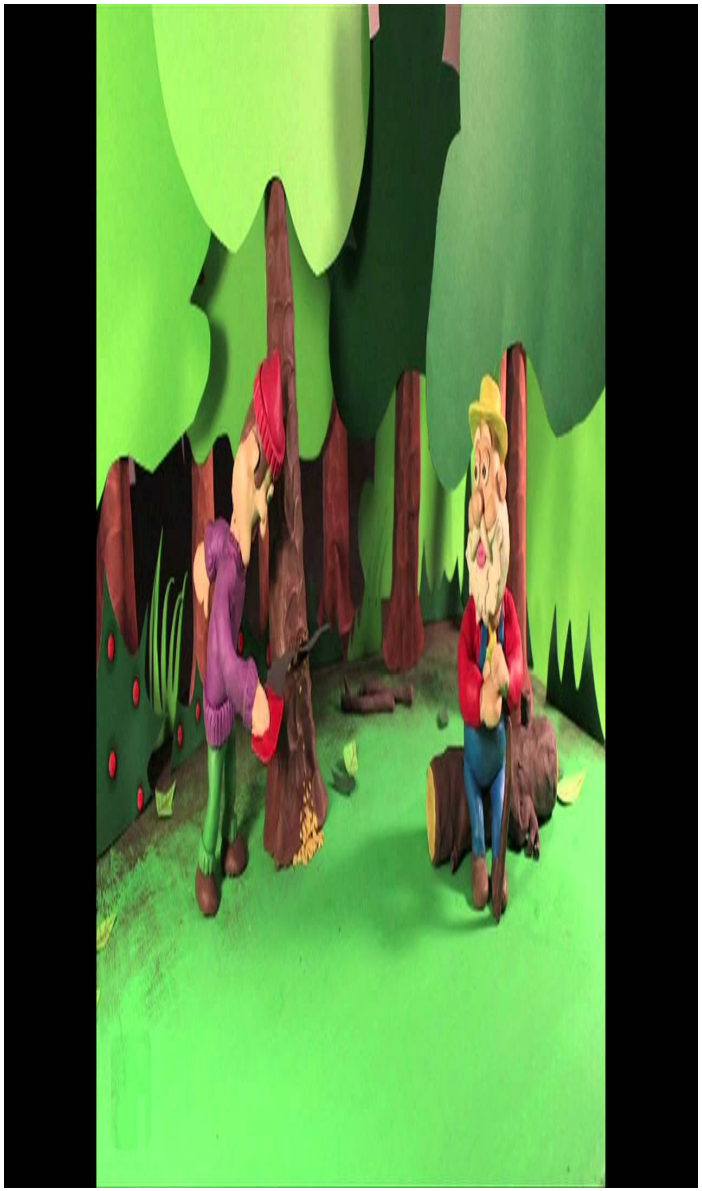
Does Accreditation Lead to Quality Assurance in Philippine Education?

Sharpening
the Saw

There were two men in the forest who were asked to cut some fallen log.

It was sort of a contest.
They were given the same materials and started at the same time.

The organizer wanted to know who would cut the highest number of pieces of wood.



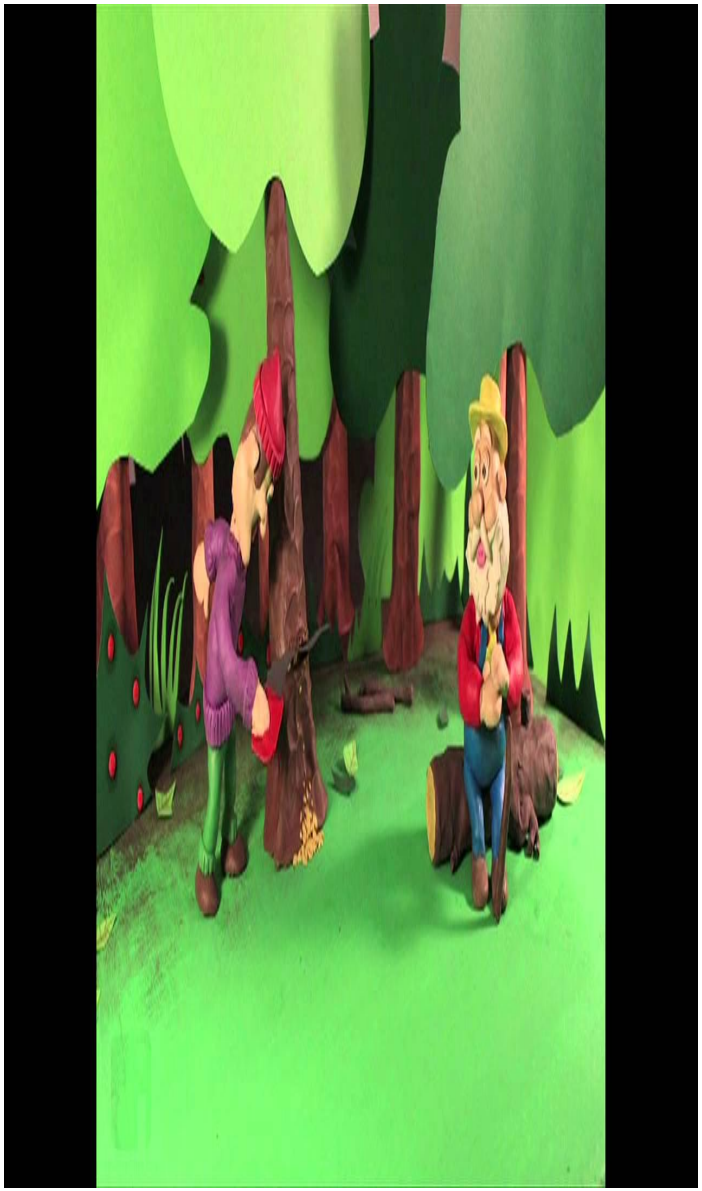
The contest began :

Both of them started to work with an idea of how to outsmart the other.

But, they differed in style:

One of them kept on working non-stop. While the other rested on a regular basis.

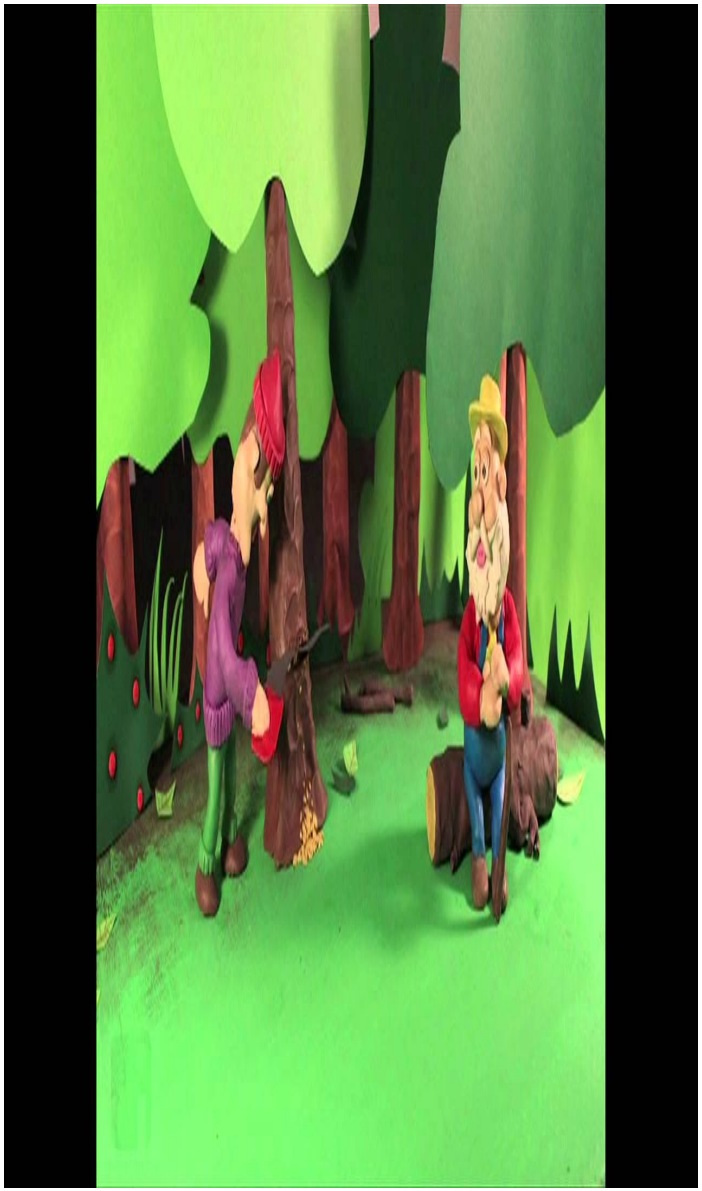
When the man who worked without a rest noticed his companion resting, he said to himself: “I’ve an edge!



I could surely cut more pieces of wood than him.

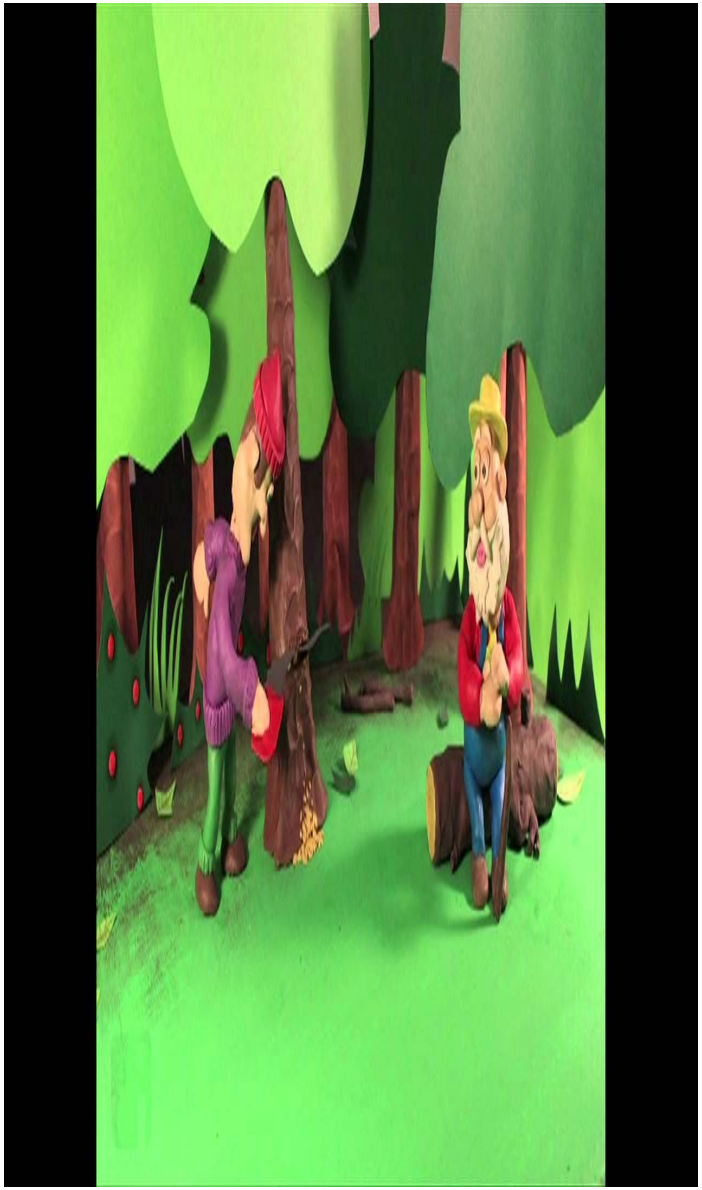
He’s taking a rest, he must be tired now!”

When the sun had finally set, they gathered what they saw. The man who didn’t take a rest was so surprised to see that the other man had cut more pieces of wood compared to him.



To his unbelief, he asked “how did you do this? You rested several times and I didn’t! Yet, you cut more pieces of wood!

“With a smile on his face, the man who kept on resting said: “Every time I took a rest, I sharpened my saw and it went a lot faster to cut this fallen log!”



Benefits of Accreditation …

Accreditation is important because …

(1) **The institution will know its strengths, weaknesses, and opportunities through an informed review process.**

(2) **It leads the institution in identifying its internal areas of planning and in allocating its resources.**

Accreditation is important because …

(3) Funding agencies look for objective data for funding.

(4) The institution initiates innovative and modern methods of pedagogy.

(5) It provides a new sense of direction and identity for the institution.

Accreditation is important because ...

(6) It provides society with reliable information on the quality education offered.

(7) It provides employers reliable information on the quality of education offered to the prospective recruits.

Accreditation is important because …

(8) It encourages intra and inter-institutional interactions.

BEFORE.. Accreditation

Undeveloped

AFTER..
Accreditation

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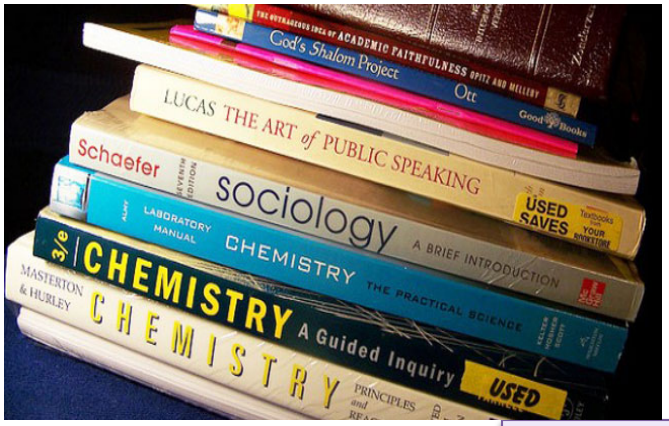


Well-developed

Quality is the ongoing process of …

- ❑ building and
- ❑ sustaining relationships by…
  - ✓ assessing
  - ✓ anticipating and
  - ✓ fulfilling stated and implied needs.

REPEATED BEHAVIOR = "HABIT"

BEHAVIOR

ATTITUDE

FRAME OF REFERENCE

- the degree of excellence or relative goodness

- …is not excellence per se, but an ascending degree of excellence, i.e., low…, moderate… and high quality

FRAME OF REFERENCE: QUALITY

The concept of quality …

includes

against which:

- things, situations or institutions are measured to determine the degree of quality that they possess

FRAME OF REFERENCE: ASSURANCE

- commitment **aimed at…**
- giving confidence to one's intended customers

FRAME OF REFERENCE: QUALITY ASSURANCE

. . .

- a system of principles and practices arranged logically to achieve pre-determined quality goals.

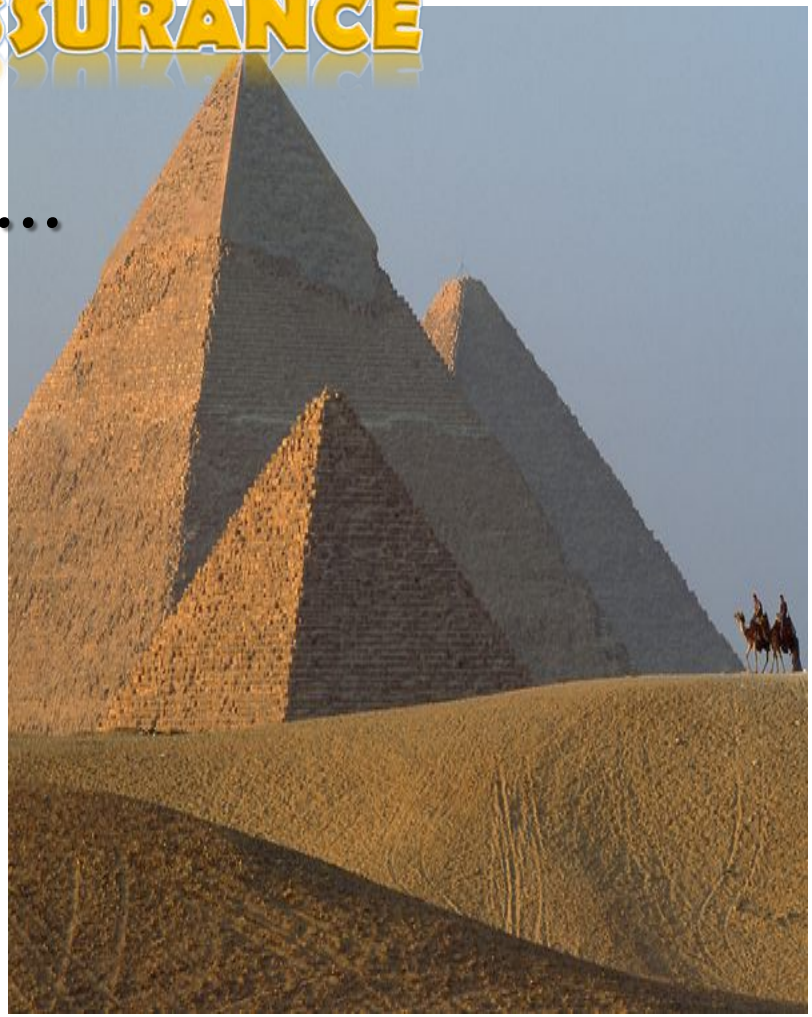
.. IS THE FORMAL RECOGNITION OF AN EDUCATIONAL PROGRAM OR INSTITUTION AS POSSESSING HIGH LEVEL OF QUALITY OR EXCELLENCE BASED ON THE ANALYSIS OF THE MERITS OF ITS EDUCATIONAL OPERATIONS IN LIGHT OF ITS OBJECTIVES AND ITS ROLE IN THE COMMUNITY THAT IT SERVES.

HISTORY OF QUALITY ASSURANCE

HISTORY OF QUALITY ASSURANCE

Early Civil Engineering projects … built from specifications

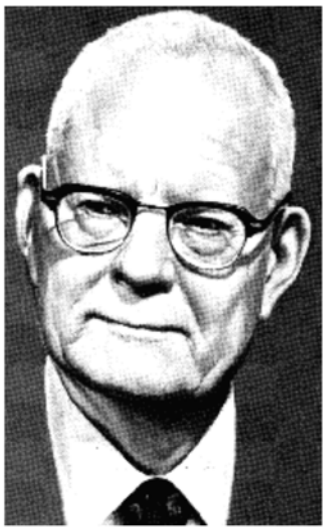
… Great Pyramid of Giza built 2560 BC.



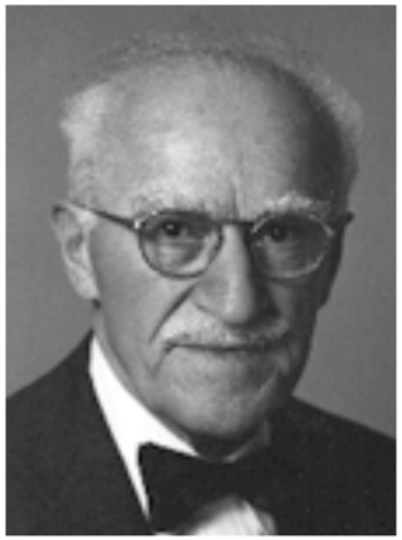
HISTORY OF QUALITY ASSURANCE

Post World War II –

- The U.S sent General Douglas Mac Arthur to oversee the rebuilding of Japan
- Two key individuals re: development of modern quality theories:
- **W. Edwards Deming**
- **Joseph Juran**



W. Edwards Deming



Joseph Juran

History of Accrediting Agencies

FAAP
PAASCU
PACUCOA
ACSCUAA

Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU)

- 1957 - registered with the Securities and Exchange Commission

- full member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE)

Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU)

- active member of Asia-PAcific Quality Network (APQN)

- linkages with the Council for Higher Education Accreditation (CHEA)

Association of Christian Schools Colleges and Universities Accrediting Agency Inc. (ACSCU-AAI)

- 1971 – started as the ACSC Committee on Accreditation

- 1976 – formally established as **ACSCU-AAI**

- **ACSCU-AAI aims to:**

✓ to upgrade its quality through voluntary accreditation

✓ preserve that which is peculiar to the church-related understanding of education

PHILIPPINE ASSOCIATION OF COLLEGES AND UNIVERSITIES COMMISSION ON CCREDITATION(PACUCOA)

1932

Founding of PACU (Philippine Association of Colleges and Universities) with accreditation as an internal policy.

PHILIPPINE ASSOCIATION OF COLLEGES AND UNIVERSITIES COMMISSION ON ACCREDITATION(PACUCOA)

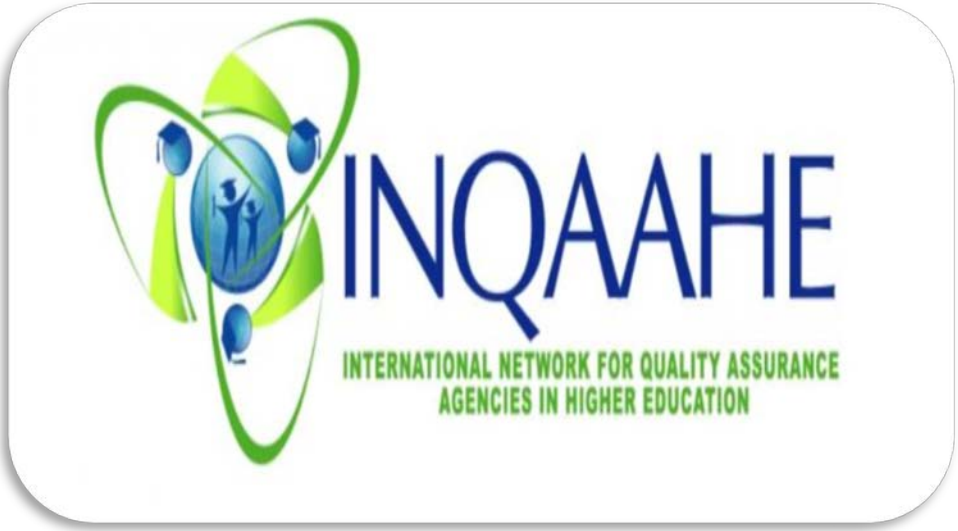
1973

founding of **PACUCOA** through a FAPE grant

PHILIPPINE ASSOCIATION OF COLLEGES AND UNIVERSITIES COMMISSION ON ACCREDITATION(PACUCOA)

2004

Granted : full member of **International Network for Quality Assurance Agencies in Higher Education** (INQAAHE)



PHILIPPINE ASSOCIATION OF COLLEGES AND UNIVERSITIES COMMISSION ON ACCREDITATION(PACUCOA)

Granted : full membership by **Asia Pacific Quality Network (APQN)**

PHILIPPINE ASSOCIATION OF COLLEGES AND UNIVERSITIES COMMISSION ON ACCREDITATION(PACUCOA)

2009

Awarded : ISO 9001:2008 Certificate by the Societe Generale de Surveillance (SGS)

PHILIPPINE ASSOCIATION OF COLLEGES AND UNIVERSITIES COMMISSION ON ACCREDITATION(PACUCOA)

2011

- converted survey instruments to outcomes-based accreditation
- incorporated **research** into SSI

PHILIPPINE ASSOCIATION OF COLLEGES AND UNIVERSITIES COMMISSION ON ACCREDITATION(PACUCOA)

2013

Awarded Philippine Quality Award (PQA) by Pres. Aquino III

Basic Principles of Voluntary Accreditation

(1) Accreditation is based on accepted

(2) Accreditation is primarily concerned with the students' learning, welfare, growth and development.

Basic Principles of Voluntary Accreditation

(3) Accreditation provides opportunities for institutional growth through self-study and evaluation and self-regulation.

(4) Accreditation admits periodic review, criticism, and readjustment of its criteria, policies and procedures in response to changes in education.

Nine Areas of Survey…

- Philosophy & Objectives
- Faculty
- Instruction
- Laboratories
- Library
- Student Services
- Social Orientation & Community Involvement
- Physical Plant & Facilities
- Organization &Administration

Sample criteria of the Areas of Survey…

2. FACULTY

Inputs and Processes

- Academic Qualifications
- Professional Performance
- Teaching Assignment
- Rank, Tenure, Remuneration and Fringe Benefits
- Faculty Development

Faculty

Area Outcomes

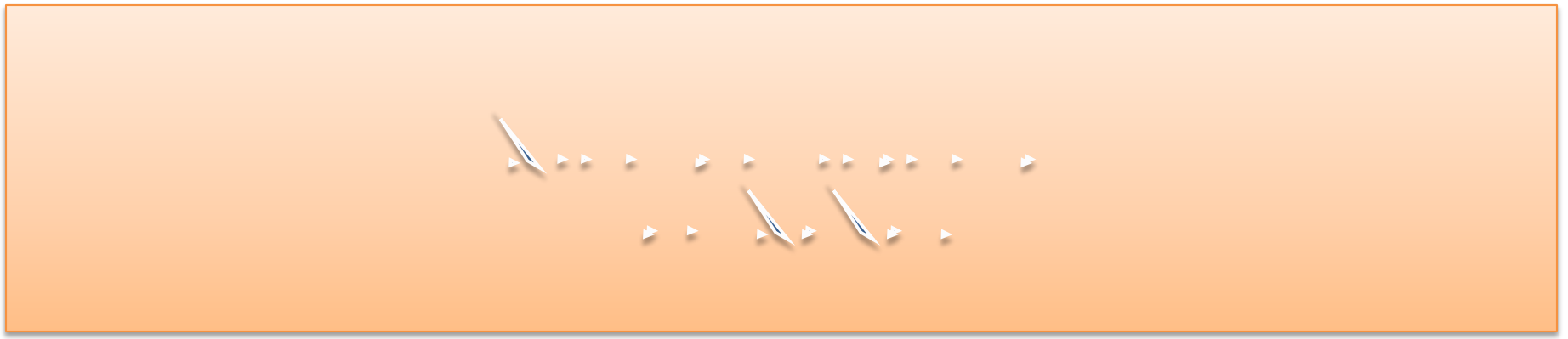
2.1. The faculty members of the program demonstrate high degree of professionalism in their practice of teaching, research and extension activities.

Suggested Evidences

2.1.1. Portfolios of faculty members which contain abstracts of their researches, instructional materials produced, performance evaluation results, additional degrees earned, professional growth activities attended, community services, extension activities, etc. within the past three to five years.

2.1.2. “Display windows” of evidences of faculty members, professional recognition, honors, awards, publications, etc.

Area Outcomes	Suggested Evidences
2.2. Students demonstrate continuous progress in their program of studies as a result of active mentoring by their teachers/advisers.	2.1.1. Active files of students' program of studies showing regular monitoring by their academic advisers/ mentors. 2.2.2. Records of faculty-student consultation sessions.



Evaluation Scale :

Numerical Evaluation	Descriptive Evaluation	Interpretation
5	Excellent	Provision is very extensive and functioning excellently.
4	Very Good	Provision is moderately extensive and functioning very well.
3	Good	Provision is adequate and functioning well.
2	Fair	Provision is limited but functioning well.
1	Poor	Provision is very limited and functioning poorly.
0	Missing	Provision is missing but necessary.
	N.A.	Not applicable

General Statistical Summary

Area	Title of Area	Weight Value
I	Philosophy and Objectives	-
II	Faculty	5
III	Instruction	5
IV	Laboratories	3
V	Library	4
VI	Student Services	4
VII	Social Orientation and Community Involvement	4
VIII	Physical Plant and Facilities	2
IX	Organization and Administration	3
	TOTAL:	30

PARALLELISM:

AIM… is to get

from Continous Quality Improvement (CQI)

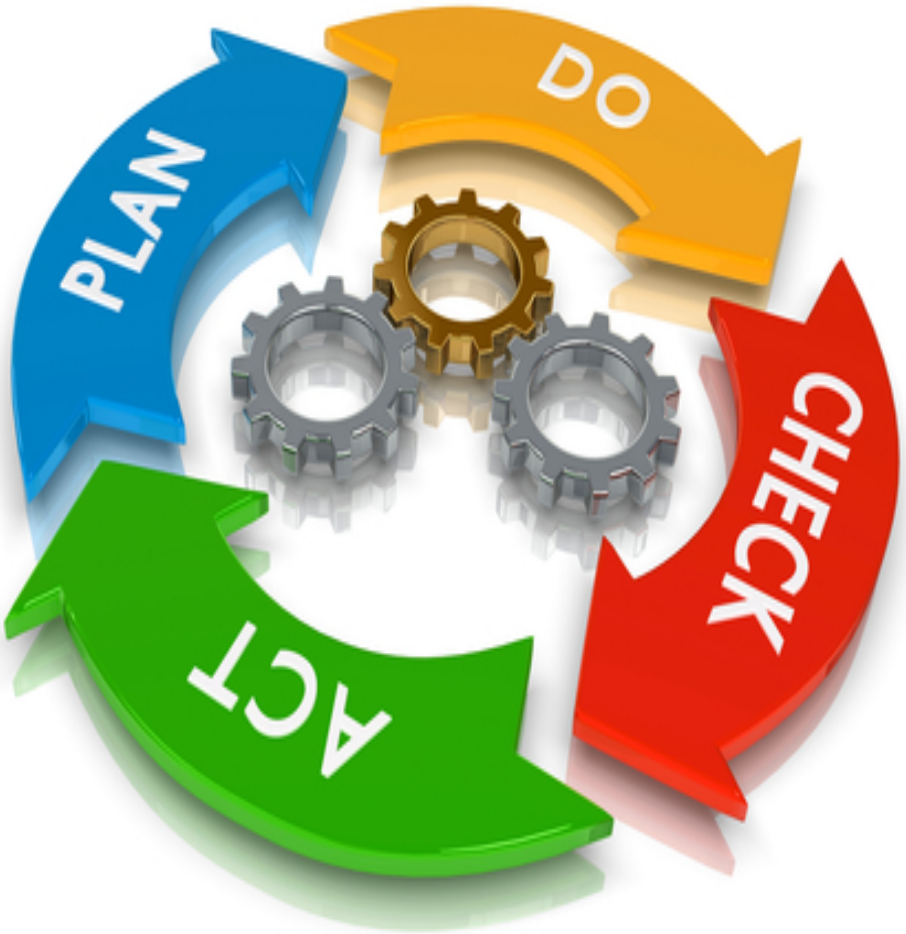
AIM…

IMPROVEMENT: WHERE TO BEGIN?

AIM..

HOW TO

TIPS



to adopt:

1. QUALITY SYSTEM
2. PROCESSES
3. PRACTICE

MEANING:

- ✓ delivering quality service and increasing profits

- ✓ meeting or exceeding customer expectations

STEPS:

- ✓ explore what the customers want vs. what the customers get
- ✓ gauge/survey
- ✓ solution
- ✓ improve the production process
- ✓ continous quality improvement (CQI)

LOOK OUT:

- ✓ small changes make a big difference

EFFECTS:

- ✓ grown business
- ✓ raised productivity/profits
- ✓ satisfied customer's needs
- ✓ kept the workforce happy

- ✓ ready to meet every challenge

“ Quality and good business go hand in hand”

Thank You