTY PROFILE**
 - Core Indicator: **USE OF ICT AND LEARNING RESOURCES**
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KRA 2 – Quality of Teaching and Learning

Core Indicator: **Setting & Achieving Program Standards**

Criterion 1: Program Approval and Implementation

The institution has a system for approving and implementing programs, and ensures that programs:

- Are aligned to the HEI's VMG as expressed in the desired competencies for its graduates;
- Considers the risks related to needed, resources, potential market...
- Are effectively implemented to achieve the intended outcomes;
- Contribute to the development needs of the region/country

Possible outcomes: Student and faculty performance toward the desired competencies of graduates, dynamic learning environment, stakeholder satisfaction, relevant and responsive academic programs, etc.



KRA 2 – Quality of Teaching and Learning

Core Indicator: Setting & Achieving Program Standards

Criterion 2: Program Monitoring and Review

- **The institution's effective arrangements for monitoring and reviewing contribute to the effectiveness of its programs.**

Possible outcomes: current, relevant, coherent and sustainable programs; improved teaching and learning; improved student performance (licensure examinations, employability), etc.



KRA 2 – Quality of Teaching and Learning

Core Indicator: Setting & Achieving Program Standards

Criterion 3: Action to Strengthen Programs

- **The institution's programs are continuously improved through effective action that address weakness, build on strengths, and enhance student and faculty performance.**

Possible outcomes: : ideal student performance towards desired competencies, outputs with impact to society, etc.



KRA 2 – Quality of Teaching and Learning

Core Indicator: Faculty Profile

Criterion: The institution achieves its quality of teaching and learning due in large part to its faculty roster with their appropriate expertise and competence.

- This refers to systems and processes of hiring, retaining, and developing faculty with the appropriate expertise and competence.

Possible outcomes: Student performance, rate of completion, and faculty performance and retention, etc.



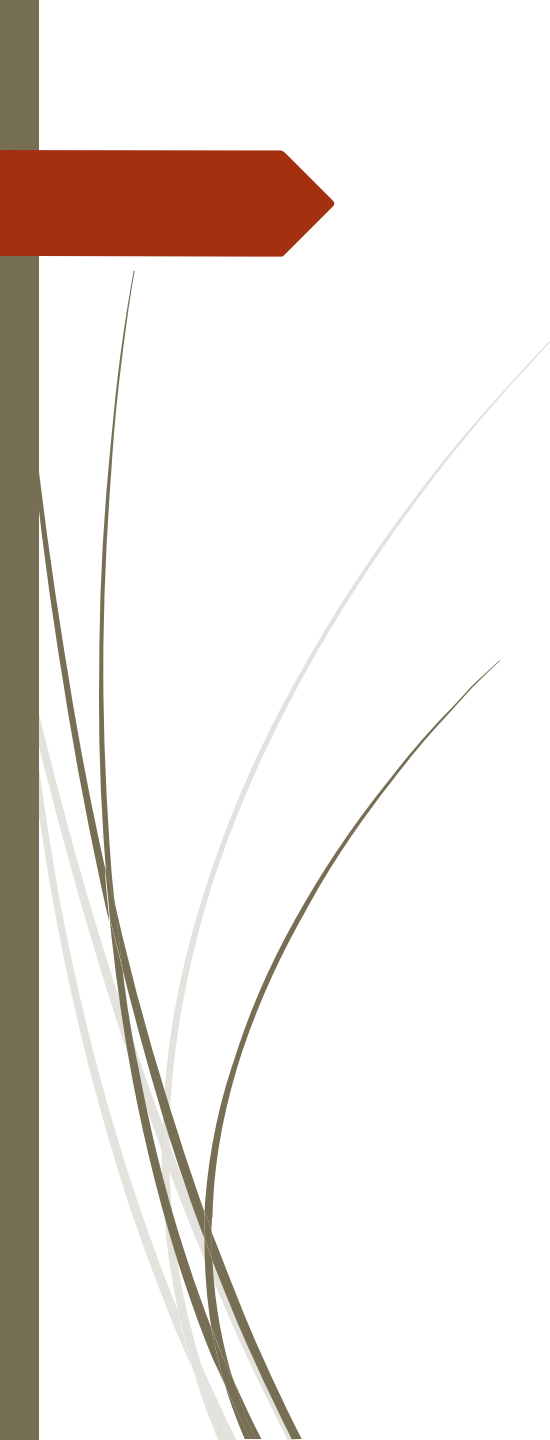
KRA 2 – Quality of Teaching and Learning

Core Indicator: Use of ICT & Learning Resources

Criterion: Student learning and performance are enhanced with the effective use of learning resources, such as library resources, laboratories, and information and communications technology.

➤ This refers to the structures that allow faculty and students to effectively use HEI's learning resources.

Possible outcomes: innovative programs, utilization of ICT and learning resources, and high satisfaction of users.

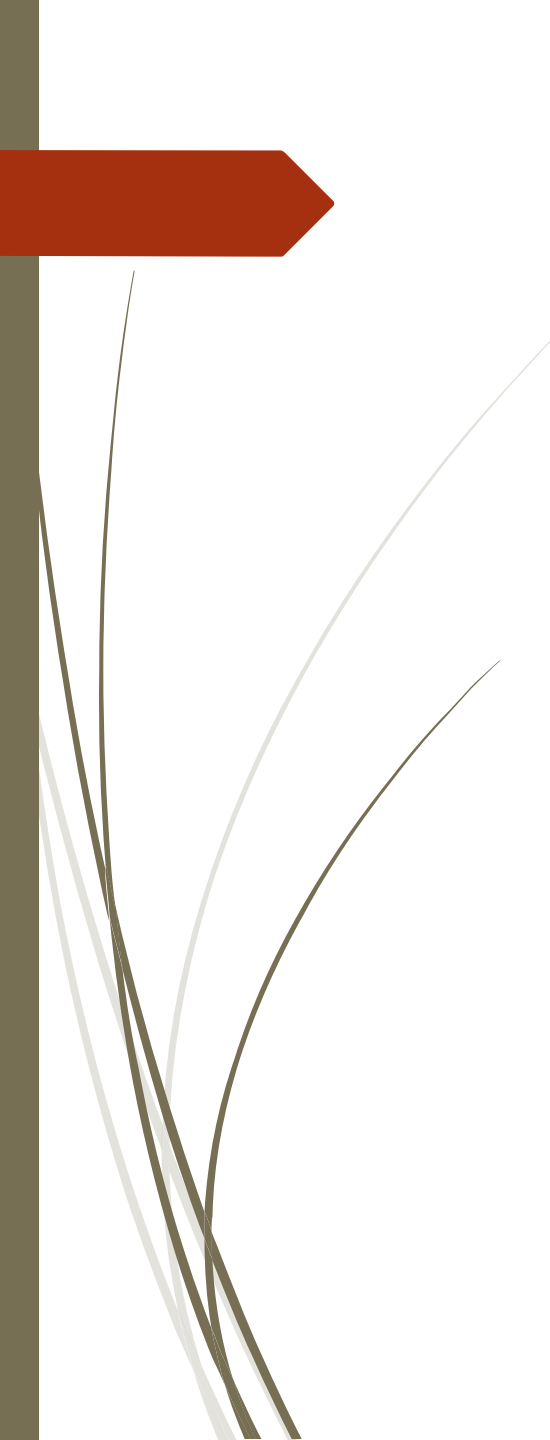


KRA 3 – Quality of Professional Exposure, Research, and Creative Work

A. Indicator: PROFESSIONAL EXPOSURE

B. Indicator: RESEARCH CAPABILITY

C. Indicator: CREATIVE WORK &/OR INNOVATION



KRA 3 – Quality of Professional Exposure, Research, and Creative Work

Indicator: Professional Exposure

Criterion: Students develop relevant competencies through programs that allow students to practice their learned competencies, such as programs for entrepreneurship, practicum, internship, and on-the-job training (OJT).

Possible outcomes: Collaboration of sectors and programs, which are relevant and responsive to the needs of society.



KRA 3 – Quality of Professional Exposure, Research, and Creative Work

Indicator: Research Capability

Criterion: The institution's research community produces relevant research and other advanced scholarly activity.

Possible outcomes: Publications in refereed journals, highly functional and relevant research programs



KRA 3 – Quality of Professional Exposure, Research, and Creative Work

Indicator: **Creative Work and/or Innovation**

Criterion: The institution produces creative work and/or innovation in the arts and humanities, science and technology, social sciences, and/or management science.

Possible outcomes: Patents and awards

- ▶ Creative work includes but is not limited to literature, artwork, music, dance, drama, productions and, architecture.
- ▶ Innovation refers to a new method, idea, device, or product, which is replicable and applicable as a solution to a particular need.



KRA 4 – Support for Students

Core Indicator: EQUITY AND ACCESS

Criterion 1: Recruitment, Admission, and Academic Support

Criterion 2: Student Scholarship

Core Indicator: STUDENT SERVICES



KRA 4 – Support for Students

Core Indicator: Equity & Access

Criterion 1: Recruitment, Admission, & Academic Support

The institution is effective in recruiting, admitting, supporting, and graduating students, including those from indigenous groups, the handicapped, low-level income groups, foreign students, and other special groups.

- This refers to processes for recruitment, admission, and academic support of students, taking into consideration special groups

Possible outcomes: Student quality, rate of completion, etc.



KRA 4 – Support for Students

Criterion 2: Student Scholarships

The institution provides educational opportunities for the most able and deserving students with support from student scholarship.

- This refers to the processes for promoting equity and access to tertiary education, by providing scholarships.

Possible outcomes: Student quality, diversity of student population, rate of completion, employment of scholars, etc.



KRA 4 – Support for Students

Core Indicator: **Student Services**

Criterion: The institution has programs for student services, to support the non-academic needs of the students.

➤ This refers to structures and processes for delivering non-academic services for students.

Possible outcomes: Performance of students, employment of graduates, etc.



KRA 5 – Relations with the Community

A. Core Indicator: RELEVANCE OF PROGRAMS

B. Indicator: NETWORKING AND LINKAGES

C. Indicator: EXTENSION PROGRAMS





KRA 5 – Relations with the Community

Core Indicator: Relevance of Programs

Criterion: The institution offers programs that take into consideration the social, cultural, economic, and/or developmental needs of the country at local, regional, and/or national levels, as reflected in the HEI's VMG and in consideration of the country's need to compete effectively in global markets.

➤ This section refers to the structures and processes that promote local/regional/national development and global competitiveness.

Possible outcomes: employability of graduates, completion rate, degree of competitiveness of graduates



KRA 5 – Relations with the Community

Indicator: **Networking and Linkages**

Criterion: The institution is valued as a partner by other higher education institutions; professional, government, and non-government organizations; and industry, within the Philippines and/or internationally.

➤ This section refers to structures and processes that promote and support partnership with other institutions.

Possible outcomes: Partnerships with other HEIs; professional, government and non-government organizations; and industry that result in research, training, faculty development, student exchange, program funding



KRA 5 – Relations with the Community

Indicator: Extension Programs

Criterion: The institution is valued by its local community as a provider of extension programs that are responsive to the needs of the community for people empowerment and self-reliance .

- This refers to structures and processes that promote extension programs, which are relevant to the needs of the community

Possible outcomes: Impact of programs on local, regional, and national development



ISA Application Process

Submission of Letter of Intent



Preparation & Submission of HEI Self-Evaluation Document (HEI-SED) to CHEDRO



Notice of Revision (if any)



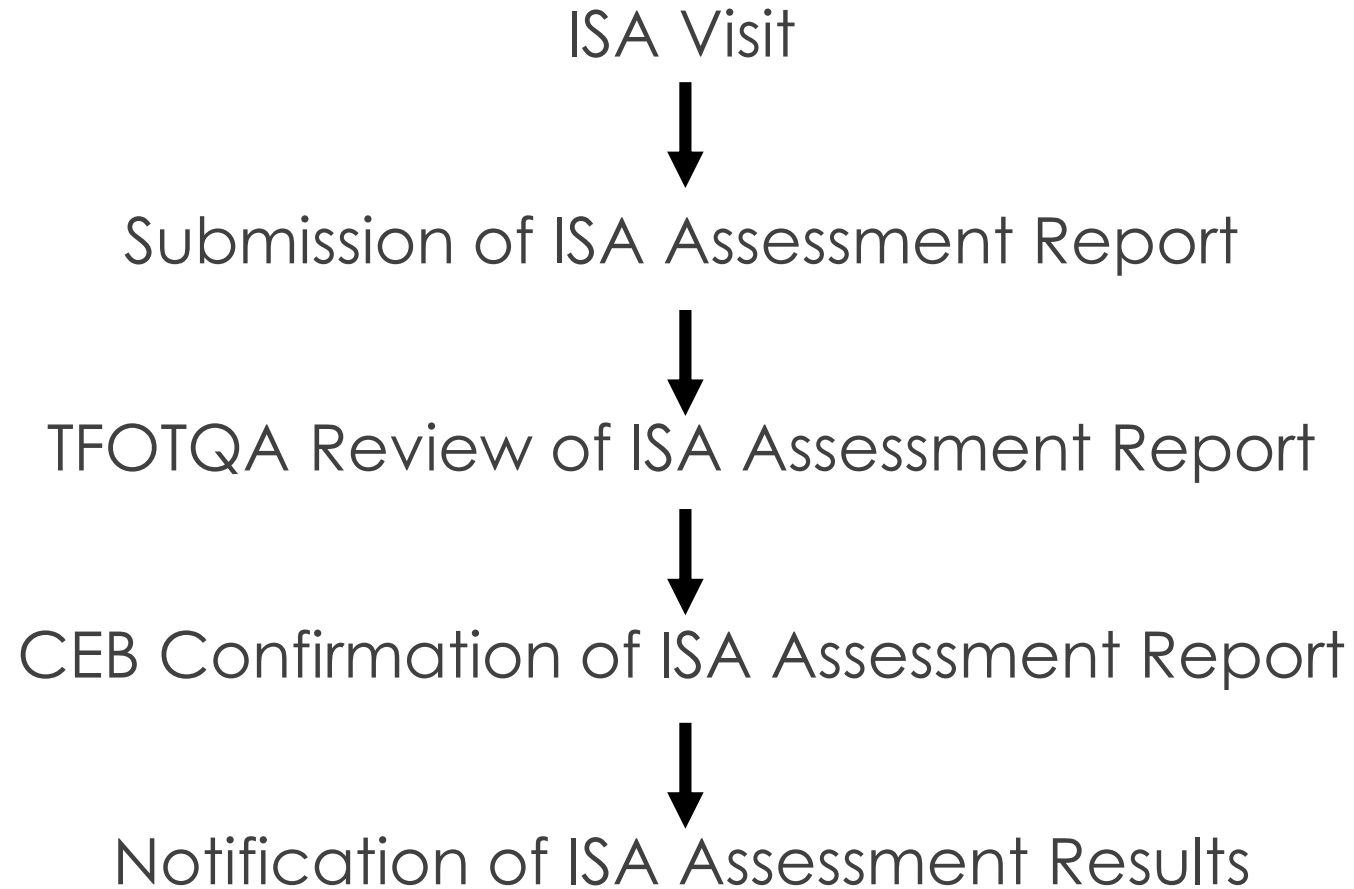
Submission of Revised SED (if any)



Finalization of ISA Visit Schedule




ISA Application Process



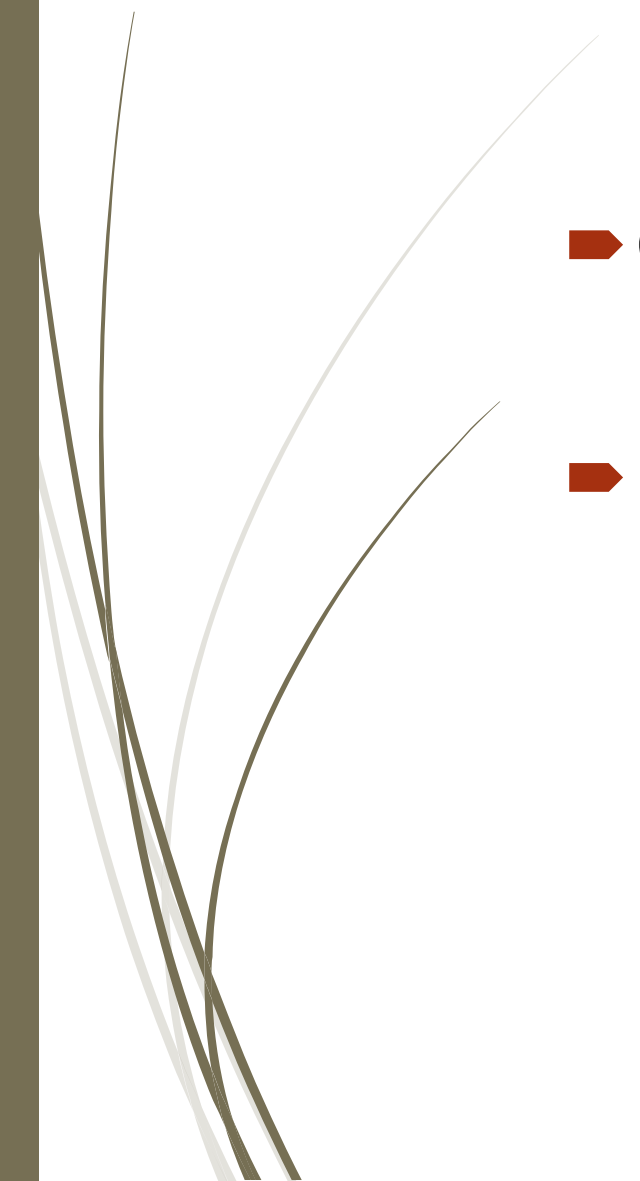


Benefits of ISA

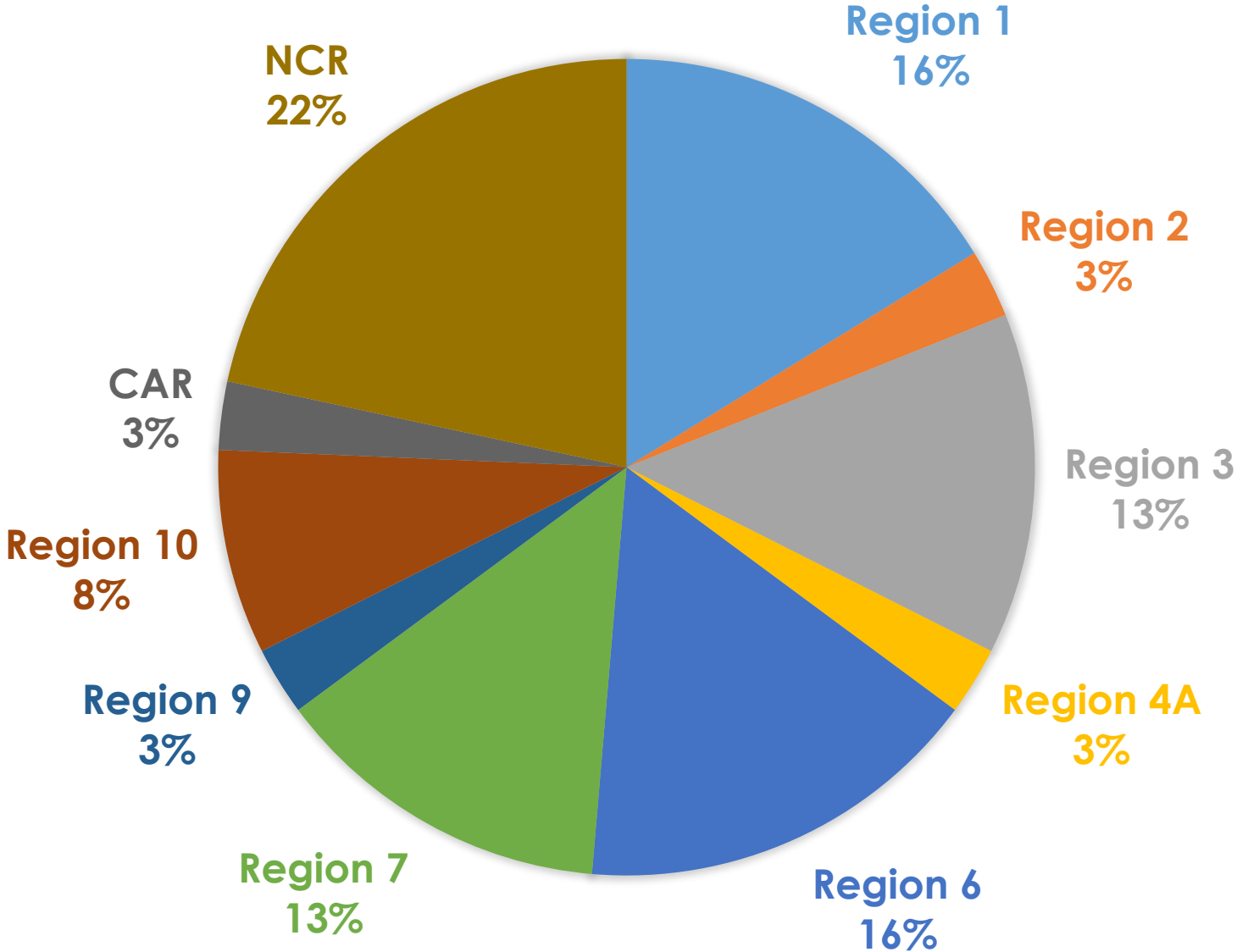
- Improvement in the Internal Quality Management System of the institution.
 - The institution may get points for vertical typology (Autonomous and Deregulated for Private HEIs and SUC Levelling for SUCs) under the Institutional Sustainability and Enhancement Criteria.
 - The institution may be allowed to offer International Exposure Trips (IET) using the ISA requirement.
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ISA Pool of Assessors

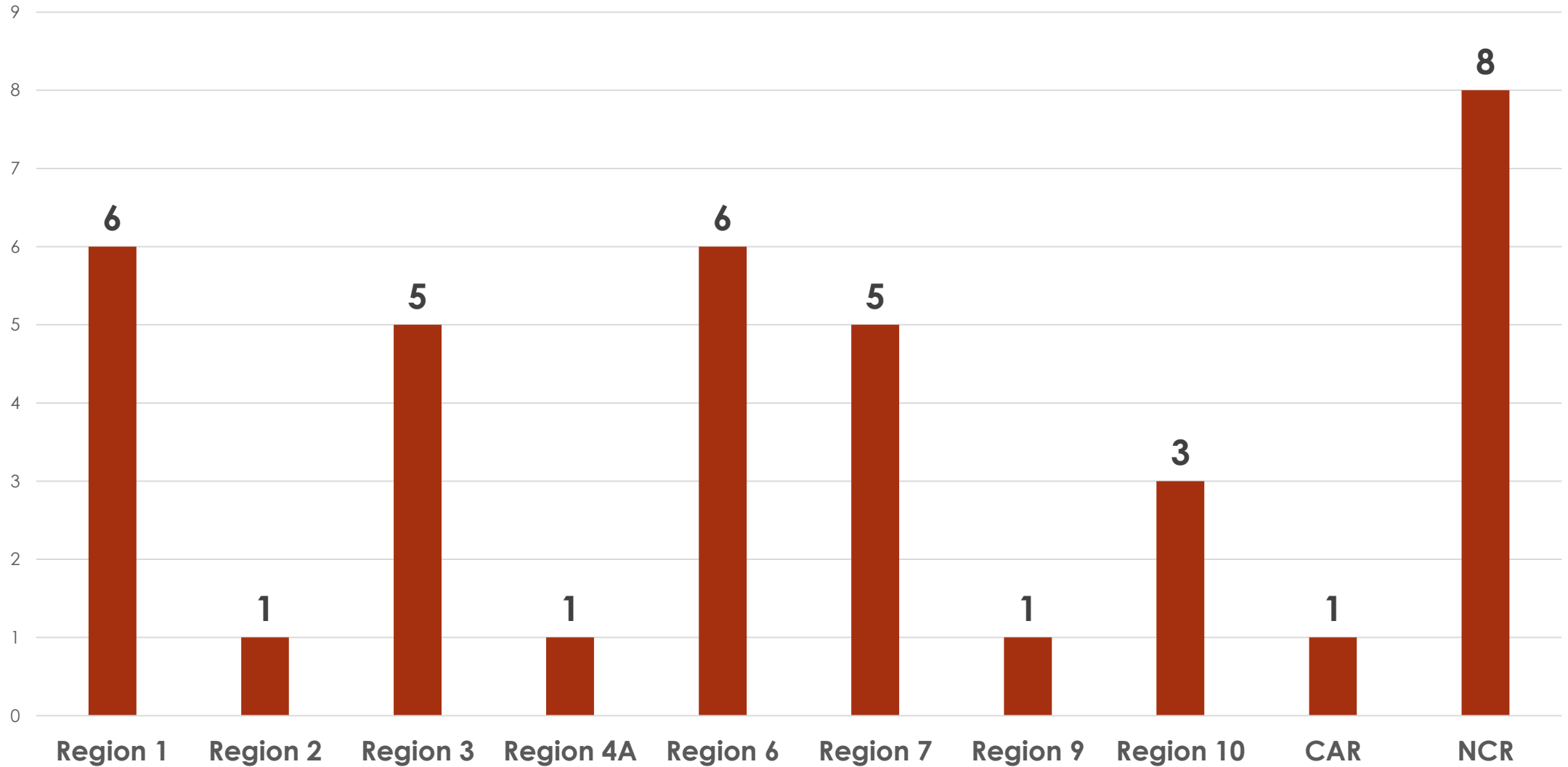
- CSO No. 67, series of 2014
 - Appointment of 85 Assessors
 - ISA Assessor's Training
 - Additional 70 Potential Assessors trained in 2016
 - Evaluation of Potential Assessors is ongoing
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Regional Distribution of HEIs visited through ISA (2014-2016)




**TOTAL of
37 HEIs**

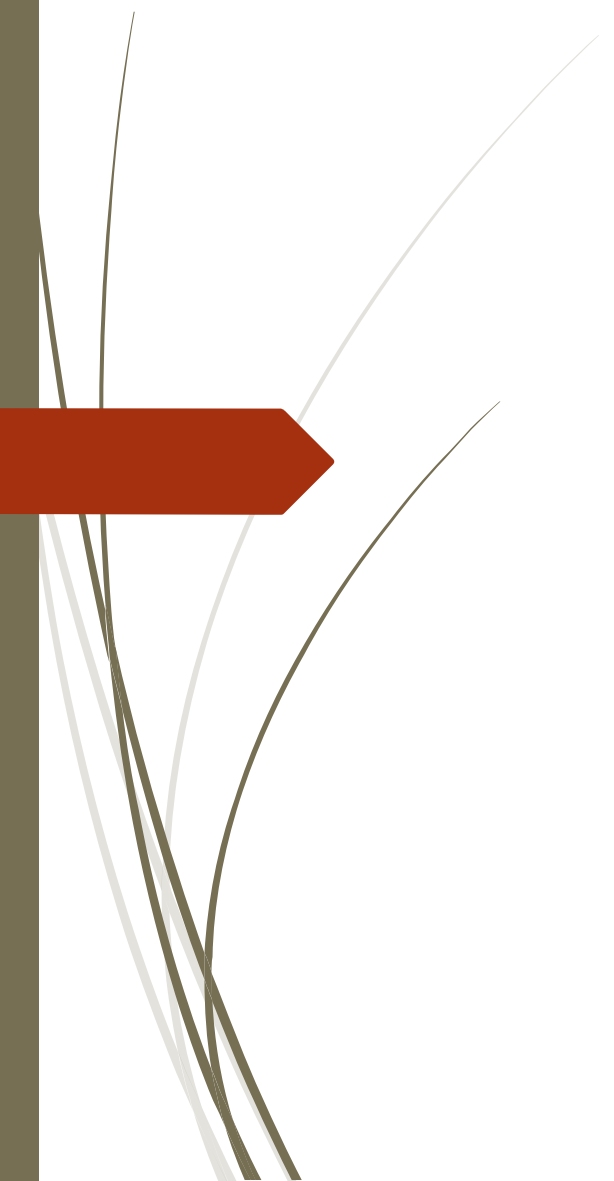
TOTAL NUMBER OF HEIs VISITED THROUGH ISA PER REGION





Next Steps

- Approval of the Revised ISA Self-Evaluation Document (December 2016)
 - Workshops on the finalization of ISA Reports (1ST Quarter of 2017)
 - ISA Orientation Workshops (1st Semester of 2017)
 - Assessors
 - CHEDROs
 - HEIs
 - Training of Additional Assessors (2nd Semester of 2017)
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Thank you.