INQAAHE PAPER REVISED

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INQAAHE CONFERENCE 2009

The Heading

Theme: New Approaches to Quality Assurance in the Changing World of Higher Education

Sub-Theme: Different approaches to QA and their impact on efficiency, effectiveness and sustainability

The Topic: Paradigm Shift from Program to Institutional Accreditation: The Philippine State Institutions' (AACCUP) Experience

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Audio-Visual requirement: LCD for power point presentation

The Abstract in 250 words

Motivated by the favorable reactions of the prominent educator participants, and the lessons learned at the INQAAHE Conference 2001 in Bangalore, India, after its Founding President and Executive Director, Dr. Manuel T. Corpus presented a paper on "Authority Cum Accountability in Accreditation," the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP), made a study of the various practices of quality assurance in the UK, the Oxford University, the London University at Queen Mary's College etc. After eight years of annual conferences, and regional consultations followed by national and international training, the SUCs were convinced that institutional accreditation is the new scheme to adopt for its efficiency, effectivity and sustainability when applied to the Philippine educational system with 1,736 tertiary institutions, composed of 203 public institutions or 12% of the total number of HEIs in

the country, and 1,523 private or 88%. The paper begins with 1) the conceptualization of the schema, 2) a mini-survey of the Philippines education scenario, 3) the nature and direction of accrediting agencies, 4) the initial steps towards implementation, 5) the launch and **the hoped-for advantages**, 6) **possible future development,** these penultimate two, manifesting the highlights of the paper, and 7) the implications for progressive implementation.

With sufficient arguments exposing the pros and cons of the scheme, the presentation concludes with the hope that what the AACCUP has initiated, as the first accrediting agency in the Philippines to fully explore, develop and utilize institutional accreditation, as a unit of assessment, will be emulated by all government and other   agencies in the country.

The full article

Paradigm Shift from Program to Institutional Accreditation: The Philippine State Institutions' Experience

The Conceptualization of the Schema

The Philippine state institutions' accrediting body, the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP) actually owes its conceptualization and consequent adoption of institutional accreditation as a unit of assessment, to the International Quality Assurance Agencies for Higher Education (INQAAHE).when at the Biennial Conference 2001 in Bangalore, Dr. Manuel T. Corpus, AACCUP Executive Director,   former Board Member of the Asia Pacific Quality Assurance (APQN) and Commissioner of the Presidential Commission On Educational Reform (PCER), presented a paper on "Authority Cum Accountability in Accreditation." Judging by their reactions to the paper, the prominent world-renowned educator participants of the conference, seemed to agree to the hypothesis of the Founding President of AACCUP and member of the Technical Working Group on Quality Assurance organized by the Commission On Higher Education (CHED), that pinpointing accountability by institutions is necessary in a country with a big number of higher education institutions.

A Glance at the Philippine Education scenario

In the Philippines, there are 1,726 higher education institutions, divided into 203 public institutions which constitute 12% of the total number of HEIs in the country, and 1,523 private, or 88% of the total HEI population.

Of the 203 public schools, 110 are State Universities and Colleges (SUCs), the clientele of AACCUP. Of these 110 SUCs, 101 or 92% are members of AACCUP; and among the 101 members, 95 are with accreditation while 6 have none yet. The total picture of SUCs then as far as involvement in AACCUP is concerned is: 101 members or 92% of the total number of SUCs; and 9 non-members, 8%.

With so large a number of HEIs, the government should be spending so much for education. Unfortunately, the Philippines has the lowest budget allotted for education. Malaysia has 6.2 of its Gross Domestic Product spent for education; Thailand, 4.2%; Indonesia; 3.6%; Japan, 3.5%; Korea, 3.1%; and the Philippines, a measly 2.5%.

<u>The nature and direction of the accrediting agencies</u>

As of this writing, only one of the five accrediting agencies in the Philippines has yet fully utilized institutional accreditation as a unit of assessment, and this on a very limited scale.

The history of accrediting agencies in the Philippines manifests the different directions the agencies have been into. In the past, all accrediting agencies were under one umbrella: the Federation of Accrediting Agencies of the Philippines (FAAP). Thus, FAAP was composed of Philippine Association for Accreditation of Schools, Colleges and Universities (PAASCU-1957); Philippine Association of Colleges and Universities-Commission On Accreditation, (PACU-COA-1974; Association of Christian Schools, Colleges and Universities-Accrediting Agency Inc., (ACSCU-AAI-1976); and Accrediting Agency of Chartered Colleges and Universities in the Philippines, (AACCUP-1987).

1970

FAAP

PAASCU | **PACU-COA** | **ACSCU-AAI** | **AACCUP**

1957   1974   1976   1987
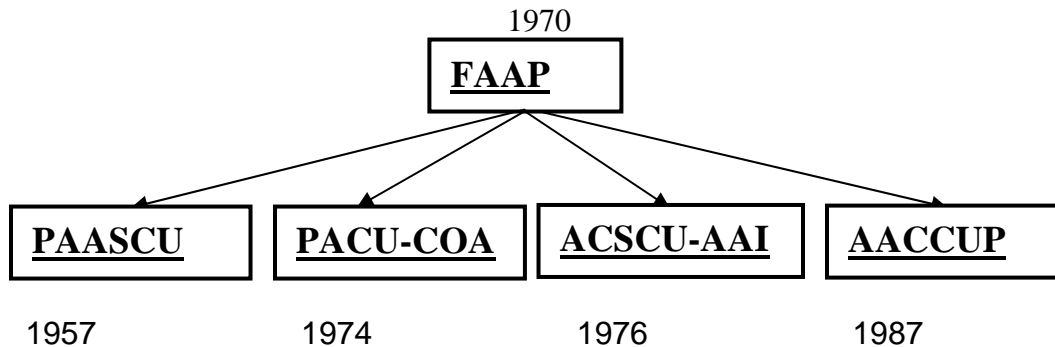
Realizing however their varied organizational interests and aspirations, specially in the case of the private schools side by side with the public schools, the agencies parted ways for good. The public schools formed their own federation in this wise: NNQAA (2005) as umbrella organization of government-supported schools, - AACCUP (1987) for State Universities and Colleges (SUCs), and ALCU –COA (2004) for local universities and colleges (LUCs)

2005

NNQAA

AACCUP   **ALCU-COA**

1987   2004
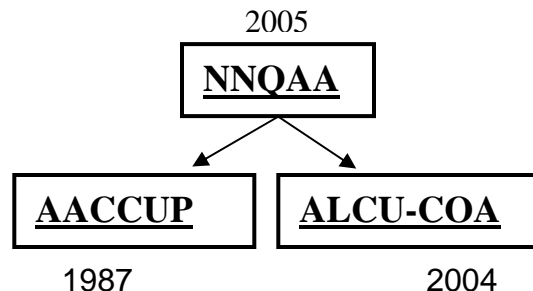
The Commission On Higher Education, claims in its 2008 publication, "Higher Education for Global Competitiveness" that only 388 or 19% of HEIs have accredited programs.

As for AACCUP, 488 programs were awarded, certified by the NNQAA and duly recognized by CHED for the Year 2008 alone. Over the past 16 years, from September 15-17, 1992, the first recorded external accreditation visit conducted by AACCUP, until December 2008, a total of 3,255 on-site visits was conducted. Of this number, 1,310 programs or 40.62 of the programs evaluated in 95 SUCs, were granted various levels of

accreditaation status.

The initial steps towards implementation

Drawing from the good lessons of the 2001 INQAAHE Conference in Bangalore, the AACCUP Board authorized the conduct of a study on the efficiency, effectivity and sustainability of institutional accreditation, with Dr. Corpus as the lead. This included orientation and conferences at the UK Quality Assurance Agency; the Oxford University for insights in their experiences in external quality assurance and internal assessment system; the London University at Queen Mary's College for a review of their experiences as an accredited institution particularly for the actual conduct of institutional accreditation.

After sufficient international exposure on the issue, the team comparing the two models of assessment gave as strong points of program accreditation, the advantage of being well-focused, and looking into details, as it reviews only a small unit. However, "it is too fragmented, and in a country with over a thousand institutions, it would take many years, perhaps even a century to accredit all programs even in just one cycle." In the United States, Russia and specially India, with 388 universities, many more colleges and millions of students, the scheme is impractical, as it is in the Philippines.

Meanwhile, program accreditation continues its hold on accreditation as a unit of assessment in the country. No accrediting agency in the Philippines has yet fully utilized the scheme in full scale. The AACCUP on the other hand vigorously pursues its moves to adopt institutional accreditation as a unit of assessment. After the 2001 study team output entitled "Toward a Relevant Model of Quality Assurance: Redesigning the Current System", the theme of its annual conferences, has always revolved around institutional accreditation. Thus, "Institutional Accreditation: A Shift to a More Relevant Model for SUCs," in 2002; "AACCUP Accomplishments, Issues and Prospects," with "Institutional Accreditation: Top Agenda Item" banner-headlined in the Newsletter of 2003;

"Institutional Accreditation: Past Present and Trends", in 2004   "Go for Institutional Accreditation" in 2005; "Be Institutional, Go Global, in 2006; and "Institutional Accreditation: Enhancing the Quality of Institutions" for 2008. 2007, had "Twenty Years of Accreditation: Trials, Tribulations and Triumph," for a theme due to the 20th anniversary celebration, but this was immediately followed by a "Seminar-Workshop on the Preparation of Institutional Accreditation Evaluation Instruments" a day after the national conference.

<u>The launch and the hoped-for advantages</u>

In its 21st Annual National Conference of 2008, the agency launched the adoption of Institutional Accreditation amidst the cheers of participating SUCs which were now partially convinced of the advantages of the new scheme. The major benefits considered follow:

1) Usefulness and relevance to major stakeholders such as –

   a. the government
      • most applicable to state-funded institutions, the SUCs
      • in legislative budgetary hearings, legislators ask for the accreditation level of the whole SUC and not the individual programs

   b. students
      • students claim rights and privileges from institutions and not from programs
   c. employers
      • prospective employers ask for referrals not from individual programs/units but from institutions

   d. aid-granting institutions, donors, foundations
      • commitment and accountability are demanded from the recipient of the assistance, – the INSTITUTION – and NOT from individual programs.

2) More accurate indicator of quality of education
      • entry requirements
      • for a school to be qualified for institutional accreditation, at least 75% of its programs should be accredited.
      • unaccredited programs may be evaluated during the institutional accreditation visit.

3) More appropriate for
      • countries with many HEIs
      • more advanced educational systems.

4) Faster
      • the institution concerned has had its programs already evaluated

- the institution is taken as a whole with no more minute details assessed, having been taken care of, during program accreditation.

5) Encourages institutions to demonstrate continuous improvement in all programs offered, services provided, and activities undertaken, and avoids confining to only a few pockets of improvements;

6) Enables institutions to achieve recognition, and an enhanced status along general administration and services, instruction, research, extension and resource generation and management; and profit from the synergism of each; and

7) Motivates institutions in their respective totality to aspire for and work towards global competitiveness.

2009 has been billed as the year for implementation. On Febraury 16-17, the AACCUP held its 22nd Annual National Conference with the theme "Pushing Forward the 2009 AACCUP Drive for Institutional Accreditation". The two-day conference had for its main feature, the familiarization of the concept, criteria, instruments, the pre-accreditation requirements, procedures and dynamics of institutional accreditation. This will be followed by a hands-on experience in conducting a pilot accreditation survey visit. The pilot-testing of the new scheme will be conducted in one of the five SUCs which have submitted their intent to embrace institutional accreditation and volunteered to act as an academic "guinea pig", for the new experiment. With almost 7 years of preparations, - from the encouraging experiences at the INQAAHE Conference 2001 in Bangalore, to the exposure to practices in foreign institutions, to the present initial implementation for 2009, it is hoped that the transition from program to institutional accreditation, the first among SUCs in the country, will prove to be a dynamic tool for the propagation of an effective, efficient and sustainable unit of assessment to be appreciated, and later emulated by all accrediting agencies in the country.

Possible future development

As AACCUP goes about the initial steps in the new scheme, current events in both the national and regional academic zones of Asia, augur well for the progressive implementation of institutional accreditation, to wit:

1) Establishment of an institution-based quality assurance mechanism by the CHED – "Institutional Quality Assurance through Monitoring and Evaluation" (IQUAME).
   While IQUAME is not an accrediting agency being an arm of the Commission which evaluates, recognizes and monitors accrediting agencies in accordance with CMO No. 01, s. 2005, it is concerned with "the overall strategic operation of an institution in its entirety." This is a part of the monitoring and supervisory functions of the CHED under Republic Act No. 7722. (An Act Creating the Commission On Higher Education …….) Specifically, the IQUAME is partially utilized to assist in the-

a) grant of "Autonomous and Deregulated Status for Private Higher Education Institutions."
The grant is "aimed at recognizing private HEIs that have consistently shown exemplary performance in instruction, research, and extension services, and directed towards rationalizing supervision of private HEIs through progressive deregulation."

b) Inputs to "CHED PSG for University Status."
The PSGs for the grant of University Status for deserving HEIs have requirements for degree programs (Undergraduate and graduate) – **accreditation**, instruction, research, extension services, faculty etc.

Again, in the evaluation of the institution's eligibility for university status, IQUAME looks into the institution as a whole and not just into the individual programs.
Thus, through the IQUAME institutional approach to monitoring and evaluation, AACCUP's institutional accreditation drive for 2009 finds some identity, and more relevance and appropriateness in the HEI universe..

2) Executive Order No. 705A issued by the President of the Republic of the Philippines on April 10, 2008 E.O. 705A provides for the creation "of a Coordinating Council for Accreditation," composed of a CHED Commissioner as Chairman, and representatives from the five existing agencies - AACCUP, ALCU-COA, ACSCU-AAI, PAASCU, and PACU-COA.
Among others, the CCA is tasked to "formulate a common set of standards, procedures, and instruments for accreditation."
It is opined that if CHED will pursue the formulation of a common set of standards, which more or less is presently obtaining, albeit partially, in program accreditation under CMO No. 01, s. 2005, even as it gives autonomy and deregulation to deserving HEIs, such a commonality will find more meaning in institutional accreditation.

3) Establishment of an "ASEAN Quality Assurance Network" (AQAN)
With Quality Assurance as the key element of its project of "Harmonization of Higher Education and Quality Assurance," the SEAMEO RIHED and the Malaysian Qualifications Agency (MQA) have been coordinating to establish the ASEAN Quality Assurance Network (AQAN) from early 2008. The 1st meeting held on July 2008, resulted in the Kuala Lumpur Declaration of the AQAN which spelled out its role in promoting the harmonization process, to wit:
- share best practices of QA
- develop an ASEAN QA framework
- collaborate on capacity building
- facilitate recognition of qualifications and cross border mobility

It is believed that development, collaboration and facilitation of recognition of qualifications would be more possible of fulfillment in a single-shot institutional accreditation schema, rather than in the multi-faceted program evaluation.

The 2nd AQAN Roundtable Meeting will be held during 21-22 March 2009 in Bangkok, Thailand on the topic "Assessors: Current Practices and the Next Step".
Without presuming so much, it is speculated that experienced assessors will agree that institutional accreditation is the moré relevant and appropriate tool for countries with many HEIs.

The 3rd Meeting of the Director General/Secretary General/Commissioner responsible for Higher Education agreed that there should be further coordination with the AQAN in developing the ASEAN Quality Assurance Framework and the Regional Qualification Framework.

Implications to progressive implementation

With these events in tow, it is speculated that AACCUP's moves to push forward institutional accreditation will be more enhanced for the following reasons:

a) CHED has always maintained that "IQUAME is different from but complementary to the program accreditation carried out by the accrediting bodies. Program accreditation is concerned with the outcome of individual programs. IQUAME is concerned with the overall strategic operation of an institution in its entirety."

   The AACCUP, through the paper "Complementation of Program and Institutional Accreditation", presented during the 22nd AACCUP Annual National Conference on February 16-17, 2009, by its Founding President and Executive Director, Dr. Manuel T. Corpus, has maintained that "accreditation by program will continue. It is focused and it is the basis for the grant of some benefits. Institutional Accreditation however is more appropriate in countries with many HEIs, like the Philippines."
   To illustrate a few common items in the two bodies, the IQUAME evaluates "Governance and Management", "Support to Students", and "Management of Resources";   AACCUP has the same indicators of "Governance and Management", "Support to Students", and "Management of Resources";
    IQUAME looks into "Relations with the Community", "Quality of Research and Teaching"; AACCUP similarly assesses "Extension, Consultancy and Linkages," and "Research" and "Teaching and Learning," in institutional accreditation.

b) E.O. 705A creating a CCA stipulates for a "common set of standards……."
   The five accrediting agencies are already following a common set of standards like the levels of accreditation, the process of seeking CHED recognition through the umbrella federation, the validity/duration of levels of accreditation etc.

More commonality will ensue if they embrace Institutional Accreditation as complementary to Program Accreditation.

c) The SEAMEO RIHED establishment of AQAN ensuing from its project of "Harmonization of Higher Education and Quality Assurance," spells out AQAN's role in the Kuala Lumpur Declaration, as sharing best practices of QA. This will necessarily reveal that for countries with numerous HEIs such as the US, Russia and India, Institutional Accredition is the most practical unit of assessment to utilize.

d) This INQAAHE Conference 2009.
With the theme "New Approaches to Quality Assurance in the Changing World" and the Sub-Theme, "Different Approaches to QA and their impact on efficiency, effectiveness and sustainability," quality assurance bodies will present their theories and practices, many of which are expected to border on institutional accreditation. The world-wide expositions on the scheme will surely enhance the chances for success of the recent adoption and subsequent implementation of the complementary unit of assessment by the state institutions of the Philippines through the AACCUP.

In conclusion, it may be said that what began for AACCUP as an INQAAHE-inspired/motivated concept in 2001, has materialized, has become more enriched and has flourished, again through the sharing of experiences, of world-wide best practices in quality assurance strategies, in this INQAAHE 2009 assembly of world quality assurance stakeholders.

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