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# **CMO 46, S2012**

**and**

# **ISA**

**Brief Orientation by CHED Caraga, July 25, 2013**

# CMO 46, s2012:

**“POLICY-STANDARD TO ENHANCE QUALITY ASSURANCE (QA) IN PHILIPPINE HIGHER EDUCATION THROUGH AN OUTCOMES-BASED AND TYPOLOGY-BASED QA”**

1. CMO 46 is not a CMO on Typology
2. Outcomes-based=Learning competency-based
3. Outcomes=Learning outcomes
4. Competencies=learning outcomes (e.g. knowledge, thinking/life skills, technical skills, applied in context )
5. Competencies broadly conceived

# What is CMO 46 advocating?

## Multiple but related advocacies:

- *Quality and quality assurance*
- *Competency-based learning standards that comply with existing international standards when applicable*
- *Outcomes-based approach to monitoring and evaluation*
- *Typology-based QA—horizontal and vertical typology*

# Why CMO46?: Mandate of Philippine Higher Education (PHE)

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.**

# Why CMO46?: To address challenges ...

- **ASEAN Economic Community 2015**
- **Recognition of Degrees, Diplomas: UNESCO 2011 Tokyo Convention; ASEM, ASEAN Reference Qualifications Framework; APEC**
- **Quality Online Programs (MOOCs):** disruptive but exciting
- **Increasing employer demand for competent graduates** regardless of degree and type of institution;
- **A slowly maturing market** for educational services;
- **Poverty, inadequate moral compass** etc.

## What is Quality?

**“Alignment and consistency with the institution’s VMG, at exceptional levels, demonstrated by the learning and service outcomes and the development of a shared culture of quality.”**

# What is Quality Assurance?

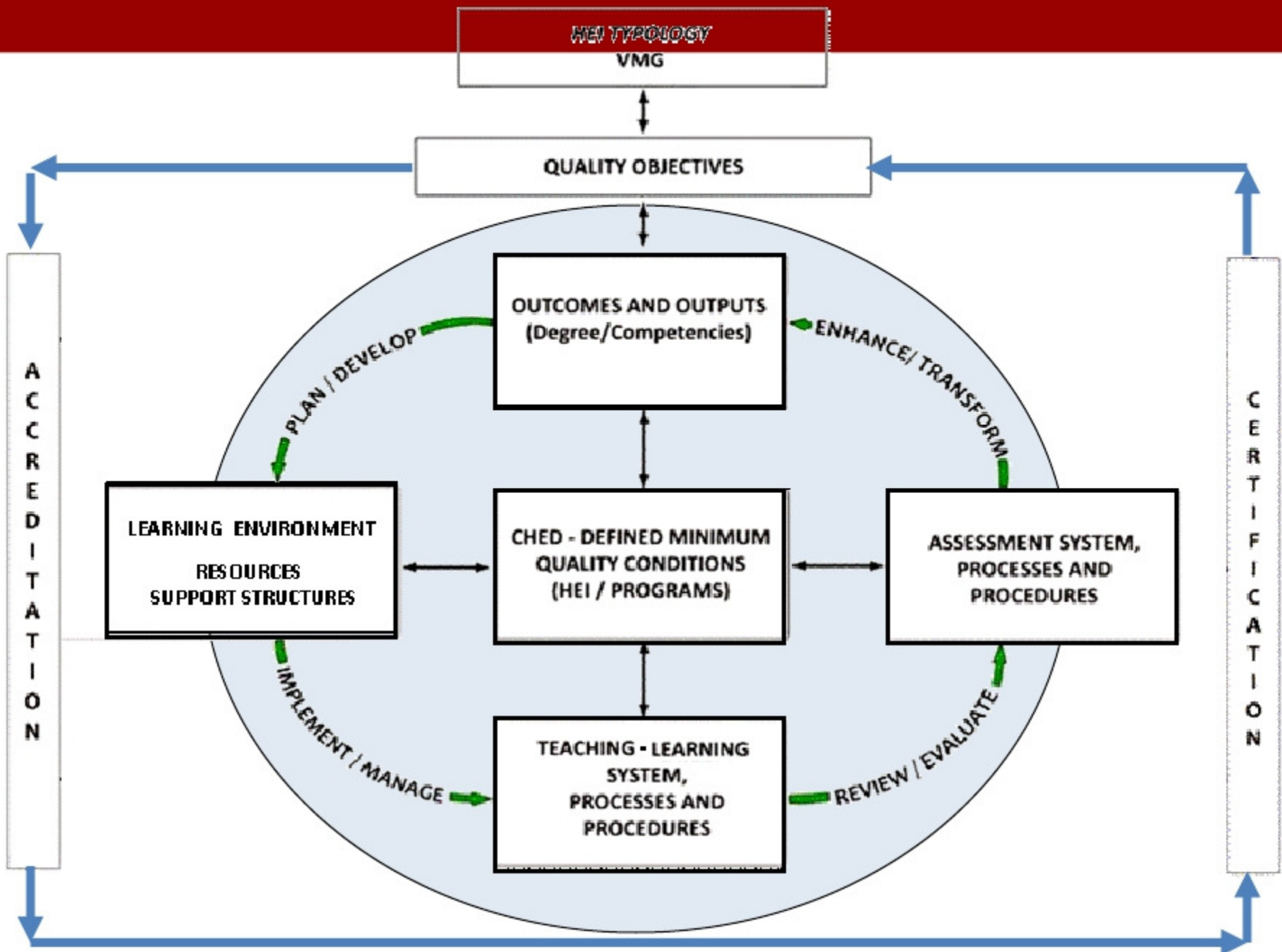
**“Quality assurance is not about specifying the standards or specifications against which to measure or control quality. “**

**✓ 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 .”**

**✓ Provides confidence that the quality requirements will be fulfilled;**

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.



**PROPOSED LOGICAL FRAMEWORK for QUALITY ASSURANCE**  
 TFQA - CHED



# QA: Towards Mature HEIs

- Clear VMG
  - Definition of desired learning outcomes
  - Learning environment
    - Outputs: Program delivery, services
    - Inputs: Human, physical, financial resources; Systems
  - Monitoring and assessment
    - Performance indicators
    - Appropriate instruments
    - Internal and external perspectives
  - Improve and enhance
- 
- Plan
- Do
- Check
- Act

## Two Approaches to Outcomes-based QA

- ✓ Program assessment: evaluation of individual programs that lead to learning outcomes (based on PSGs).
- ✓ An audit of the quality systems of an institution—  
Are internal QA systems in place?

## Outcomes-based QA

- CHED strongly advocates a paradigm shift from inputs-based to outcomes-based quality assurance.
- Inputs are still important to promote and maintain quality in HEIs. **However, in an outcomes-based QA paradigm, inputs may be considered as part of the strategies in achieving the goals of the institution.** The inputs, the approaches, the means or vehicles of implementation are all aspects of strategies that should lead to the goals of the HEI. The level of attainment of outcomes reflect how much of the goals have been met.

## Why typology-based QA

- To help HEIs be more efficient by focusing on their mission and yet achieve excellence;
- To recognize the differences in the roles of professional institutions, universities, and colleges in nation-building and for CHED to be able to deploy its assistance to schools in a more rational, if not optimal, manner.

# Horizontal Typology



Professional  
Institution



College



University



# 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

\*Law is regulated by the Legal Education Board

# Universities

- **Focus:**
  - **To provide highly specialized, trained experts in various technical and disciplinary 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

# 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.**



## VERTICAL TYPOLOGY OF 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**

# VERTICAL CLASSIFICATION:

Criteria for Commitment to Excellence (70%)

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

# VERTICAL CLASSIFICATION:

Criteria for Institutional Sustainability (30%)

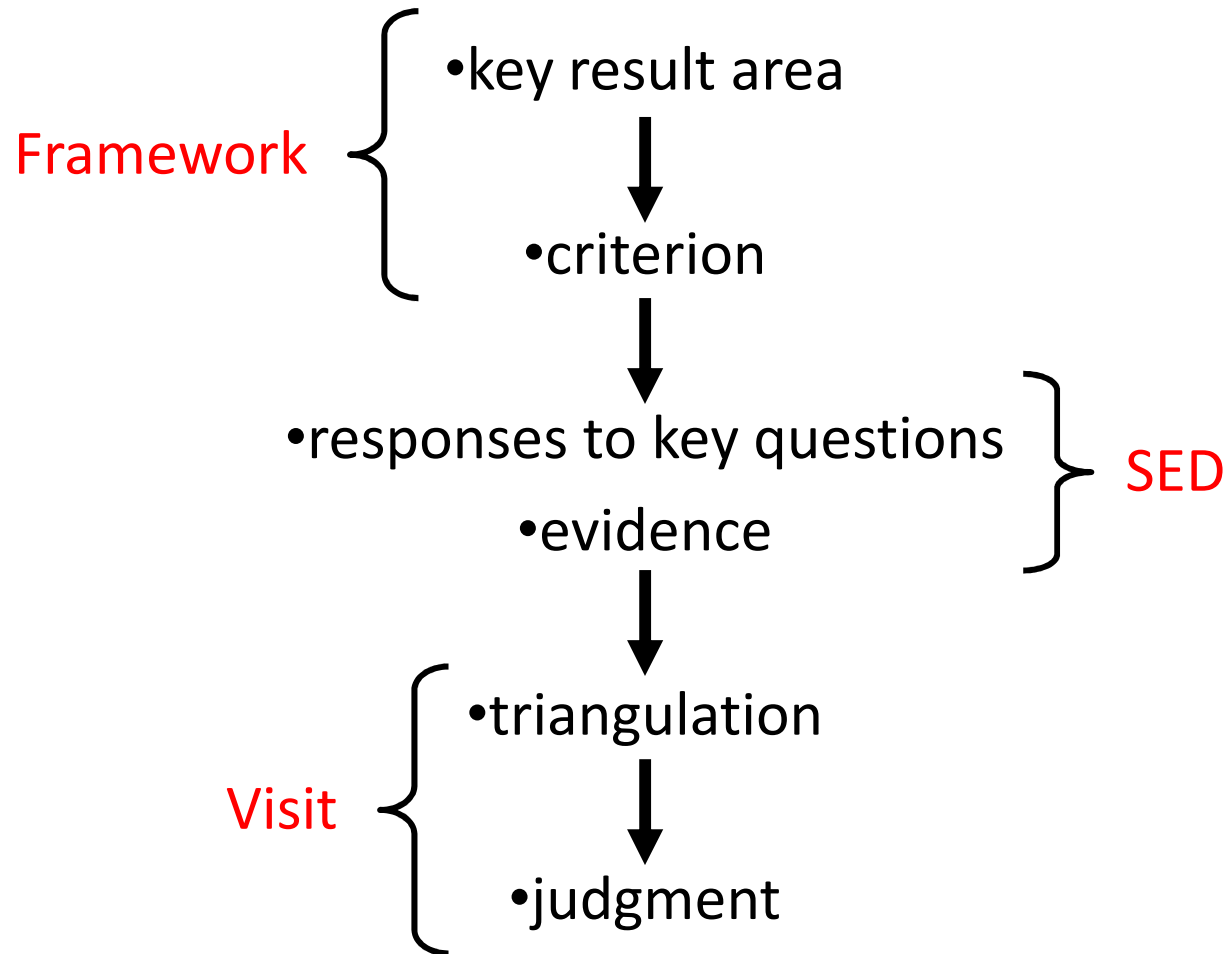
CRITERIA	NO. OF POINTS	MAX POINTS THAT CAN BE AWARDED
<b>Institutional accreditation based on program accred* using instrument for type-based institutional accred</b>	<p>25</p> <p>30</p> <p>Points to be aligned with ISA</p>	30
<b>IQuAME (Categories from 2005-2010)*</b>	<p>Category A: 30</p> <p>Category B: 25</p>	30
<b>ISA</b>	<p>Ave <math>\geq</math> 2.75: 30</p> <p>2.75 &gt; Ave <math>\geq</math> 2.50: 25</p> <p>2.50 &gt; Ave <math>\geq</math> 2.00: 20</p>	30

# VERTICAL CLASSIFICATION

Criteria for Institutional Sustainability (30%)

CRITERIA	NO. OF POINTS	MAX POINTS THAT CAN BE AWARDED
<b>Institutional certification</b>	<b>ISO 2014: 25</b> <b>ISO 9001: 20</b> <b>Six Sigma/Baldrige:</b> <b>Philippine Quality Awards:</b>	<b>25</b>
<b>Add'l evidence (type-based)*</b> <ul style="list-style-type: none"> <li>•Governance &amp; Mgt</li> <li>•Quality of Teaching &amp; Learning</li> <li>•Quality of Professional Exposure/Research/Creative Work</li> <li>•Support for Students</li> <li>•Relations with the Community</li> </ul>	<b>Max 3/key result area</b>	<b>15</b>

# Institutional Sustainability Assessment of the HEI



# KRAs and Core Indicators

- KRA 1: Governance and Management
  - Governance
  - Management
- KRA 2: Quality of Teaching and Learning
  - Setting and Achieving Program Standards
  - Faculty Profile
  - Use of ICT and Learning Resources
- KRA 4: Support for Students:
  - Equity and Access
  - Student Services
- KRA 5: Relations with Community:
  - Relevance of Programs

# KRAs and Other Indicators

- KRA 1: Governance and Management
  - Enabling Features
- KRA 3: Quality of Professional Exposure, Research, & Creative Work
  - Professional Exposure
  - Research Capability
  - Creative Work and/or Innovation
- KRA 5: Relations with Community:
  - Networking and Linkages
  - Extension Programs

# ISA Indicators by HEI Type:

## I. *Governance and Management*

Indicator	Professional Institution	College	University
Governance	Core	Core	Core
Management	Core	Core	Core
Enabling Features	Indic	Indic	Indic



# ISA Indicators by HEI Type:

## *II. Quality of Teaching and Learning*

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

# ISA Indicators by HEI Type:

## *III. Quality of Professional Exposure, Research, and Creative Work*

Indicator	Professional Institution	College	University
Professional Exposure	<b>Req</b>	Indic	Indic
Research Capability	Indic	Indic	<b>Req</b>
Creative Work and/or Innovation	Indic	<b>Req</b>	Indic

# ISA Indicators by HEI Type:

## *IV. Support for Students*

Indicator	Professional Institution	College	University
Equity and Access	<b>Core</b>	<b>Core</b>	<b>Core</b>
Student Services	<b>Core</b>	<b>Core</b>	<b>Core</b>

# ISA Indicators by HEI Type:

## *V. Relations with the Community*

Indicator	Professional Institution	College	University
Relevance of Programs	<b>Core</b>	<b>Core</b>	<b>Core</b>
Networking and Linkages	<b>Req</b>	Indic	<b>Req</b>
Extension Programs	Indic	<b>Req</b>	Indic

# Score Interpretation for Rating Each Indicator

4	The criterion/criteria for the indicator is/are fully met, and its elements are achieved at a level of excellence that provides a model for others.
3	The criterion/criteria for the indicator is/are met, with most elements demonstrating good practice.
2	The criterion/criteria for the indicator is/are met in most respects, but improvement is needed to overcome weaknesses in some elements.
1	The criterion/criteria for the indicator is/are met in some respects, but much improvement is needed to overcome weaknesses.
0	The criterion is not met.

# Dates to Remember

- **January 2014** – Submission of HEI's Horizontal Typology application
  - Note: Instructions will be posted on the Blog, [www.chedcaraga.com](http://www.chedcaraga.com)
- **July 2014** – Start of processing for Vertical Typology

# Announcement p1

- **Zonal Orientation on ISA**
  - August 3, 2013
  - Grand Men Seng Hotel, Davao City
  - Two participants per HEI, pref. the Head and the Quality Assurance in-charge
- Memo posted at the blog, [www.chedcaraga.com](http://www.chedcaraga.com)
- Confirm attendance now or call 342.7483 – Ramil or @ 09177064698
- Or call (02) 441-1254 or email [ched.oqm@gmail.com](mailto:ched.oqm@gmail.com)

# Announcement p2

- All materials to be shared may be downloaded @ <http://downloads.chedcaraga.com>
- **REMINDERS** to HEI that have not submitted the following Reports:
  - 1. PRIVATE HEI PROFILE 2012**
  - 2. PROGRAM CURRICULAR OUTLINE**

*Templates are downloadable at the above site*
- *Keep posted @ [www.chedcaraga.com](http://www.chedcaraga.com) and [www.ched.gov.ph](http://www.ched.gov.ph)*
- *Email us @ [chedcaraga@gmail.com](mailto:chedcaraga@gmail.com)*