



# INSTITUTIONAL SUSTAINABILITY ASSESSMENT FRAMEWORK



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## Legal Mandate

■ **CHED's MANDATE: Section 8 (e) of RA 7722**

The Commission shall have the power and function to:

- "Monitor and evaluate performance of programs and institutions of higher learning for appropriate incentives and
- Impose sanctions such as, but not limited to,
  - a) diminution or withdrawal of subsidy,
  - b) recommendation on the downgrading or withdrawal of accreditation,
  - c) program termination, or
  - d) school closure."



## Legal Mandate

- ▶ **CHED Memorandum Order (CMO) No. 46, series of 2012** entitled “Policy Standard to Enhance Quality Assurance in Philippine Higher Education through an Outcomes-based and Typed-based Quality Assurance”



## 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.

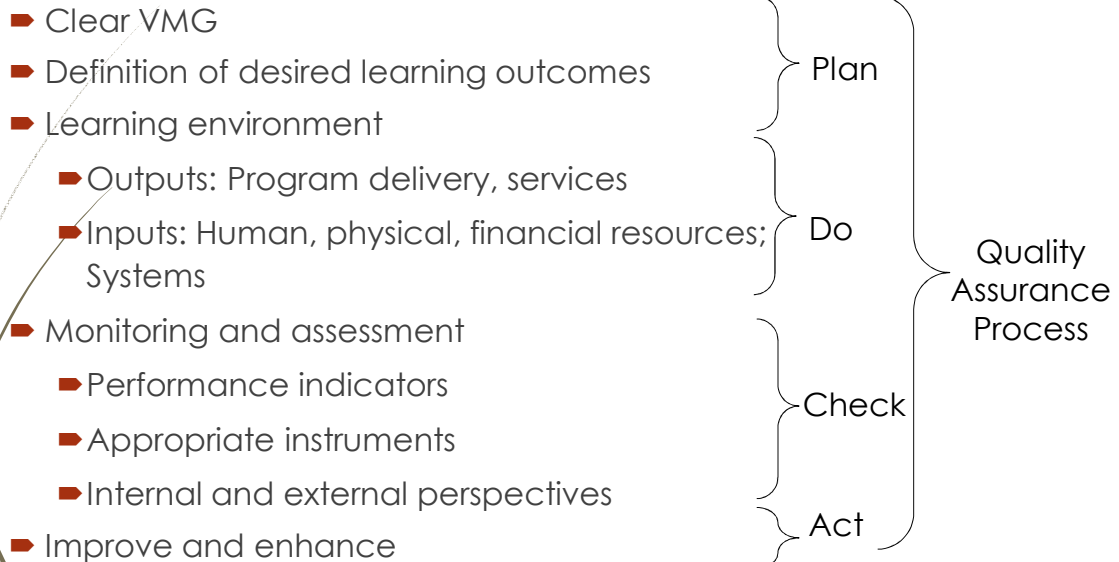


## What Is Quality Assurance?

- ▶ “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)
- ▶ It provides confidence that the quality requirements will be fulfilled.

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

## Internal Quality Assurance Process



## What Is Institutional Sustainability Assessment (ISA)?

- ISA is a **quality assurance** process that assesses the institutional sustainability of an HEI in the key area of quality of teaching and learning as supported by governance and management; support for students, relations with the community, and management of resources.
- ISA looks into the internal QA systems of an HEI and determine whether these systems lead to the attainment of the desired quality outcome.



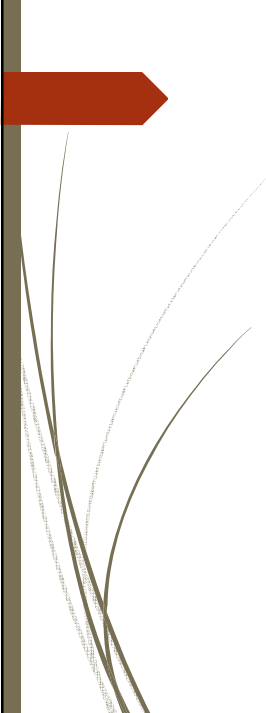
## Objectives of ISA

- Support HEIs in developing institutional systems that lead to quality outcomes, as demonstrated by students and graduates whose competencies meet internationally recognized standards when applicable and are relevant to employment;
- Support HEIs in developing a culture of quality, reflected in internal QA systems that will help them perform effectively and efficiently and meet their desired outcomes and performance targets; and

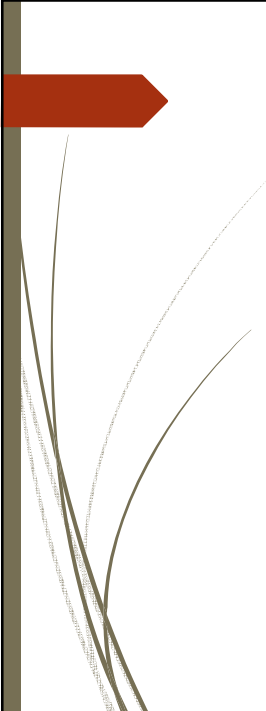


## Objectives of ISA

- Engage HEIs in addressing policy issues, especially those that address the need to improve the quality of higher education.



ACCREDITATION	ISA
<ul style="list-style-type: none"> <li>▶ Private</li> <li>▶ It is concerned with the outcomes of Individual programs</li> <li>▶ Accreditors provide recommendations on noted deficiencies.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Public</li> <li>▶ It is concerned with the outcomes of the institution as a whole</li> <li>▶ Assessors mirror the institutional systems and outcomes and leave the plan of action to the HEI to address the noted gaps based on their own context.</li> </ul>
<p><b>Accreditation and ISA are different but complementary to each other.</b></p>	



## Developmental Approach of ISA

- ▶ The goal of ISA is to help HEIs develop a culture of quality.
  - To assist “developing HEIs” (especially 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.



## Outcomes-based Approach of ISA

- Shift to an outcomes-based QA.
  - The HEI uses its Vision/Mission/Goals (VMG) as a starting point to articulate its desired outcomes in terms of its graduate attributes and its contribution to national development. Its performance will be measured against these desired outcomes.
  - 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.



## What Will The Assessors Look For?

### PARAMETERS OF THE ASSESSMENT

1. Presence of the System
2. Extent of Implementation
3. Outcomes of the System
4. Effectiveness of the System



## 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
- Possible documentary evidence: manuals, handbooks, etc.



## 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
- Possible documentary evidence: status reports, evaluation reports, feedback forms, minutes of meeting, proceedings, etc.





## 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
- ▶ Possible documentary evidence: 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.
- ▶ Possible documentary evidence: impact assessments, targets vis-à-vis accomplishments, etc.



## 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



## 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.



## 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.



## 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.



## 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**



## 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



## 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.



## 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.



## 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.




## 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.



## 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).



### **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.**

- ▶ 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.



## KRA 4 - Support for Students

Core Indicator: **Equity & Access**

### 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.



## 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.



## 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.



## 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.

## 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

## ISA Indicators by HEI Type:

### **GOVERNANCE AND MANAGEMENT**

Indicator	Professional Institution	College	University
Governance	<b>Core</b>	<b>Core</b>	<b>Core</b>
Management	<b>Core</b>	<b>Core</b>	<b>Core</b>
Enabling Features	Optional	Optional	Optional

## ISA Indicators by HEI Type:

### QUALITY OF TEACHING AND LEARNING

Indicator	Professional Institution	College	University
Setting & Achieving Program Standards	Core	Core	Core
Faculty Profile	Core	Core	Core
Appropriate Learning Resources	Core	Core	Core

## ISA Indicators by HEI Type:

### QUALITY OF PROFESSIONAL EXPOSURE RESEARCH AND/OR CREATIVE WORK

Indicator	Professional Institution	College	University
Professional Exposure	Required	Optional	Optional
Research Capability	Optional	Optional	Required
Creative Work and/or Innovation	Optional	Required	Optional

## ISA Indicators by HEI Type:

### SUPPORT FOR STUDENTS

Indicator	Professional Institution	College	University
Equity and Access	Core	Core	Core
Student Services	Core	Core	Core

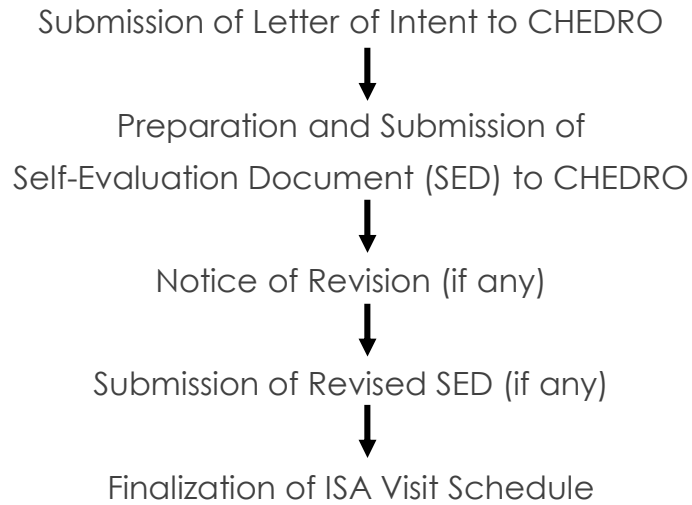
## ISA Indicators by HEI Type:

### RELATIONS WITH THE COMMUNITY

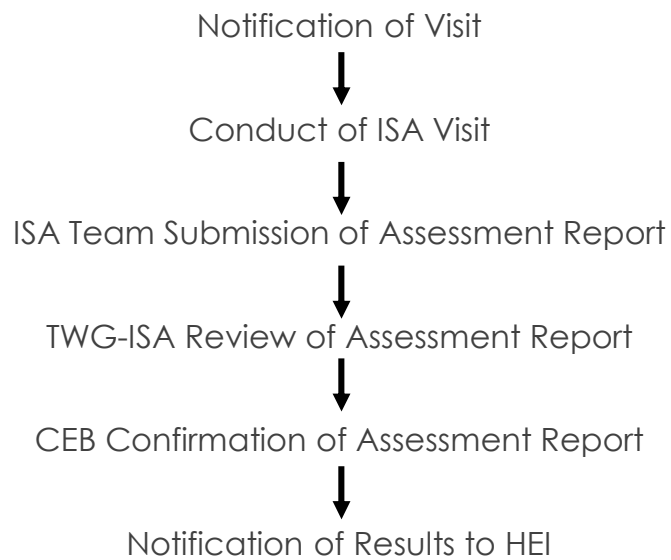
Indicator	Professional Institution	College	University
Relevance of Programs	Core	Core	Core
Networking and Linkages	Required	Indicator	Required
Extension Programs	Indicator	Required	Indicator



## ISA Application Process



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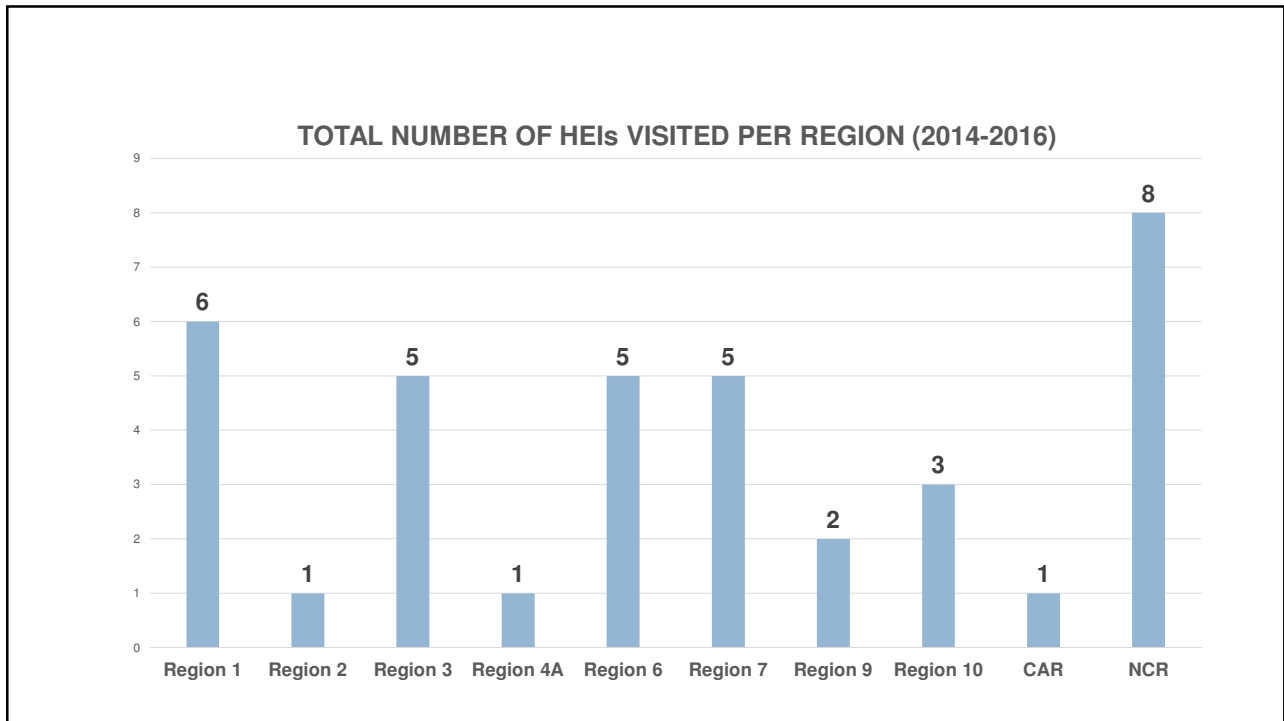
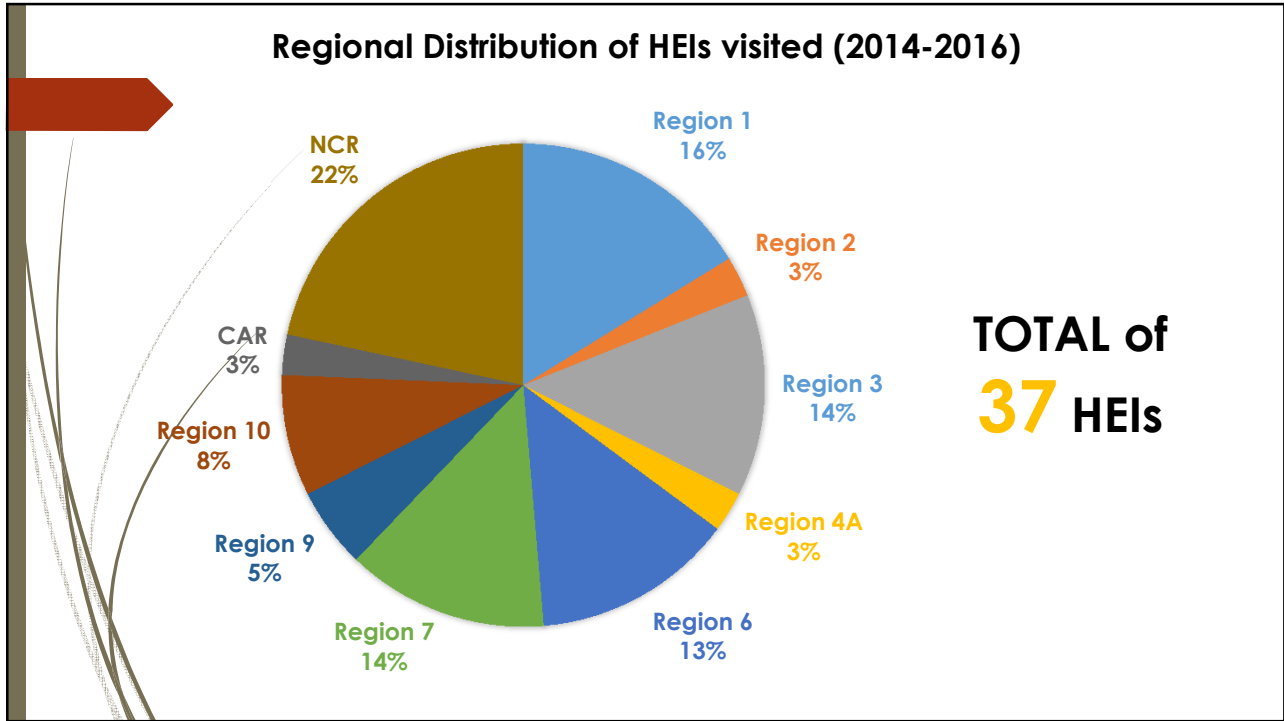
## Benefits of ISA

- ▶ Improvement of the Internal Quality Assurance (IQA) System of the institution.
- ▶ The institution may get points for:
  - ▶ vertical typology (Autonomous and Deregulated Private HEIs)
  - ▶ SUC Levelling (SUCs).
- ▶ The institution may be allowed to offer International Exposure Trips (IET) using the ISA requirement under CMO No. 26, series of 2015. However, the specific requirements still has to be defined by CHED.



## ISA Pool of Assessors

- ▶ CSO No. 67, series of 2014
  - Appointment of 85 Assessors
- ▶ ISA Assessor's Training
  - Additional 70 Potential Assessors trained
  - Evaluation of Potential Assessors is ongoing



## ACTIVITIES FOR 2017

Activities	Status
1. ISA Visits	<ul style="list-style-type: none"> <li>• 6 HEIs confirmed for ISA visit</li> <li>• 8 applications in the pipeline</li> </ul> Target = 10 HEIs
2. Orientation Workshop for CHEDRO Focal Persons for ISA	<ul style="list-style-type: none"> <li>• April 3-4, 2017</li> </ul>
3. ISA Zonal Orientation	Target = 2 <sup>nd</sup> Semester of 2017
4. ISA Mentoring Workshops	Target = 25 HEIs
5. Call for Nomination – 3 <sup>rd</sup> Batch of ISA Assessors	Target = 2 <sup>nd</sup> Semester of 2017

The End