“Markers of Quality Assurance”

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Outline of Presentation

1. Introduction
2. Why Quality Assurance (QA)
3. QA from different Points of View
4. Markers/Indicators of QA
5. Actors of QA
6. Challenges in Higher Education
7. Reform Strategies
8. Strategic Responses
9. Points for Reflection and Conclusion
“Higher education can be a powerful engine of a country’s Productivity and Growth”

-Emanuela di Gropello
World Bank Lead Economist
Ranking of Countries as to Productivity and Growth

1. Singapore
2. Japan
3. South Korea/Taiwan
4. Malaysia
5. Thailand
6. China
7. Indonesia
8. Philippines
9. Vietnam
10. Laos
11. Cambodia

“Higher Education is not working extensively in the Philippines”

Higher Education is not working as a system of connected action

Institutions can connect through smarter, better and more effective policies

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<th>A</th>
<th>B</th>
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<tbody>
<tr>
<td>Effective Financing</td>
<td>Better Management of Institutions <em>(To include quality assurance)</em></td>
<td>Good Stewardship</td>
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“…the primary responsibility for Quality Assurance in Higher Education lies with each institution itself and this provides the basis for real accountability of the academic system within the national quality framework.”

- Stefan Bienefeld
  Head, QM Project
  German Rectors’ Conference
Quality Assurance (QA) refers to any planned and systematic activity directed toward providing consumers with goods and services of appropriate quality, along with the confidence that a product or service meets customer expectations.

QA includes some form of measurement and inspection activity.

-Evans, 2008
Quality Assurance refers to the process of ensuring that practices and procedures or actions intended to enhance quality and excellence in the key areas of teaching, learning, research and knowledge-based service to community are being complied with.

The over-all objective of QA is to continuously promote and improve the quality of the programmes, their mode of delivery, and their support facilities, etc.

(Source: ASEAN University Network Quality-Assurance)
Quality Assurance from Different Points of View:

The idea of Quality in Higher Education depends on different interests, ideas, objectives, reference points and positions:

CHED/Government: Effective use of resources/finances

Students and Parents: Passing the licensure examination; Appropriate preparation for the labor market; Employment
Faculty and Researchers:

1. Recognition as fellows and diplomats;

2. Awards and recognition as outstanding professors/professionals/researchers;

3. Acceptance of researches for international presentation and publication;

4. Leadership in professional organizations;

5. Participation in scientific progress
University Heads

1. Adequate positions in ranking and rating
2. Number and levels of programs accredited
3. Board Exam Results/Number of topnotchers
4. ISO Certification
5. Institutional Accreditation
6. Quality and Excellence Awards received
7. Center/s of Excellence/Center/s of Development
8. Number of Deans/Heads elected as presidents of professional organizations
Internal Quality Assurance (IQA) - refers to policies and practices where institutions themselves monitor and improve the quality of their education process
- Monitoring
- Evaluation
- Improvement

External Quality Assurance (EQA) - refers to supra-institutional policies and practices whereby the quality of HEIs and programs are assured
- IQUAME
- Audit
- Assessment
- ISO Certification
- PQA/Malcolm Baldrige

Accreditation
- Institutional
- Program
- International
Internal Quality Assurance

IQA is a system under which managers and staff satisfy themselves that control mechanisms are working to maintain and enhance quality.

In HEIs, IQA is the totality of systems, resources and information devoted to setting up, maintaining and improving the quality and standards of teaching, scholarship, student learning experience, research, and service to community.

(Source: ASEAN University Network Quality Assurance)
It is important that the University develops an efficient IQA system. No model fits all. You have to device your own model. A simple tool is the “Deming Cycle/Deming Wheel”, also known as the “PDCA Cycle” or “Plan-Do-Check and Act”
Tools and Techniques for Quality Improvement

• Suggestion Scheme (CEU Scheme to Award Relevant Suggestions or CEU STARS)
• Quality Circle
• Fishbone Analysis/Fishikawa
• Customer Feedback
• Listening to the Voice of the Customer (Student Services Survey)
• Dean’s Hour with the Students
• President’s Hour with the Faculty
• Senior Leaders’ Dialogue with Students
• Joint Consultative Committee
Tools and Techniques for Quality Improvement

- Curriculum Evaluation and Validation
- Curriculum Study Group
- Six Sigma/Human Sigma
- Performance Evaluation of Faculty, Staff, Deans and Senior Leaders
- Benchmarking
- Balanced Scorecard
- Practical Industrial Engineering
- MBWA (Management By Walking Around/Officer of the day)
- ISO Certification
- Quality Awards Day
- Performance Bonus And Cash Awards
Factors to consider in developing an IQA System:

1. Keep it as simple as possible
2. Do not make it a bureaucratic process
3. It should have the support of management and staff
4. Balance centralized and decentralized approaches
5. Make use of effective tools, techniques/instruments
6. Ensure that it is attuned to national and international developments
# External Quality Assurance

<table>
<thead>
<tr>
<th>Professional/self Regulation</th>
<th>Government Regulation</th>
<th>Market Regulation</th>
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<tbody>
<tr>
<td>• Professional accreditation and licensure</td>
<td>• National Qualifications frameworks</td>
<td>• Commercial Information provision like:</td>
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<tr>
<td>• Voluntary institutional accreditation</td>
<td>• Subject assessment</td>
<td>• Institutional Performance Data</td>
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<tr>
<td>• External evaluation</td>
<td>• Government Accreditation/RQAT</td>
<td>• Program Performance Data</td>
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<td></td>
<td>• Academic Audits</td>
<td>• Rankings</td>
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<td>• Performance –based funding</td>
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Accreditation

Objectives of Accreditation:

• Securing quality by setting standards and to provide students, employers as well as HEIs with a reliable orientation and improved transparency
• Check structural standards given by law; ensure comparability of degree programs
• To check standards given by the scientific community, the employability of the students, faculty staff/student ratio and equipment
Procedure:

- **Internal self report/self-survey report:** presentation of the application documents by the department/school
- **Peer review/visit:** interview, evaluation report, observation, documentary analysis
- **Accreditation decision by the accrediting agency**
  1. Accredited
  2. Conditionally accredited
  3. Rejected/Revisit
Markers/Indicators of Quality Assurance in Higher Education

Markers or indicators of quality can be broadly categorized into quantitative and qualitative indicators or markers. (Kaufman and Roger, 1998)

<table>
<thead>
<tr>
<th>Quantitative (expressed in numerical values)</th>
<th>Qualitative (associated with observation based descriptions)</th>
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</thead>
<tbody>
<tr>
<td>1. Input Indicators</td>
<td>1. Outcome Indicators</td>
</tr>
<tr>
<td>2. Output Indicators</td>
<td>2. Process Indicators</td>
</tr>
<tr>
<td><strong>Input</strong></td>
<td>reflects the human, financial and physical resources involved in supporting institutional programs, activities and services. Example: Enrolment data (resource to student ratio), resource quality (condition), conceptual range (library book topics) (Chalmers, 2008)</td>
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<tr>
<td><strong>Outcome</strong></td>
<td>focus on the quality of educational program, activity and service benefits for all stakeholders, i.e. students, parents, industry and society (Warglien &amp; Savoia, 2006)</td>
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<tr>
<td><strong>Output</strong></td>
<td>reflects the quantity of outcomes produced, including immediate measurable results and direct consequences of activities to produce such results (quantity or numerical amount) (Burke, 1998)</td>
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<tr>
<td><strong>Process</strong></td>
<td>refers to the means used to deliver educational programs, activities and services; how the system operates (Chalmers 2008)</td>
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</table>
## Indicators vs. Levels of Implementation

<table>
<thead>
<tr>
<th>Level</th>
<th>INPUT</th>
<th>OUTPUT</th>
<th>OUTCOME</th>
<th>PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>Resource provision, Infrastructure, Curriculum committees, Staff qualifications, experience, Student/staff ratio</td>
<td>Graduate employment data, Student progress rate, Retention rate, Graduation rate</td>
<td>Graduate employment status, Evaluation of teaching performance, Student feedback, Student acquisition of</td>
<td>Appropriate balance of staff time in teaching, research, administration, consulting and community activities</td>
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<td></td>
<td>Enrolment rates by type of student, Explicit goals and standards, Research higher degree productivity rate</td>
<td></td>
<td>Generic skills, Student engagement</td>
<td>Active and collaborative learning, Study/work environment</td>
</tr>
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<td>Institution</td>
<td>Enrolment rate, Student/staff ratio, Provision of support services, Teaching experience/qualifications</td>
<td>Graduate employment rate, Retention rate, Graduation rate, Citation/publication rate of research</td>
<td>Stakeholder satisfaction/engagement, Value of graduates, Quality of research</td>
<td>Mission statement, Academic innovation and creativity, Visionary leadership, Accommodation for student/staff diversity, Link research to teaching, Learning community Institutional climate</td>
</tr>
<tr>
<td>Department/Program</td>
<td>Enrolment rate, Student/staff ratio, Teaching experience/qualifications, Explicit learning outcomes</td>
<td>Retention rate, Citation/publication rate of research</td>
<td>Stakeholder satisfaction/engagement, Value of graduates, Quality of research</td>
<td>Accommodation for student diversity, Student centred approach, Use of current research in informing teaching and curriculum content, Specific, continuous and timely feedback, Community engagement/partnership</td>
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<tr>
<td>Individual Teacher</td>
<td>Teaching experience/qualifications, Explicit learning outcomes</td>
<td>Graduate employment rate, Student progress rate, Graduation rate</td>
<td>Student learning outcomes</td>
<td>Accommodation for student diversity, Student centred approach, Communication skills, Possession of desirable teacher characteristics, Specific, continuous and timely feedback, Use of current research in informing teaching and curriculum content, Community engagement/partnership</td>
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<tr>
<td>Student</td>
<td>Staff teaching qualifications, Resource provision, Class size, Student background characteristics, Explicit student learning outcome statements</td>
<td>Student learning outcomes</td>
<td>Student learning outcomes, Student satisfaction, Graduate skills, Student engagement, Student community, Motivation for life-long learning</td>
<td>Social involvement, Facilitation and valuing of diversity, Diversity interactions, Learner-centred environment, Peer collaboration, Student engagement</td>
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<td>Visionary leadership</td>
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*Explicit learning outcomes | *Graduate employment rate  
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*Graduation Rate | *Student learning outcomes | *Accommodation for student diversity  
*Student centered approach  
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*Possession of desirable teacher characteristics  
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**Centro Escolar University**
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Actors of Quality Assurance

1. Higher Education Institutions
2. Accreditation Agencies
3. Accreditation Self Survey Committees
4. Evaluation Networks
5. Evaluation Agencies
6. Funding Institutions
7. CHED
8. Academic Consortium/Network like PACU
Challenges in Higher Education
Challenges faced by the Deans and other Academic Leaders

1. Term of Office. Generally, a dean has a term of three (3) years. There is a gentlemen’s / ladies’ agreement that you do no harm to your faculty / colleagues while you are in Office because you know you will be a “normal” faculty member again once you finish your term of office.

2. President’s Expectation from the Dean. Your president expects you to contribute to the development of the university in terms of accreditation, high performance in the board examinations, international and local linkages, selectivity awards like becoming a center of excellence, increase in enrolment, research productivity, visible community service, and the like. (A superhero!)
3. **Limited Funds for varied activities.** Everyone wants to have additional fund for faculty development, research, organization activities, sports and cultural activities, etc., but you have limited budget (Note: if you have some funds, make sure you do not play favorites when you allocate the budget.)
4. Some faculty members may not be supportive. You may have a very clear vision and good plans for your School/College/Faculty but very few support you for numerous reasons, i.e. family and home responsibilities; busy with requirements in the graduate school; second job; no “school spirit.”

5. Unending administrative concerns. You have numerous administrative concerns (i.e. planning sessions, evaluation and monitoring activities, CHED and professional organization meetings, committee work, etc.) and at the same time you are expected to ensure academic quality at all times.
6. Exceptional managerial abilities demanded from the deans. Increasing autonomy of universities lead to internal decentralization which calls for deans to possess exceptional managerial abilities.

7. Professionalizing Deanship. There is worldwide trend of professionalizing Deanship.

8. Cost of Deanship. It is costly to be a dean—costly to the family and personal life. (It is imperative that a dean must know how to balance his/her professional and personal life.)
The Role of the Dean Today

1. An organization is just as good as its people. If you want your university to be a quality university, you must have a “quality champion” and a quality dean. It is expected therefore, that the dean must be an excellent leader and exceptional manager, continuously improving every aspect of college operation.

2. Deans are presumed to know what to do in the Office (because the Dean is responsible for almost everything.)
3. Deans are key agents of change. Change is what QA and accreditation should bring.

4. Deans must know how to practice a consequent leadership style. One can adopt the “hybrid” leadership style, i.e., leadership + participation; power + autonomy.

5. The dean must be a credible person. Credibility of leadership (COL) will surpass all sources of the authority of the dean like formal power (legal powers and decision rights), position power (authority through title) and personal authority (personality, soft and hard skills, and hard work).
Challenges in University Governance

Buzz Words in Governance Today

- Marketization
- Deregulation
- Liberalization
- Demand-Driven
- Contractualization
- Performance Agreements
- Quality Assurance

- Total Quality Management
- Internationalization
- Accountability
- Corporate Citizenship
- Less Government and more governance
Challenges in Financial Management in Higher Education

1. Move from negotiated line item funding to formula funding. College funds are not merely based on enrolment but on the output. Example: Colleges with board topnotchers are given additional funds for faculty development.

2. Move to lump-sum budgeting. This entails more responsibility, accountability and flexibility on the part of the administrator/dean. Example: Every faculty is allotted an annual amount for seminars.
3. Move to specific targeted funding where incentive funds are given for quality, accreditation, selectivity like center of excellence or development, recognition and citations. Example: Cash awards for Programs granted Level 3 or 4, COE or COD

4. Voucher system or learning entitlements.

5. Move from block grants to competitive funding.
6. Cost Sharing in Student Financing which means a reduction in scholarships and grants and increase in student loans.

7. The Rectors /Presidents in Europe spend half of their time networking and fund raising for scholarships and research. (How about in the Philippines?)
The alumni in the US and Europe are not sources of funds. What they do is to identify possible sources of scholarships and university funds like old couples, retirees, and young couples with no children who could become university donors. The donors, on the other hand, enjoy “naming rights” for rooms, halls, buildings of the university.

“Honoris Causa” are given to tycoons and rich people who will support university projects. (This is controversial because this is risking the university’s reputation.)
Challenges in Research

1. Universities are now required to have a Research Road Map (RRM).
2. Research Clusters are advisable.
3. Development of and support for coordination of interdisciplinary/interfaculty research areas with the involvement of non-university institutions is encouraged.
4. Continue to develop a culture of continuous innovation.
5. Resource allocation is now based on research excellence.
6. Set up short and medium life research areas
7. Concentrate on areas of excellence; find your niche.
8. Develop new areas of excellence where possible
9. Improve local research networking
   a. within the faculty – joint researches
   b. within the university- collaborative research of business and science faculty
   c. within the country/ region – university and non-university researches
10. Improve international networking
Challenges in Internationalization of Education

1. Increasing mobility of students and researchers

2. Increasing international collaboration in research and technology transfer

3. Shift from traditional to more structured forms of international collaboration like joint degrees, integrated study program

4. Increase in the establishment of offshore campuses and bi-national or multinational higher education institutions.

5. Promote national and international strategic alliances
Presidents’ and Deans’ Response to Internationalization

1. Work for international accreditation

2. Deliver programs that meet international standards

3. Design twinning/dual degree programs

4. Include international professors in the faculty line-up
5. Benchmark with universities abroad through educational activities like conferences, paper presentations, strategic alliances, interaction activities

6. Faculty scholarships and exchange program

7. Collaborative research

8. Publication exchange

9. Internship of students

10. Student exchange

11. Network...network...network
“An excellent leader is an excellent networker. It is a must that Rectors/Presidents and Deans must travel and network. If they isolate themselves, they will go blind – almost blind!

Who will take care of the University if and when they are away? The Vice Presidents and Vice Deans will be there to oversee.

It is a must, therefore, that Vice Presidents and Vice Deans must be chosen similar with the standards and processes in choosing a president and a dean.”

-Professor Dr. Peter Mayer
Other Challenges for Higher Education Institutions

Challenges

• Financing
• Access and Equity
• Faculty/Staff Development
• Quality maintenance and enhancement
• Relevance of programs
• Employability of Graduates
• University Autonomy
• K-12
• ASEAN 2015
• Typology of Schools
Reform Strategies that Universities may use

• **Maintain**
  Restrict expenditures, freeze new hiring, tighten up controls

• **Modernize**
  Deregulate, bringing in faster, more flexibility, apply the 3F’s- FLAT, FAST and FREE

• **Marketize**
  Bring in market type mechanisms like competition; blue ocean strategy; customer satisfaction, identifying market segments, niche marketing

• **Minimize**
  Handling over tasks to private sector like contracting out (security, janitorial, canteen, recruitment and promotions)
Strategic Responses

1. **Support autonomous and accountable / deregulated institutions; Align academic and procedural autonomy**

<table>
<thead>
<tr>
<th>Academic (Substantive)</th>
<th>Procedural (Non-Academic)</th>
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<tbody>
<tr>
<td>Curriculum design</td>
<td>Budgeting</td>
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<tr>
<td>Research Policy</td>
<td>Financial Management</td>
</tr>
<tr>
<td>Entrance/Admission Standards</td>
<td>Non-academic Appointment</td>
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<tr>
<td>Academic Staff Appointment</td>
<td>Purchasing</td>
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<tr>
<td>Awarding of Degrees</td>
<td>Entering into Contract</td>
</tr>
</tbody>
</table>
2. Strengthen Educational Management Information System (Measure Performance like institutional reputation, employment and skills of graduates)

3. Strengthen and empower governing boards

4. Improve accountability

5. Strengthen external quality assurance

6. Internationalization of higher education

7. Promote lifelong learning
8. Strategic Partnerships; University-Industry Linkage
9. Merger of Schools/School System
10. Policy Formulation and Implementation to respond to “disconnects”
11. Good governance
12. Good Management of Resources
13. People and Team skills of School Administrators
14. Identify new target groups
15. Adopt new modes of delivery
16. Set priorities for research and innovation
17. Entrepreneurial attitude in research
18. Culture of dialogue that builds bridges toward the promotion of PEACE
19. “Think global; strategize regional and act local”; In CEU-SAM we act locally with a globalized mind and heart!”

20. Quality Assurance. (Quality Mindset in the workplace)
Statements for Deans’ Reflection

1. The DEKAN (dean) is the “primus inter pares”. He/She is the guiding power of the Faculty; an inspiration of everyone.

2. The dean must be fair and transparent at all times.

3. Deans must always think positively that all faculty members are good and are willing to support college and university projects and programs.

4. One of the deans’ strategic role is hiring only the best people to join the faculty.
5. Think about what you can do with lazy professors. Remember, they were once your best applicants. What happened to them?

6. Deans must do away with traditional courses; go for cross-disciplinary programs.

7. Invite young professionals to join the academe. Young blood is new life.

8. Deans must never stop thinking about tomorrow for continuous improvement.

9. Presidents and Deans are image builders. In choosing the university president and deans, brains and appearance should always go together.

10. The Dean is the Quality Champion! Are you that person?
Choose Quality because Quality is Life for you and your Institution
Thank you very much for listening!