



INSTITUTIONAL ACCREDITATION PURSUED

The state colleges and universities, through the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCCUP), continue with keen interest their search for a complementary or alternative to their present system of program accreditation. This search had its inception in the year 2001 when AACCCUP started noting the limitations of using the program as the unit of assessment, like, the long time it takes to accredit all programs (AACCCUP estimate is 92 years), its limited use for pinpointing accountability, and over fragmentation of different parts that should be subjected to evaluation, and its cost. Furthermore, AACCCUP's exposure to global "best practices" has opened the door to other alternative models used over the world, like, subjects assessment, evaluation by discipline, program accreditation, institutional accreditation, and some combinations.

In the AACCCUP Annual National Conference held at Rizal Technological University in January, 2001, the AACCCUP General Assembly recommended a study on the possibility of adopting accreditation by institution as a model more appropriate for state universities and colleges.

Meanwhile, the interest on the use of the institution as the unit of assessment was further fired by lessons learned from the

deliberations on different issues on quality assurance at the Biennial Conference sponsored by the International Network of Quality Assurance Agencies on Higher Education (INQAAHE) attended by three (3) delegates from SUCs: Dr. Manuel T. Corpus of AACCCUP, Pres. Pedro Destura of University of Eastern Philippines, and Dr. Danilo Faustino of Bulacan State University. In that conference, Dr. Corpus presented a paper on "Authority Cum Accountability in Accreditation: 44 Years of Experience in the Philippines." A very clear feedback from the delegates on the paper is the distinct appropriateness of institutional accreditation for pinpointing accountability.

Inspired by the SUCs' growing interest in accreditation by institution, the AACCCUP Board of Trustees in its BR No. 9, S. 2001 dated March 1, 2001 authorized the pursuit of a study on institutional accreditation and designated the AACCCUP Executive Director as the lead. Immediately thereafter, a series of small workshops (of not more than ten people each) were conducted to make the study which came out with an output entitled "Toward a Relevant Model of Quality

Assurance: Redesigning the Current System," which was among the papers on institutional accreditation presented during the AACCCUP Annual National Conference in January, 2002.

Having learned during the AACCCUP Annual National Conference of the SUCs' desire to adopt institutional accreditation, Dr. Mona T. Valisno, Presidential Assistant on Education, who was then one of the invited speakers, recommended to the British Council a grant to Dr. Manuel T. Corpus of AACCCUP and Dr. Feliciano S. Rosete of PASUC.

The visit to UK 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 in their preparation for the actual conduct of

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THE PRESIDENT'S INQAAHE REPORT

Dr. Rosario P. Pimentel, AACCCUP President, attended the INQAAHE Workshop held in Montego Bay, Jamaica on 2-4 May 2002. There were more than 67 delegates representing various countries across the world.

The workshop opened in the afternoon of May 2 and the following were covered:

- The general remarks and welcome of the INQAAHE President;
- WG*1 - Presentation of the INQAAHE'S Agency Data Base; New Models or Accreditation: USA and Europe – Checking or Setting Standards? Control or Improvement?;
- WG*2 - Mutual Recognition of Qualifications; Setting and Measuring Standards; and International Bench-marking.

On May 3 the activities and topics taken

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Quality Assurance Expert RUNS WORKSHOP ON INSTITUTIONAL ACCREDITATION

AACCCUP will hold a seminar-workshop on Institutional Accreditation on Nov. 11-13, 2002 at the Bulacan State University, Malolos, Bulacan.

Attending participants represent a cross-section of Presidents of state universities and colleges, Senior AACCCUP Accreditors, Top Educators, Accreditation Consultants, and key officials of PASUC and AACCCUP.

The seminar-workshop is part of a series of activities to carry out a decision endorsed by the AACCCUP General Assembly and approved by the AACCCUP Board. The decision was to adopt a model of accreditation by institution to complement or to serve as an alternative to program accreditation.

Dr. John Randall will run the workshop. He is sponsored through a grant by the British Council of the United Kingdom. He is an independent international consultant on higher education. He has been working for the International Network on Quality Assurance Agencies in Higher Education (INQAAHE) of which AACCCUP is a member.

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AACCCUP-PASUC RECEIVE BRITISH COUNCIL GRANT

A study of the British quality assurance system was made possible through a grant from the British Council of the United Kingdom. The study visit was awarded to Dr. Manuel T. Corpus, AACCCUP Executive Director, and to Dr. Feliciano S. Rosete, upon the recommendation of

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**SCHEDULE OF ACCREDITATION
PRE-SURVEY CONSULTANCIES AND SURVEY VISITS
October to December 2002**

SUC/Address and PROGRAM	Type of Visit	SCHEDULE OF	
		Pre-Survey Consultancy	Prelim/Formal/1 st & 2 nd Resurvey
1. UNP , Vigan City 1) Graduate: Doctoral (<i>Public Adm. & Educ.</i>) 2) Graduate: Masters (<i>MAT, MAEd, MST & MAME</i>) 3) Graduate: Masters (<i>MPA</i>)	2 nd Resurvey 2 nd Resurvey 2 nd Resurvey	Aug. 13 Aug. 13 Aug. 13	Oct. 2-5 Oct. 5-9 Oct. 5-9
2. MSC , Boac, Marinduque 1) Secondary Teacher Education	Prelim	July 2	Oct. 2-4
3. CMU , Musuan, Bukidnon 1) Forestry 2) Agriculture 3) Arts and Social Sciences 4) Home Economics 5) Secondary Teacher Education 6) Graduate: Doctoral (<i>Education</i>) 7) Graduate: Master (<i>Agriculture</i>) 8) Graduate: Doctoral (<i>Agriculture</i>) 9) Graduate: Master (<i>Education</i>) 10) Sciences (<i>Biology, Chemistry & Math</i>)	1 st Resurvey 1 st Resurvey (revisit) 1 st Resurvey (revisit) 1 st Resurvey 1 st Resurvey (revisit) Prelim Prelim Prelim Prelim 1 st Resurvey (revisit)	Aug. 1 Aug. 1 Aug. 1 Aug. 1 Aug. 1 Aug. 1 Aug. 1 Aug. 1 Aug. 1 Aug. 1	Nov. 4-6 Nov. 4-6 Nov. 4-6 Nov. 4-6 Nov. 4-6 Nov. 7-9 Nov. 7-9 Nov. 7-9 Nov. 7-9 Nov. 7-9
4. TUP , Ayala Street, Manila 1) Graduate: Doctoral (<i>Technology Mgmt</i>) 2) Graduate: Doctoral (<i>Education maj. IEM & Career Guid.</i>) 3) Industrial Teacher Education 4) Graduate: Doctoral (<i>Technology</i>) 5) Graduate: Masters (<i>Management</i>) 6) Graduate: Masters (<i>Education: MAIE maj. Curriculum & Ins., Guid. & Counseling and Educ. Tech; MAT in Tech maj. Technology and HE</i>)	1 st Resurvey 1 st Resurvey 1 st Resurvey 1 st Resurvey 1 st Resurvey 1 st Resurvey	Oct. 10 Oct. 10 Oct. 10 Oct. 10 Oct. 10 Oct. 10	Nov. 4-6 Nov. 4-6 Nov. 4-6 Nov. 7-9 Nov. 7-9 Nov. 7-9
5. CSCST , Cebu City 1) Industrial Teacher Education	Formal (<i>revisit</i>)	--	Nov. 15-16
6. MSU-IIT , Iligan City 1) Secondary Teacher Education 2) Physical Education 3) Mechanical Engineering 4) Industrial Teacher Education 5) Arts and Social Sciences 6) Civil Engineering	Formal Formal Prelim Formal Formal Prelim	July 9 July 9 July 9 July 9 July 9 July 9	Nov. 18-20 Nov. 18-20 Nov. 18-20 Nov. 21-23 Nov. 21-23 Nov. 21-23
7. ASU , Banga, Aklan 1) Agriculture 2) Secondary Teacher Education 3) Home Technology	Formal Formal Formal	July 18 July 18 July 18	Nov. 18-20 Nov. 18-20 Nov. 21-23
8. MSU , Marawi City 1) Secondary Teacher Education 2) Elementary Teacher Ed & Home Eco. 3) Health Sciences (<i>Nursing</i>)	1 st Resurvey 1 st Resurvey 1 st Resurvey	July 8 July 8 July 8	Nov. 21-23 Nov. 21-23 Nov. 21-23
9. DMMMSU , Bacnotan, La Union 1) Agriculture 2) Agri-business 3) Forestry (<i>w/ Agro-Forestry</i>) 4) Agricultural Engineering DMMMSU , Agoo, La Union 5) Elementary Teacher Education 6) Secondary Teacher Education	2 nd Resurvey 2 nd Resurvey 2 nd Resurvey 2 nd Resurvey 2 nd Resurvey 2 nd Resurvey	Oct. 21 Oct. 21 Oct. 21 Oct. 21 Oct. 21 Oct. 21	Nov. 25-29 Nov. 25-29 Nov. 25-29 Nov. 25-29 Nov. 25-29 Nov. 25-29
10. CSU , Tuguegarao City 1) Elementary Teacher Education 2) Industrial Teacher Education	1 st Resurvey 1 st Resurvey	Sept. 10 Sept. 10	Nov. 25-27 Nov. 28-30
11. URS , Morong, Rizal 1) Elementary Teacher Education 2) Industrial Teacher Education 3) Sciences (<i>Biology, Math, Psycho & Guidance & Counseling</i>)	1 st Resurvey 1 st Resurvey 1 st Resurvey	Aug. 16 Aug. 16 Aug. 16	Nov. 25-27 Nov. 28-30 Nov. 28-30
12. BSU , Malolos, Bulacan 1) Industrial Technology 2) Civil Engineering 3) Mechanical Engineering 4) Electrical Engineering	1 st Resurvey 1 st Resurvey 1 st Resurvey 1 st Resurvey	Sept. 18 Sept. 18 Sept. 18 Sept. 18	Nov. 25-27 Nov. 25-27 Nov. 28-30 Nov. 28-30
13. PAC , Magalang, Pampanga 1) Agriculture 2) Home Economics 3) Arts and Sciences 4) Agri-business Economics 5) Graduate Education 6) Teacher Education 7) Agricultural Engineering	1 st Resurvey Prelim Prelim Prelim Prelim 1 st Resurvey Prelim		Dec. 2-4 Dec. 2-4 Dec. 2-4 Dec. 4-6 Dec. 4-6 Dec. 4-6 Dec. 4-6
14. NVSPC , Bambang, Nueva Vizcaya 1) Mechanical Engineering 2) Arts and Soc.Sci. (<i>History & English</i>) 3) Industrial Technology 4) Elementary Teacher Education 5) Secondary Teacher Education 6) Science (<i>Mathematics</i>) 7) Industrial Teacher Education 8) Graduate: Masters (<i>MAEd & MAT</i>) 9) Graduate: Masters (<i>MPA</i>)	Formal 2 nd Resurvey Formal Survey 2 nd Resurvey 2 nd Resurvey 2 nd Resurvey 2 nd Resurvey 2 nd Resurvey 2 nd Resurvey	Aug. 22 Aug. 22 Aug. 22 Aug. 22 Aug. 22 Aug. 22 Aug. 22 Aug. 22 Aug. 22	Dec. 2-4 Dec. 2-5 Dec. 2-4 Dec. 2-5 Dec. 2-5 Dec. 6-9 Dec. 6-9 Dec. 6-9 Dec. 6-9
15. ISCAF , Lamut, Ifugao 1) Agricultural Technology	Formal	Conducted	Dec. 2-4
16. BU , Legaspi City 1) Graduate: Doctoral (<i>Ed. Mgmt.</i>) 2) Graduate: Masters (<i>MM and MAPA</i>) 3) Graduate: Masters (<i>MAEd and MAIE</i>)	2 nd Resurvey 2 nd Resurvey 2 nd Resurvey	July 11 July 11 July 11	Dec. 4-7 Dec. 7-10 Dec. 7-10

SUC/Address and PROGRAM	Type of Visit	SCHEDULE OF	
		Pre-Survey Consultancy	Prelim/Formal/1 st & 2 nd Resurvey
17. WVSU , La Paz, Iloilo City 1) Graduate: Masters (<i>MAEd, MAT & M Ed</i>) 2) Graduate: Master (<i>Agriculture</i>) 3) Graduate: Doctoral (<i>Education</i>)	1 st Resurvey 1 st Resurvey 1 st Resurvey	July 25 July 25 July 25	Dec. 5-7 Dec. 5-7 Dec. 5-7
18. LCCC , La Carlota City 1) Elementary Teacher Education	Formal	Sept. 6	Dec. 9-11
19. MinSCAT , Victoria, Oriental Mindoro 1) Agriculture	Formal	Oct. 9	
20. TSU , Tarlac City		Oct. 11	
21. MPSPC , Bontoc, Mountain Province 1) Teacher Education 2) Arts and Sciences 3) Industrial Teacher Education 4) Graduate Education	1 st Resurvey Prelim Prelim Prelim	Oct. 14 Oct. 14 Oct. 14 Oct. 14	
22. CSPC , Nabua, Camarines Sur	Prelim	Oct. 17	
23. PSU , Goa, Camarines Sur	Prelim	Oct. 17	
24. USP , Davao City	Prelim	Nov. 5	
25. SPAMAST , Malita, Davao del Sur 1) Fisheries	Prelim	Nov. 5	
26. LSPC , Sta.Cruz, Laguna	Prelim		
27. CVPC , Dumaguete City	1 st Resurvey		

Quality Assurance Expert ... (Continued from Page 1)

The expected output of the seminar-workshop is the development of a framework of institutional accreditation to serve as the basis for consultation and then for the training of accreditors. This framework will address the following issues:

1. The objectives and scope of institutional accreditation;
2. How accreditation needs are met and how institutional systems and programs could be balanced;
3. What to assess in institutional accreditation and how to achieve a balance among inputs, processes, and outcomes; and
4. What criteria for evaluation are to be adopted?

There will be six workshop sessions. Each session would consist of an opening presentation by Dr. Randall to be followed by small discussion groups to consider what material should be incorporated into the AACCUP procedures and what material should be amended to align it with Philippine requirements before incorporation; and what material is not required.

Institutional Accreditation Pursued... (Continued from Page 1)

external audit; and the University of London, Royal Holloway Campus for a study of their quality assurance program and their experiences as external auditors.

The study visit was capped by a meeting with Dr. John Randall, who was invited by Dr. Corpus and Dr. Rosete to run a workshop on institutional accreditation in the Philippines on November 11-13, 2002 to be sponsored and funded by the British Council to be held at the Bulacan State University. The workshop will come out with an output, which will serve as the review framework for AACCUP in its consultation and training of accreditors.

THE PRESIDENT'S INQAAHE REPORT ... (Continued from Page 1)

up were:

- WG 3 – Towards a Quality Hallmark for QA Agencies;
- WG 4 – Mutual recognition of QA Agencies;
- WG 5 – QA for Technical and Vocational Degrees;
- QA Implications of New Forms of HE;
- Challenges and Opportunities in QA in Developing Countries;
- Reports from the Regions; and
- Good Practice and an INQAAHE Data Base.

A Profile of International QAs

Dr. Pimentel submitted to AACCUP a report on the Profile of Quality Agencies (QAs). The profile provides a global perspective of the scope of quality assurance as practiced in other countries. The profile also provides some models for improving the structure and operations of AACCUP.

The report also contains information or initiatives useful to the CHED Task Group assigned to review and revise the 1995 CHED Order on Voluntary Accreditation, taking into account the recommendations of the Asian Development Bank Report on "Accreditation and Quality Assurance System for Higher Education."

Arranged according to rank are the most frequently assessed areas at the institutional level:

Rank	Topic/Area
1	Development & Management / Organization of Educational Activities
2	Quality of Educational Activities
3	Management
4	Quality Assurance Mechanism
5.5	Mission Statement
5.5	Students
7	Policy Decision Making Process
8	Quality of Staff
9	Community Services
10	Realization Mission & Activity Goals

Regional Distribution of QAs:

Europe	23
Asia-Pacific	11
North America	7
Central America	1
South America	2
Caribbean	2
Africa	2

Scope of Accreditation:

• Institutional	12
• Program	13
• Both	23

Founding Dates:

Most of the QAs were founded in the 1990s. The latest to be founded is the Australian Universities Quality Assurance Agency. The oldest to be founded (1913) is the Higher Learning Commission of the North-Central Association of Colleges and Schools in the United States.

Dr. Pimentel reported that the founding date of the QA is indicative of its exposure to, and maturity in quality assurance or accreditation activities.

Funding the QAs

By Government	28
By HEIs	11
Mixed*	5
Donations	1
No information	3
Total	40

Recommendation:

A Database for AACCUP using the INQAAHE format for which a draft proposal has been submitted by Dr. Pimentel for the consideration of the AACCUP Board of Directors.

(A more elaborate INQAAHE Report by Dr. Pimentel will be printed in the January 2003 issue of the AACCUP Newsletter.)

EDITORIAL

INSTITUTIONAL ACCREDITATION: PROSPECTS AND LIMITATIONS

By
Dr. Manuel T. Corpus
Executive Director, AACCUP

Ten years of experience in accreditation, albeit fruitful, has led to the emergence of certain concerns or issues on accreditation by program particularly its relevance, usefulness and its operational practicality which culminated in the decision of the AACCUP Board on March 1, 2001 to explore other models of accreditation, and commissioning this writer to lead this project.

Different countries the world over adopt varying structures, functions, mechanisms, and practices in their accreditation (or quality assurance) programs. But one of the most serious issues that is subjected to review is the unit of assessment.

What is the unit of assessment used globally? Almost all countries have certain mechanisms in place that assess the institution as a whole, the individual academic programs, or a few others using a mixture of both. A few examples may be recalled: in India, they assess institutions; in the Philippines, programs; and in Hong Kong, they begin with institutional review, and later validate the individual programs.

What unit of assessment should be adopted in the Philippines? Shall we stick to accreditation by program, or

shall we explore other models as suggested by the CHED-organized Technical Working Group on Quality Assurance and by Dr. Marian Phelps, a consultant recently commissioned by the Asian Development Bank to study the quality assurance program in the Philippines.

I would like to offer three criteria in selecting the unit of assessment, namely: 1) the number and size of higher education institutions, 2) the purpose of accreditation, and 3) the feasibility of using the model.

Accrediting by program has strong points. As it is reviewing a small unit, it enjoys the advantage of being well focused; and it looks into details. However, it is too fragmented, and in a country with over a thousand higher education institutions, it would take many years, perhaps even a century to accredit all programs even in just one cycle.

One practical advantage of accreditation by institution is that the academic quality is defined by its collective impact. Indeed, in accreditation surveys, it is operationally strenuous to segregate the evaluation of certain inputs to the academic program as these are not used

exclusively by the program under survey, but are shared by other units or programs of the institution. Take the case of the library, the laboratories, the classrooms, and other physical facilities. Even the services are extended institution-wide, like, student services, not to mention the administration of programs.

Another advantage of using the institution as the unit of assessment is its usefulness and relevance to the major stakeholders, such as, the government, which provides the funds (quite relevant to state-supported institutions), the students, employers, aid-granting institutions, donors, foundations, etc. In those cases, the commitment and the accountability are demanded from the recipient of the assistance, which is the institution, and not from individual programs. In legislative budget hearings, the legislators ask questions not on accredited programs, but on the accreditation of the whole SUC. It is unfair for a state college or university to claim: "we are accredited" when in fact, this refers to only the accreditation of one or two of the over 20 programs offered by the institution.

AACCUP AND PASUC . . .

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Dr. Mona D. Valisno, Presidential Assistant on Education to Director Gill Westaway of the British Council

The study visit included a briefing on the institutional quality assurance system of U. K. at the Quality Assurance Agency and visits to the University of London to learn from their experiences as external auditors (accreditors), and as host institution subjected to audit including the major preparations required, the work of the internal assessment system of the university, and the procedures ("best practices") of evaluation.

The visit capped by a conference with Dr. John Randall, an independent consultant on higher education and former Chief Executive Officer of the British Quality Assurance Agency. Dr. Randall, as agreed in this conference, would run a workshop on institutional accreditation to be held at the Bulacan State University on November 11-13, 2002 under the sponsorship of the British Council.

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