



HIGHER EDUCATION QUALITY IMPERATIVES IN THE PHILIPPINES

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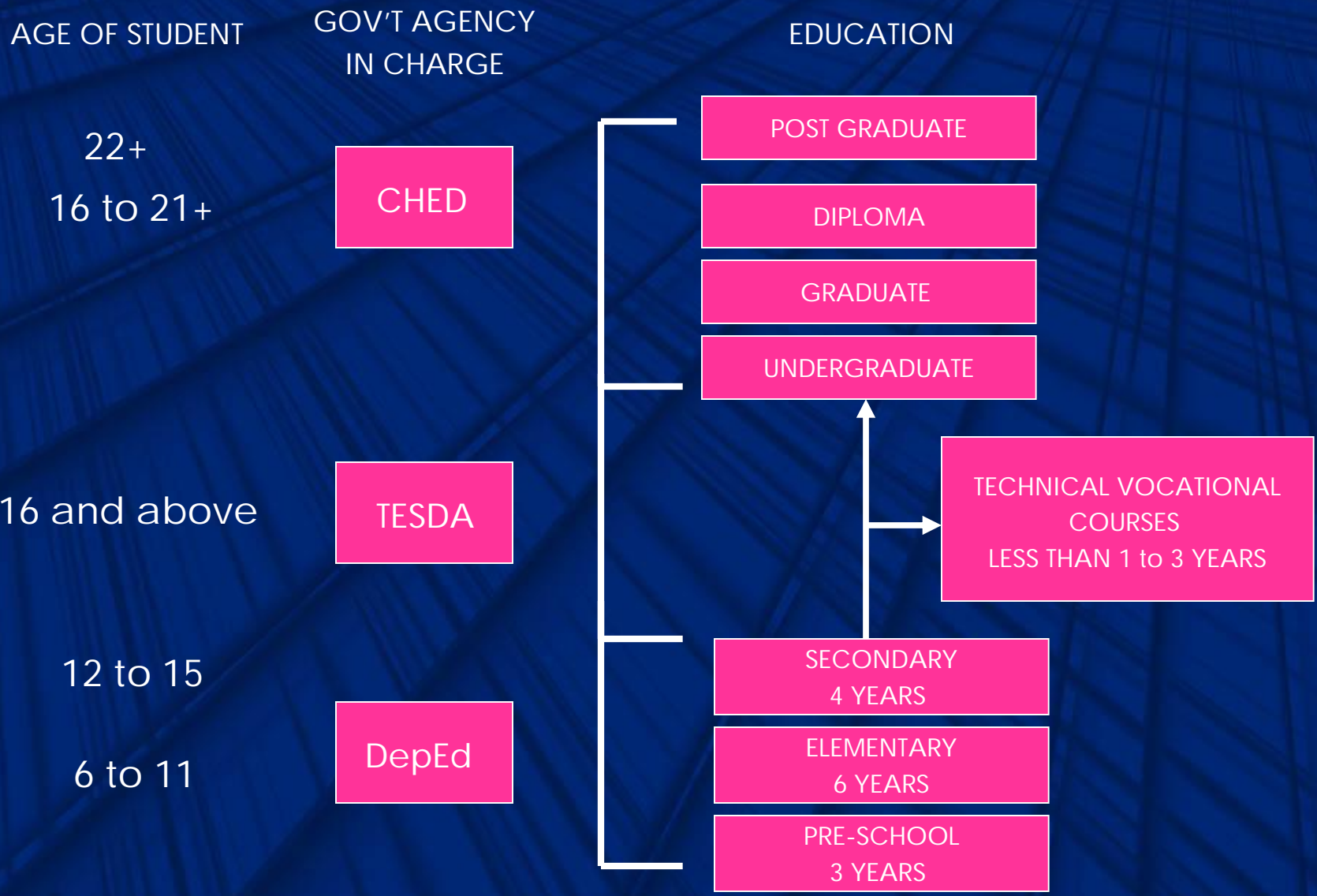
Office of the President

HIGHER EDUCATION IN THE PHILIPPINES



- Higher Education in the country is provided by both the public and private sectors.
- There are **1,600** Higher Education Institutions with a yearly enrollment of about **2.5 million**.
- Approximately **76%** of the HEIs are privately owned and **24%** are public schools.
- There are **795** bachelors degree programs, **407** masters programs and **116** doctoral programs.

STRUCTURE OF EDUCATION



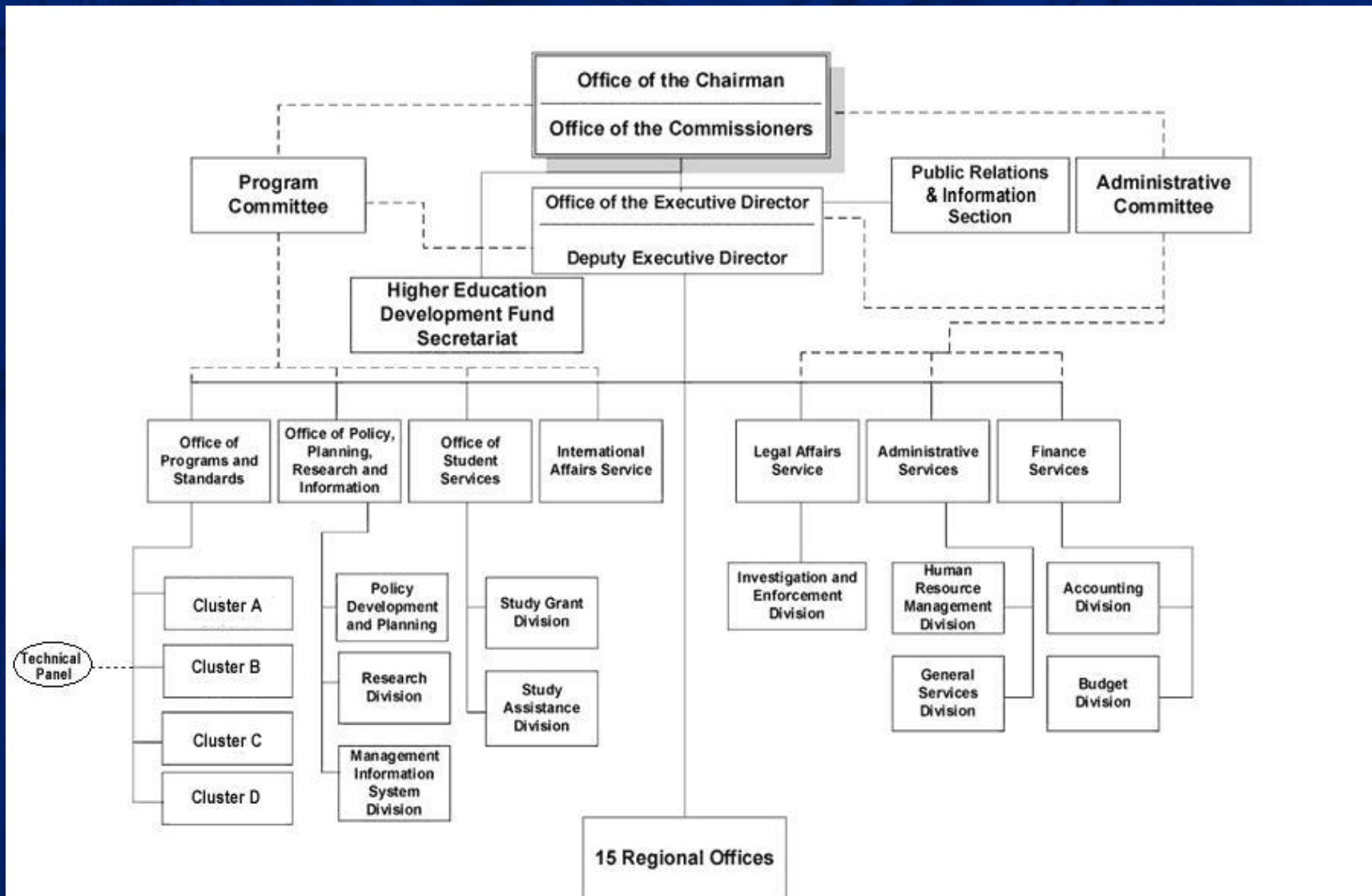
CHED MANDATE



Pursuant to Republic Act No. 7722 otherwise known as the Higher Education Act of 1994, the Commission on Higher Education (CHED) is mandated to:

1. Promote quality education;
2. take appropriate steps to ensure that education shall be accessible to all;
3. ensure and protect academic freedom for the continuing intellectual growth, the advancement of learning and research, the development of responsible and effective leadership, the education of high level professionals, and the enrichment of historical and cultural heritage.

CHED ORGANIZATIONAL CHART



QUALITY ASSURANCE



■ Institutional Monitoring and Evaluation for Quality Assurance (IQuAME)

The IQuAME is a flagship program of the Commission that is aimed at:

1. enhancing educational institutions capacity in designing, delivering and managing its programs and services;
2. identify areas for reform and intervention; and
3. and ensure that quality learning outcomes are responsive to changing domestic needs and comparable to international standards.

QUALITY ASSURANCE



- Centers of Excellence and Centers of Development (COEs / CODs)

The Centers of Excellence (COE) project is an inherent mandate of the CHED designed to strengthen and improve tertiary education.

The COEs are the very best in terms of graduate education and research, they are expected to take the lead in uplifting the quality of education in their areas through extension and linkage activities.

QUALITY ASSURANCE



- Grant of Autonomous and Deregulated Status

The grant is given to discerning private colleges and universities which have consistently shown exemplary performance in the provision of education, research and extension services.

Accreditation levels, number of programs with COE, IQuAME category comprise the basic criteria for this program.

QUALITY ASSURANCE



■ Accreditation

Accreditation in the Philippines is voluntary in nature. For purposes of progressive deregulation and the grant of other benefits, educational programs are classified into the different accredited levels:

Level 1 – programs which have undergone a preliminary survey visit and are certified by the FAAP as capable of attaining accredited status within 2 years

Level 2 – programs which have been granted initial accreditation status by any of the number agencies of the FAAP

Level 3 – programs which have been re-accredited and have met additional criteria set by the FAAP for this level

Level 4 – programs which have distinguished themselves in a broad area of academic disciplines and enjoy prestige and authority comparable to that of international universities.

QUALITY ASSURANCE



- Monitoring and Evaluation of Graduate and Undergraduate Programs

The implementation of CHED policies and standards is the major task of CHED's regional offices. The HEIs are granted permits to operate Higher Education programs based on their compliance with the minimum policies and standards.

The monitoring and evaluation of the HEIs compliance with the standards are conducted by the CHEDROs with the assistance of Regional Quality Assessment Teams (RQAT).

QUALITY ASSURANCE



■ Benchmarking of Selected Curricula

The Philippines has identified specific curricula that the country needs to propel the economy and respond competitively to global demands.

The CHED found it necessary to conduct benchmarking activities in selected developed countries in America, Europe, Asia and Australia.

Programs with competitive edge: Nursing, Maritime Education, Midwifery

QUALITY ASSURANCE



■ Faculty Development

Faculty development in various HEIs need faculty development programs and a sizeable number need to complete their masters degrees.

The Faculty Development Program was conceptualized to enable existing faculty who teach crucial general education programs to complete their graduate degree courses.

RECENT QUALITY ASSURANCE INITIATIVES



- Moratorium / Cut-off points in licensure performance

The Commission reviews performance of HEIs in yearly licensure exams given by the Professional Regulation Commission (PRC). HEI programs with passing percentage of 5% in licensure examinations are phased-out. For 2007, this will be increased to 8% across all professions.

RECENT QUALITY ASSURANCE INITIATIVES



- Strengthening the Proficiency of English Language Learners

To rectify the bilingual policy in the country which contributed to the decline of English proficiency of students and faculty members, the CHED embarked on an English proficiency training program for faculty and students.

RECENT QUALITY ASSURANCE INITIATIVES



■ Harmonization of Standards

The format for the CHED Policies and Standards were harmonized so that there would be a common structure for all PSGs and some of the basic requirements for all disciplines would more or less be equivalent.

■ Policies for Transnational Arrangements

The CHED is currently reviewing the policies for the various categories of transnational arrangements as follows: distance education offered by foreign schools, academic programs offered with local partners, franchised foreign programs and foreign educational programs offered in the conventional mode.

RECENT QUALITY ASSURANCE INITIATIVES



- Regular dialogues with professional bodies

To harmonize the implementation of reform agendas in education, the CHED conducts regular dialogues and consultations with professional bodies

- Regulation of Review Centers

Based on a Presidential order, all review centers for licensure exams will be regulated by CHED. This is to ensure that review centers follow standards regarding their operations.

ACCESS AND EQUITY INITIATIVES



■ Distance Education

The CHED is encouraging the offering of quality distance education programs at the post baccalaureate level. An academic program is classified as a distance education program if at least 25% of the total courses are offered via the distance mode. Only HEIs that are Level III accredited or has complied with the CHED Quality Assurance system can offer programs via distance education mode.

ACCESS AND EQUITY INITIATIVES



■ Ladderization of Program Offerings

The CHED has initially selected specific programs in the ff: hotel and restaurant management, tourism, maritime, agriculture, midwifery, information technology, criminology and teacher education as programs that are included in the ladderization program.

The idea is to enable more technical – vocational graduates to pursue higher education programs if they choose to in the future.

For 2007, new areas will be explored: medical technology, physical / occupational therapy, radiologic technology, dentistry, office administration and architecture

CONTRIBUTIONS OF ACADEMIA TO NATIONAL DEVELOPMENT



- Universities produce graduates to supply the critical mass that the labor sector needs.
- COEs are expected to be trailblazers in various disciplines to propel development in specific fields. There is also a need to identify HEIs that can take the lead in bilateral and cross country agreements in research and scholarship.
- Academic successes are many, their level of utilization ends with scientific presentations and hardly adopted in the work place. There is a need for specialists to translate technical data and information. The output of academia provide practical application to gaps identified in industry and the workplace.



**THANK
YOU**