

Institutional and Program Self-Evaluation (IPSE): Towards Institutional Sustainability Assessment (ISA)

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Abstract—Over the past years, quality assurance processes in education have become increasingly common and are steadily gaining in importance in all public and private higher education institutions. This, in turn, has brought about calls for greater accountability on the part of educational providers in measuring outputs or outcomes through quality assurance processes. Presently, the NONESCOST is continuously pursuing its quest for quality education as manifested by its International Certification on ISO 9001 and AACUP Accreditation. With the recent challenge for all private and public HEIs on Institutional Sustainability Assessment (ISA), NONESCOST is taking its first step. Hence, this study was undertaken to ascertain the extent of compliance of the College to the Key Result Areas (KRAs) of ISA and its significant difference and relationship. Descriptive method was used in the study using the Self-Evaluation Document (SED) of the CHED-ISA administered to the College Officials and employees using purposive sampling technique. The study revealed that NONESCOST is greatly compliant as a whole and as to the five KRAs but the indicators were not fully met at a level of excellence that can be a model for others. A significant difference exist at 0.05 level for KRA1-Governance and Management, KRA2-Quality of Teaching and Learning, KRA3-Quality of Professional Exposure, Research and Creative Work, and KRA5-Relations with the Community. Further, no significant relationship exists between Governance and Management to; KRA2, KRA3 and KRA5 while a significant relationship exist between Governance and Management and KRA4: Support for Students.

Keywords—Quality Assurance, Institutional Sustainability Assessment, Internal Quality Assurance, Key Result Areas.

I. INTRODUCTION

Quality Assurance has been gauged as a way higher education system, university or discipline monitors and

assures the development of graduate attributes as one of the most influential drivers of effective implementation. The development, by graduates, of the types of abilities described as graduate attributes (GA), is perceived by many in universities and government agencies to be an important and useful outcome indicator of quality education.

With the exception of some disciplines which have already moved towards outcomes-based accreditation requirements, a relatively narrow range of quality assurance strategies is used about graduate attributes in some universities or colleges. Central to many institutional Quality Assurance (QA) strategies is the conduct of regular curriculum audit or mapping. This typically includes checking and verifying the provision of core “generic attributes” subjects or the mapping, based on the inclusion of GA in the teaching and assessment of subjects in the course curriculum. Hence, the focus of report QA strategies can range from claims of inclusion in subject learning outcomes, claims of inclusion in the curriculum, and claims of inclusion in assessment criteria or tasks.

According to Church [1] quality assurance is not about specifying the standards or specifications against which to measure or control quality. Rather, QA is about ensuring that there are mechanisms, procedures, and processes in place to ensure that the desired quality, however, defined and measured, is delivered.

Ruiz and Sabio [2] recognize quality assurance as the process of verifying whether products or services meet or exceed customer expectations. It is a process driven approach with specific steps to help define and attain goals. A quality assurance system in the case of university/college is said to increase student confidence and the university/college’s credibility as provider of quality services to improve processes and efficiency and to enable a university/college to better compete with others. Quality assurance must become essential part of institutional management and planning. Higher education is changing

and quality assurance processes must change with it, or become irrelevant. It is a process that takes time. Lemaitre [3] cited that quality assurance must be done with HEIs, learning to trust them and to help them improve themselves. Higher education exerts considerable influence on the larger society. The concern for quality in the Philippine Higher Education is enunciated in the Section 1 of Article 14 of the 1987 Philippine Constitution [4] which provides that “the State shall protect and promote the right of all citizens to quality education at all levels”. The enactment of Republic Act 7722 [5], otherwise known as the Higher Education Act of 1994 created the Commission on Higher Education (CHED) and directed it to promote and support higher education in the country. It further mandates CHED to monitor and evaluate performance of programs and institutions of higher learning.

According to Lagrada [6] it is the declared policy of the Commission to support and value the significant role of higher education institutions, academic community, and other stakeholders in establishing a quality assurance system for higher education sector. Institutional monitoring and evaluation for quality assurance is deemed complementary to accreditation.

The CHED 2009 Annual Report [7] mentioned that the Institutional Quality Assurance through Monitoring and Evaluation (IQuAME) which was issued through CHED Memorandum Order Nos. 15 and 16 [8], series of 2005 is a mechanism for monitoring and evaluating the outcomes of the programs, processes and services of higher education institution in the key area of quality of teaching and learning as supported by the governance and management, support students, relations with community and management of resources [2].

According to Castañeda [9] the IQuAME looks at the effectiveness of the institution in its entirety, particularly, the development of an institutional system that ensures the quality and standards of programs. IQuAME is a flagship program of CHED aimed at enhancing educational institution's capacity in designing, delivering and managing its programs and services, identify its areas for reform and intervention and ensure that quality learning outcomes are responsive to changing domestic needs and comparable to international standards.

In the Philippines, the Commission on Higher Education Strategic Plan 2011-2016 [10] highlights a program for quality and standards whose projects include setting and enforcement of Policies, Standards and Guidelines (PSGs) for academic programs, monitoring of compliance and phase out/closure of non-compliant programs, IQuAME, and accreditation. Likewise, CHED Memorandum Order

No. 46, series of 2012 [11] on “Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology Based QA” was issued and implemented to private and public HEIs in the country to enhance quality assurance system of Philippine higher education through learning competency-based system of quality assurance that is differentiated by type of HEI.

It should be noted, however, that any internal QA system begins with the HEI's identity and commitment to enter a quality cycle of planning, implementing, reviewing, and enhancing programs, projects, and activities. The plan-do-check-act cycle or the Dehming Cycle is applied to the HEI's capacity to; 1) translate vision, mission, and goals into desired learning outcomes, 2) establish the proper learning environment (implementation of teaching-learning systems as well as support processes and procedures), 3) review against performance indicators and standards defined in the assessment system, and 4) enhance programs and systems. With the challenge on Institutional Sustainability Assessment (ISA) to higher education institutions, NONESCOST is on the go and ready to embrace change. Hence, this study was undertaken to ascertain the extent of compliance of NONESCOST to the indicators or parameters of ISA.

II. STATEMENT OF THE PROBLEM

The purpose of the study was to ascertain the extent of compliance of NONESCOST to Institutional Sustainability Assessment parameters and indicators.

Specifically, the following problems were pursued by the study; what is the extent of compliance of NONESCOST to horizontal typology based QA when taken as a whole and when categorized as to Key Results Areas (KRAs) as; Governance and Management, Quality of Teaching and Learning, Quality of Professional Exposure, Research and Creative Work, Support for Students, and Relations with the Community; is there a significant difference on the extent of compliance categorized as to KRAs; is there a significant relationship on the extent of compliance between Governance and Management to; Quality of Teaching and Learning, Quality of Professional Exposure, Research and Creative Work, Support for Students, and Relations with the Community, and based on the findings of the study, what intervention is recommended.

HYPOTHESIS OF THE STUDY

There is no significant difference on the extent of compliance of NONESCOST to horizontal typology based QA when taken as a whole and when categorized as to Key

Results Areas (KRAs) and there is no significant relationship on the extent of compliance between Governance and Management to; Quality of Teaching and Learning, Quality of Professional Exposure, Research and Creative Work, Support for Students, and Relations with the Community, at 0.05 level of significance.

III. METHODOLOGY

The descriptive method was used in the study since this primarily aims to ascertain the extent of compliance of NONESCOST to CHED-ISA's Horizontal Topology Framework using the standardized Self-Evaluation Document (SED) questionnaire.

Desk research was also used to hunt out information published by entities that are relevant to the study. The data available in published form were accessed from the Internet, Public Library, Foreign and Local Journals, Researches and other compiled sources. Similarly, field research was also used in the study because it involves fieldwork in collecting primary data.

Evaluation and Respondents of the Study

The respondents of the study were the vice presidents, directors, deans and chairpersons, internal accreditation body/members, internal quality auditors, program or academic coordinators, research coordinators, extension

coordinators, unit heads and the support to operation personnel. These respondents were selected since they have the good grasp of the operations of the college in relation to systems and processes or mechanisms in the performance of their functions, duties and responsibilities to the school. Table 1 below is the summary of respondents.

Table.1. Summary of Respondents of the Study

Categories	Population	Sample Size	%age
VPAA	1	1	2
Directors	5	5	7
Deans/Chairpersons	9	9	16
IAB	11	11	19
IQA	1	1	2
Program/Academic Coordinators	3		5
Research Coordinators	9	9	16
Extension Coordinators	9	9	16
Unit Heads/Support to Operations	10	10	17
Total	58	58	100

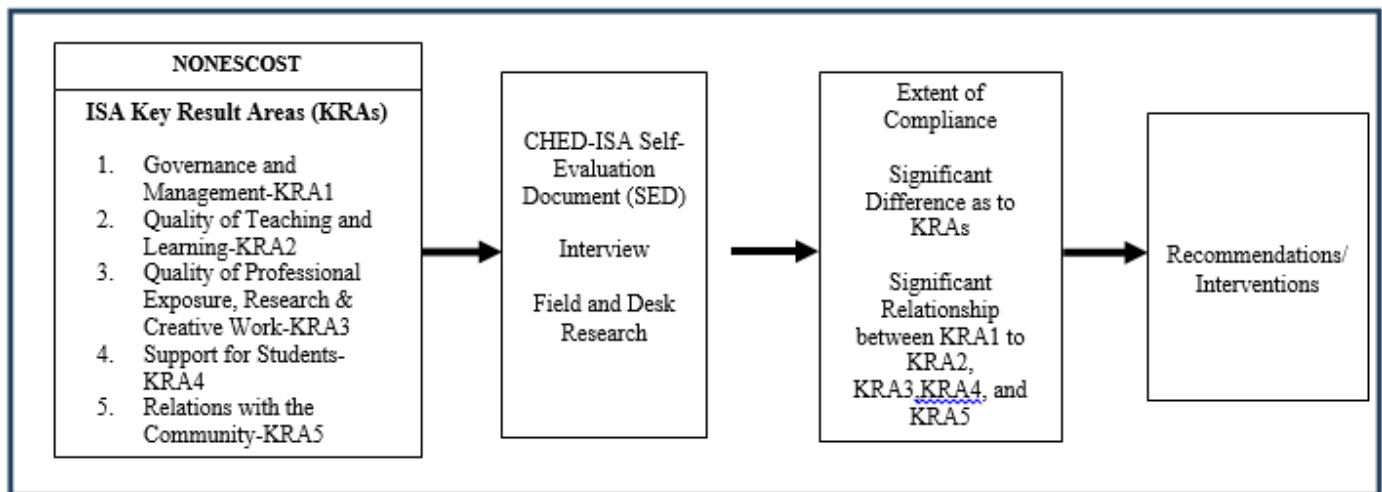


Fig.1: Schematic Diagram Illustrating the Conceptual Framework of the Study

The researcher used purposive sampling technique in determining the sample size of the study. This sampling was used since it has direct and substantial bearing to the KRAs, parameters and indicators of the ISA. To achieve the objectives set forth under the statement of the problems, the researcher adopted the following instruments and/or strategies in the collection of data; CHED-ISA SED, interview, field and desk research and observation.

The Self-Evaluation Documents (SED) questionnaire has five (5) key result areas such as; KRA1-Governance and Management; KRA2-Quality of Teaching and Learning; KRA3-Quality of Professional Exposure, Research and Creative Work; KRA4-Support for Students; and KRA5-Relations with the Community. Core, required, and optional indicators in all KRAs including parameters of evaluation are also provided. Each item is rated in a scale of

0, 1, 2, 3, and 4 where 0-means the criterion/criteria is/are not met, 1- the criterion/criteria for the indicator is/are met in some respects, but much improvement is needed to overcome weaknesses, 2- the criterion/criteria for the indicator is/are met in most respects, but improvement is needed to overcome weaknesses in some elements, 3- the criterion/criteria for the indicator is/are met, with most elements demonstrating good practice, and 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.

The SED questionnaire was personally distributed and administered by the researcher to the respondents. These respondents were given adequate time to answer the questionnaire. Instructions are stated in the questionnaire for the respondents to completely and thoroughly answer each item. Since the respondents are all professionals, it is deemed that all items are answered. After a week or two the researcher personally retrieved the accomplished questionnaires and have it ready for tabulation and analysis. An interview with the administrators of the four-fold functions of the college and observation of the school system, processes and mechanisms were also done to assess the schools' operations and implementation. The actual observation also validated the responses of the respondents on the items stipulated in the questionnaire.

After the data were collected the researcher processed it into an order and form that allows statistical tabulation and facilitates analysis and interpretation. The hypotheses postulated for the problems formulated in the study were tested in the following manner.

Data Processing and Statistical Treatment

To determine the extent of compliance of NONESCOST to horizontal typology based QA when taken as a whole and when categorized as to Key Results Areas (KRAs), the mean was used. On the other hand, to determine the significant difference on the extent of compliance categorized as to Key Results Areas (KRAs), the ANOVA

was used. Likewise, to determine the significant relationship on the extent of compliance between Governance and Management to; Quality of Teaching and Learning, Quality of Professional Exposure, Research and Creative Work, Support for Students, and Relations with the Community, the Pearson R Correlation Coefficient was used.

IV. RESULTS AND DISCUSSION

The implementation of QA mechanisms are geared towards addressing the needs of the stakeholders for quality services towards the delivery of academic and non-academic services. That while educational institutions implement QA system and processes it should also ensure that these system and processes lead to the attainment of the organizational outcomes, in particular and the attainment of the national development goals, in general. Table 2 shows the mean and verbal interpretation on the extent of compliance of NONESCOST to horizontal typology-based QA when taken as a whole and when categorized as to KRAs.

Table.2: Mean and Verbal Interpretation on the Extent of Compliance of NONESCOST to Horizontal Typology-Based QA when taken as a whole and when categorized as to KRAs.

CHED-ISA KRAs	Mean	Std. Deviation	Verbal Interpretation
Governance and Management	2.70	.16180	Greatly Compliant The criterion/criteria for the indicator is/are met, with most elements demonstrating good practice.
Quality of Teaching and Learning	2.64	.17676	
Quality of Professional Exposure, Research and Creative Work	2.59	.14193	
Support for Students	2.65	.24531	
Relations with the Community	2.71	.13414	
As a Whole	2.66		

Table.3: Significant Difference on the Extent of Compliance of NONESCOST to the Key Results Areas (KRAs) of Horizontal Typology-Based QA.

(I) KRA's	(J) KRA's	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Governance and management	quality of teaching and learning	.05700*	.02687	.035	.0041	.1099
	quality of prof exposure research and creative work	.10787*	.03426	.002	.0404	.1753
	support for students	.04128	.03296	.211	-.0236	.1062
	relations with the community	-.01672	.03789	.659	-.0913	.0579
quality of teaching and learning	governance and management	-.05700*	.02687	.035	-.1099	-.0041
	quality of prof exposure research and creative work	.05087	.03346	.130	-.0150	.1167
	support for students	-.01572	.03213	.625	-.0790	.0475
	relations with the community	-.07372*	.03717	.048	-.1469	-.0006
quality of prof exposure research and creative work	governance and management	-.10787*	.03426	.002	-.1753	-.0404
	quality of teaching and learning	-.05087	.03346	.130	-.1167	.0150
	support for students	-.06658	.03852	.085	-.1424	.0092
	relations with the community	-.12458*	.04281	.004	-.2089	-.0403
support for students	governance and management	-.04128	.03296	.211	-.1062	.0236
	quality of teaching and learning	.01572	.03213	.625	-.0475	.0790
	quality of prof exposure research and creative work	.06658	.03852	.085	-.0092	.1424
	relations with the community	-.05800	.04178	.166	-.1402	.0242
relations with the community	governance and management	.01672	.03789	.659	-.0579	.0913
	quality of teaching and learning	.07372*	.03717	.048	.0006	.1469
	quality of prof exposure research and creative work	.12458*	.04281	.004	.0403	.2089
	support for students	.05800	.04178	.166	-.0242	.1402

*. The mean difference is significant at the 0.05 level.

The study revealed that NONESCOST is greatly compliant to horizontal typology-based QA as a whole and in the five KRAs. While it showed that it meets the criterion/criteria for the indicator it reflects that the criteria for the indicators are not fully met and that its elements are not achieved at a level of excellence that provides a model for others. Hence, QA mechanisms should be revisited, evaluated, and

improved to ensure full compliance. Further, these QA mechanisms should be considered for convergence such that it cut across all levels of the organizational processes and units.

The QA mechanisms allow HEIs to streamline processes as it provides control to ensure that non-conforming processes or services are reviewed and evaluated for effectiveness.

Table 3 showed the significant difference on the extent of compliance of NONESCOST to the five KRAs of horizontal typology-based QA. The study revealed that a significant difference exist at 0.05 level for the four key results areas, namely; Governance and Management, Quality of Teaching and Learning, Quality of Professional Exposure, Research and Creative Work, and Relations with the Community. It is at this instance where HEI should consider the intertwining mechanisms approach to ensure consistency of quality assurance systems or processes across different functions.

The success of the implementation of any Quality Assurance mechanisms is sometimes attributable to the kind of governance, management and support the educational institutions have to its academic and non-academic services and/or functions, if not often times.

Hence, it is necessary to underpin if indeed there is causal-effect relationship between governance and management to other KRAs.

Table 4-7 showed the significant relationship on the extent of compliance between Governance and Management to; Quality of Teaching and Learning, Quality of Professional Exposure, Research and Creative Work, Support for Students, and Relations with the Community.

The study revealed that no significant relationship exist between Governance and Management to; Quality of Teaching and Learning, Quality of Professional Exposure, Research and Creative Work, and Relations with the Community. While a significant relationship exist between Governance and Management and Support for Students at 0.05 level.

Table.4: Significant Relationship between Governance and Management and Quality of Teaching and Learning

		governance and management	quality of teaching and learning
governance and management	Pearson Correlation	1	-.090
	Sig. (2-tailed)		.424
	N	81	81
quality of teaching and learning	Pearson Correlation	-.090	1
	Sig. (2-tailed)	.424	
	N	81	94

Table.5: Significant Relationship between Governance and Management and Quality of Professional Exposure, Research and Creative Work

		governance and management	quality of professional exposure, research and creative work
governance and management	Pearson Correlation	1	-.197
	Sig. (2-tailed)		.223
	N	81	40
quality of professional exposure, research and creative work	Pearson Correlation	-.197	1
	Sig. (2-tailed)	.223	
	N	40	40

Table.6: Significant Relationship between Governance and Management and Support for Students

		governance and management	support for students
governance and management	Pearson Correlation	1	.296*
	Sig. (2-tailed)		.048
	N	81	45
support for students	Pearson Correlation	.296*	1
	Sig. (2-tailed)	.048	
	N	45	45

*. Correlation is significant at the 0.05 level (2-tailed).

Table.7: Significant Relationship between Governance and Relations with the Community

		governance and management	relations with the community
governance and management	Pearson Correlation	1	.354
	Sig. (2-tailed)		.055
	N	81	30
relations with the community	Pearson Correlation	.354	1
	Sig. (2-tailed)	.055	
	N	30	30

V. CONCLUSIONS AND RECOMMENDATIONS

Based on the aforementioned findings derived from the study, the following conclusions were drawn:

The extent of compliance of NONESCOST to the horizontal typology-based QA is greatly compliant when taken as a whole and as to key results areas. Hence, the College met the criterion/criteria for the indicators of the CHED ISA with most elements demonstrating good practice. However, while the criterion/criteria, the parameters and indicators of the five key results areas of the horizontal typology-based QA are met it provides evidence that these criteria, parameters and indicators of QA mechanisms are not fully met to achieve a level of excellence (quality) that can be modeled by other HEIs.

There is significant difference at 0.05 level on the extent of compliance of the four key results areas, namely; governance and management, quality of teaching and learning, quality of professional exposure, research and creative work, and relations with the community. The existence of the significant difference to the four key results areas is a strong evidence of inconsistency on the implementation of the Quality Assurance system and processes.

There is no significant relationship between governance and management to; quality of teaching and learning, quality of professional exposure, research and creative work, and relations with the community, while a significant relationship exist between governance and management and support for students at 0.05 level. This significant relationship showed that student supports and strong student governance is necessary and should be enliven.

Based on the findings and conclusions derived from this investigation, the following recommendations were set;

Centralized Quality Assurance structure may be established which shall include infrastructure, human resource and set up, budget prioritization, quality assurance plan and programs while considering the mapping of other QA frameworks and/or models.

QA mechanisms may be regularly revisited, reviewed, evaluated, and improved for effectiveness to ensure full compliance across QA frameworks/models. Further, these QA mechanisms may be considered for convergence such that it cut across all levels of the organizational processes and units.

Organizational Diagnosis (Preziosi) that covers the variables such as; purposes, structure, relationships, rewards, leadership, helpful mechanisms and attitude toward change may be undertaken to ensure organizational development.

NONESCOST may consider the intertwining mechanisms approach to ensure consistency of quality assurance system or mechanisms across different functions.

A more focus and functional student-related academic and non-academic programs may be provided for to ensure total growth and development of students. Further, very functional and dynamic student governance may be considered for planning and decision-making.

QA policy manual and QA job manuals may be considered as policy guidelines to ensure sustainability of quality processes.

Continuous capability-building program for all employees on QA mechanisms may be crafted, implemented, regularly reviewed, revised and evaluated to program employees on Quality Assurance as a way of life.

The development and installation of document tracking system and records management and keeping mechanisms may be considered for data banking and/or data mining.

Research-based or need-based extension Programs, Projects and Activities (PPAs) that provide entrepreneurial activities or income generation may be provided to create significant impact or dramatic change in the quality of life of the communities.

Impact assessment on the extension and on the student-related academic and non-academic PPAs of our SUC may be conducted to evaluate its effectiveness and suitability and improved, when necessary.

Quality Assurance research using other QA frameworks or models may be done to align other QA mechanisms.

Mock ISA visit assessment may be conducted to determine ensured compliance and shall include post hoc test to determine improvement of the different KRAs.

Mock ISA visit assessment results may be used as basis for CHED ISA visit application to determine the College's horizontal typology.

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