



Institutional Sustainability Assessment (ISA) for Inclusive and Global Education

This presentation explores key strategies for assessing and ensuring the long-term sustainability of educational institutions that prioritize inclusive and global learning. I'll cover essential pillars, readiness frameworks, and implementation plans to create thriving, future-ready campuses.

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Defining Inclusive and Global Education

Education

Inclusive Education

Focuses on providing equitable equitable access and opportunities for all students, students, regardless of background or ability. Emphasizes diversity, accessibility, and personalized personalized learning.

Global Education

Prepares students to thrive in an in an interconnected world. Incorporates international perspectives, cross-cultural understanding, and skills for navigating diverse environments.

The Intersection

Inclusive and global education work in tandem to create a holistic, future-ready learning experience that empowers all students to become engaged global citizens.



Importance of Institutional Sustainability

1 Long-Term Viability

Sustainable institutions can adapt to evolving needs and thrive for generations, providing consistent, high-quality education.

3 Positive Impact

Sustainable institutions can drive meaningful societal change through their inclusive and inclusive and global educational initiatives.

2 Resilience to Challenges

Sustainable institutions are better equipped to withstand disruptions, disruptions, crises, and resource constraints, ensuring continuity of operations.





Key Pillars of Institutional Sustainability

Governance & Leadership

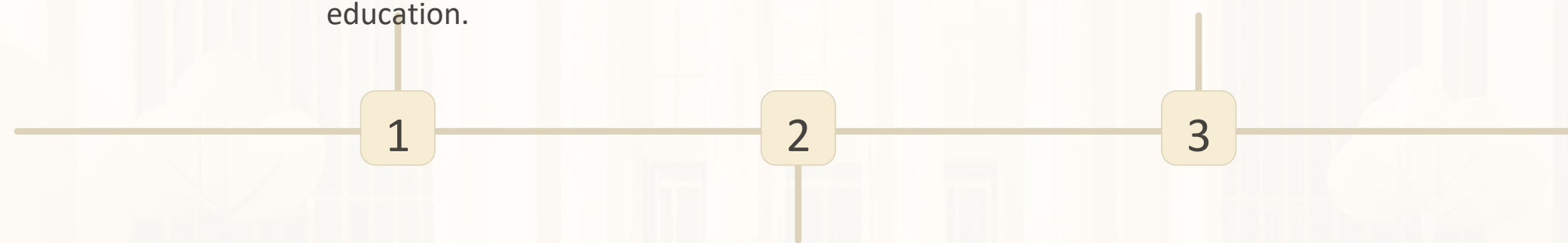
Effective governance structures and visionary leadership that prioritize sustainability and inclusive, global education.

Operational Efficiency

Streamlined processes, technology integration, integration, and sustainable practices that optimize institutional operations and reduce environmental impact.

Financial Resilience

Diverse revenue streams, sound financial management, and strategic resource allocation to ensure long-term financial stability.





Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION



CHED MEMORANDUM ORDER

No. 46
Series of 2012

**SUBJECT: POLICY-STANDARD TO ENHANCE QUALITY ASSURANCE (QA)
IN PHILIPPINE HIGHER EDUCATION THROUGH AN OUTCOMES-
BASED AND TYPOLOGY-BASED QA**

In accordance with pertinent provisions of the 1987 Philippine Constitution which assert that the state “shall protect and promote the right of all citizens to quality education at all levels...” (Article XIV Section 1); “establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society” (Article XIV Section 2); and “exercise reasonable supervision and regulation of all educational institutions” while recognizing the complementary roles of private and public institutions (Article XIV Section 4)—provisions that are reiterated in Batas Pambansa Blg. 232 and Republic Act 7722 otherwise known as the Higher Education Act of 1994 which state that “the State shall protect, foster and promote the right of all citizens to affordable quality education at all levels” (Section 2); “its coverage shall be both public and private institutions of higher education as well as degree granting programs in all post-secondary education institutions, public and private” (Section 3); and that the Commission “shall set minimum standards for programs and institutions of higher learning” (Section 8d);



What Is CHED'S Institutional Sustainability Assessment (ISA)?



ISA is a **quality assurance** process that assesses the institutional sustainability of an HEI in five key result areas:

- ✓ governance and management
- ✓ quality of teaching and learning
- ✓ quality of professional exposure, research, and creative work/innovation
- ✓ support for students
- ✓ relations with the community.



Approaches to Institutional Sustainability Assessment (ISA)?

- ✓ *Developmental approach*
- ✓ *Outcomes-based approach*



Developmental Approach

The goal of **ISA** is to help HEIs develop a culture of quality.

- To assist “**developing HEIs**” (those with few accredited programs) **establish** their internal QA systems and processes.
- To assist “**developed HEIs**” (those with established internal QA mechanisms) **improve/enhance** their internal QA systems and processes.
- HEIs are encouraged to use the ISA Self-Evaluation Document (SED) for their internal QA systems even without undergoing a formal ISA Assessment.
- **ISA is free.**



Outcomes-based Approach

Shift from inputs-based to outcomes-based QA.

- An audit of the quality systems of an institution, to determine whether these are sufficiently robust and effective to ensure that all programs are well designed and deliver appropriate outcomes.
- Such an audit will not normally make direct judgments on academic programs, but it will consider program-level evidence to the extent necessary to establish that institutional systems are functioning properly. This approach thus takes into consideration the vision, mission, and goals of the HEI.



Quality

Alignment and consistency with the institution's VMG, at exceptional levels, demonstrated by the learning outcomes and the development of a shared culture of quality.

Harvey, L., Green, D. (1993), "Defining quality", *Assessment and Evaluation in Higher Education*, Vol. 18 No.1, pp.9-34.

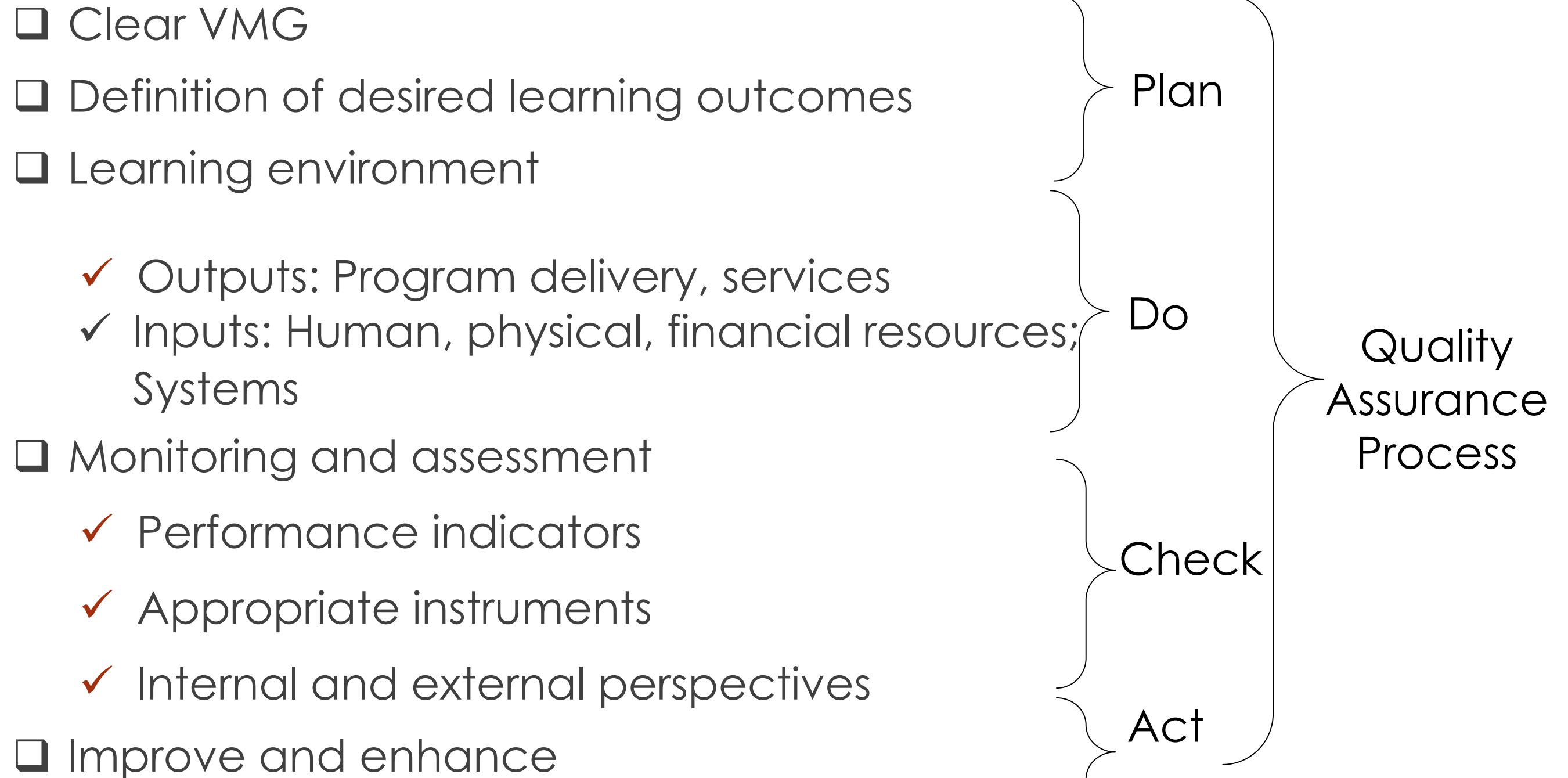


Quality Assurance

“Quality Assurance is not about specifying the standards or specifications against which to measure or control quality. Quality assurance is about ensuring that there are mechanisms, procedures and processes in place to ensure that the desired quality, however defined and measured is delivered.” (Church 1988)



Internal Quality Assurance Process





Why Are We Assessing Institutional Sustainability?

- ❑ It is the moral and legal responsibility of every higher education institution (HEI) to provide quality programs to its students and be efficient and effective through **quality systems**.
- ❑ Quality programs can be assessed through quality of students and graduates and quality systems can be **assessed through tools that show the internal capacity of the HEI** to translate vision, policy, and strategy into quality programs and quality results.



Why Are We Assessing Institutional Sustainability?

- ❑ There is a need for HEI to **continuously assure the quality** of the programs and services provided and delivered to its students.
- ❑ And it is in this context that the CHED is promoting the Institutional Sustainability Assessment (ISA) as a quality assurance process an HEI can use for free.
- ❑ ISA can also serve as a learning process for the institution and thus contribute to its **continuing quality cycle**.



ACCREDITATION

- It is concerned with the outcomes of Individual programs
- Accreditors provide recommendations on noted deficiencies.

ISA

- It is concerned with the outcomes of the institution as a whole
- Assessors mirror the institutional systems and outcomes and leaves the plan of action to the HEI to address the noted gaps based on their own context.

Accreditation and ISA are different but complementary to each other.



What Will The Assessors Look For?

PARAMETERS OF THE ASSESSMENT

1. Presence of the System

- ✓ The mechanisms and processes exist
- ✓ They are defined, known by users and documented
- ☐ **Documentary evidence:** manuals, handbooks



What Will The Assessors Look For?

PARAMETERS OF THE ASSESSMENT

2. Extent of Implementation

- ✓ All users follow the mechanisms, procedures and processes.
- ✓ Evidence of implementation should be documented
- ✓ Exceptions to the systems are documented and justified
- ☐ **Documentary evidence:** status reports, evaluation reports, feedback forms, minutes of meeting, proceedings, etc.



What Will The Assessors Look For?

PARAMETERS OF THE ASSESSMENT

3. Outcomes of the System

- ✓ The result of the system.
- ✓ Evidence of outcomes should be documented
- ❑ **Documentary evidence:** e.g. PRC licensure examination results, accomplishment reports, graduation rate, employment rate of graduates, publications in refereed journals, etc.



What Will The Assessors Look For?

PARAMETERS OF THE ASSESSMENT

4. Effectiveness of the System

- ✓ The system helps the HEI achieve its goals and targets as shown by the quantity and quality of outcomes.
- ☐ **Documentary evidence:** e.g. impact assessments, targets vis-à-vis accomplishments, etc.



CHED'S INSTITUTIONAL SUSTAINABILITY SUSTAINABILITY ASSESSMENT

Key Result Areas of ISA

- ▶ KRA 1 – Governance and Management
- ▶ KRA 2 – Quality of Teaching and Learning
- ▶ KRA 3 – Quality of Professional Exposure, Research and Creative Work
- ▶ KRA 4 – Support for Student
- ▶ KRA 5 – Relations with the Community



ISA Key Result Areas

KRA	INDICATORS	CRITERIA	ELEMENTS	POSSIBLE OUTCOMES
KRA 1 G O V E R N A N C E & M A N A G E M E N T	Core Indicator: Governance	Criterion: The institution's governance arrangements demonstrate probity/integrity , strategic vision, accountability , awareness and management of risk, and effective monitoring of performance.	<ul style="list-style-type: none"> • Probity • Strategic Vision • Accountability • Awareness and Management of Risk • Effective Monitoring of Performance 	<ul style="list-style-type: none"> ✓ Alignment of organizational culture with VMG ✓ Quality of institutional performance ✓ Effective structures
	Core Indicator: Management	Criterion: The institution's management of operations, financial control, and quality assurance arrangements give the HEI the opportunity to respond to development and change.	<ul style="list-style-type: none"> • Management of Operations • Financial Control • Quality Assurance Arrangements 	<ul style="list-style-type: none"> ✓ Support of stakeholders ✓ Sustainability of operations ✓ Responsive programs and development plans ✓ Continuous quality improvement (CQI) in management
	Indicator: Enabling Features	Criterion: The institution has enabling features that help improve the operations, quality, and dev., such as 1) the use of ICT for more efficient and effective management; and 2) viable, sustainable, and appropriate resource generation strategies to support its development plans.	<ul style="list-style-type: none"> • Use of ICT in Management • Resource Generation Strategies • Other Enabling Features 	<ul style="list-style-type: none"> ✓ Efficient and effective operations ✓ Achievement of responsive development plans



ISA Key Result Areas

KRA	INDICATORS	CRITERIA	ELEMENTS	POSSIBLE OUTCOMES
KRA 2 Quality of T E A C H I N G and L E A R N I N G	Core Indicator: Setting and Achieving Program Standards	Criterion 1: Program Approval and Implementation - The institution's process for approving & implementing programs ensure that program are aligned to the HEI's VMG as expressed in the desired competencies for its graduates; consider the risks related to needed resources, potential market, etc.; are effectively implemented to achieve the intended outcomes; and contribute to the dev. needs of the region/country.	<ul style="list-style-type: none"> • Program Approval • Setting of Objectives and Learning Outcomes • Mechanisms for Effective Delivery of Programs and Academic Support • Matching of Abilities and Aptitudes 	<ul style="list-style-type: none"> ✓ Student and faculty performance toward the desired competencies of graduates ✓ Dynamic learning environment ✓ Stakeholder satisfaction ✓ Relevant and responsive academic programs
		Criterion 2: Program Monitoring and Review - The institution's effective arrangements for monitoring and reviewing contribute to the effectiveness of its programs.	<ul style="list-style-type: none"> • Monitoring and Review 	<ul style="list-style-type: none"> ✓ Current, relevant, coherent, and sustainable programs ✓ Improved teaching and learning ✓ Improved student performance



ISA Key Result Areas

KRA	INDICATORS	CRITERIA	ELEMENTS	POSSIBLE OUTCOMES
KRA 2 Quality of T E A C H I N G and L E A R N I N G	Core Indicator: Faculty Profile	Criterion: The institution achieves its quality of teaching and learning due in large part to its faculty roster with their appropriate expertise and competence.	<ul style="list-style-type: none"> • System for Faculty Selection, Retention, Evaluation, and Promotion • Teaching Expertise and Competence 	<ul style="list-style-type: none"> ✓ Student performance and rate of completion ✓ Faculty performance and retention
	Core Indicator: Use of ICT and Learning Resources	Criterion: Student learning and performance are enhanced with the effective use of learning resources, such as library resources, laboratories, and information and communications technology.	<ul style="list-style-type: none"> • Use of ICT • Library Resources • Laboratories, Equipment, and Facilities 	<ul style="list-style-type: none"> ✓ Innovative programs ✓ Utilization of ICT and library resources ✓ High satisfaction of users



ISA Key Result Areas

KRA	INDICATORS	CRITERIA	ELEMENTS	POSSIBLE OUTCOMES
KRA 3 Quality of Professional Exposure, Research, and Creative Work	Indicator: Professional Exposure	Criterion: Students develop relevant competencies through programs that allow students to practice their learned competencies, such as programs for entrepreneurship, practicum, internship, apprenticeship, and/or on-the-job training (OJT).	• Professional Exposure	✓ Collaboration of sectors and programs, which are relevant and responsive to the needs of society
	Indicator: Research Capability	Criterion: The institution's research community produces relevant research and other advanced scholarly activity.	• Research strategy and capacity	✓ Publications ✓ Highly functional and relevant research programs
	Indicator: Creative Work and/or Innovation	Criterion: The institution produces creative work and/or innovation in the arts and humanities, science and technology, social sciences, and/or management science.	• Creative Work and/or Innovation	✓ Patents and/or awards



ISA Key Result Areas

KRA	INDICATORS	CRITERIA	ELEMENTS	POSSIBLE OUTCOMES
KRA 4 SUPPORT FOR STUDENTS	Core Indicator: Equity and Access	Criterion 1: Recruitment, Admission, and Academic Support - The institution is effective in recruiting, admitting, supporting, and graduating students, including those from indigenous groups, the handicapped, low-level income groups, foreign students, and other special groups.	<ul style="list-style-type: none"> • Recruitment, Admission, and Academic Support 	<ul style="list-style-type: none"> ✓ Student quality ✓ Rate of completion
		Criterion 2: Student Scholarships - The institution provides educational opportunities for the most able and deserving students with support from student scholarships.	<ul style="list-style-type: none"> • Student Scholarships 	<ul style="list-style-type: none"> ✓ Student quality ✓ Diversity of student population ✓ Rate of completion ✓ Employment of scholars
	Core Indicator: Student Services	Criterion: The institution has programs for student services , to support the non-academic needs of the students.	<ul style="list-style-type: none"> • Non-academic Support • Placement Support 	<ul style="list-style-type: none"> ✓ Performance of students ✓ Employment of graduates



ISA Key Result Areas

KRA	INDICATORS	CRITERIA	ELEMENTS	POSSIBLE OUTCOMES
KRA 5 Relations with the Community	Core Indicator: Relevance of Programs	Criterion: The institution offers programs that take into consideration the social, cultural, economic, and/or developmental needs of the country at local, regional, and/or national levels, as reflected in the HEI's VMG and in consideration of the country's need to compete effectively in global markets.	<ul style="list-style-type: none"> • Determining and Promoting Relevance 	<ul style="list-style-type: none"> ✓ Student and faculty involvement ✓ Improved employment rates ✓ Impact on communities as evidenced by any of the following: increased livelihood programs, increased involvement of community members, and/or development of community leadership
	Indicator: Networking and Linkages	Criterion: The institution is valued as a partner by other higher education institutions; professional, government, and non-government organizations; and industry, within the Philippines and/or internationally.	<ul style="list-style-type: none"> • Networking and Linkages 	<ul style="list-style-type: none"> ✓ Partnerships with other HEIs; professional, government and non-government organizations; and



Assessing Institutional Readiness

Stakeholder Alignment

Ensuring that all stakeholders, from leadership to leadership to students, are committed to the the sustainability vision and goals.

Infrastructure Evaluation

Assessing the institution's physical, technological, technological, and human resource infrastructure infrastructure to identify strengths and areas for areas for improvement.

Gap Analysis

Identifying the gaps between the institution's institution's current state and the desired state of state of sustainability and inclusivity.

Benchmark Comparison

Comparing the institution's performance against against industry standards and best practices for practices for sustainable, inclusive education. education.

Strategies for Sustainable Implementation



1

Stakeholder Engagement

Fostering buy-in and participation from all stakeholders through clear communication, training, and incentives.

2

Phased Rollout

Implementing sustainability initiatives in manageable, well-planned phases to ensure smooth transitions and successful outcomes.

3

Continuous Improvement

Regularly reviewing, adjusting, and refining the sustainability strategy based on feedback, data, and evolving best practices.





Monitoring and Evaluation Frameworks

Frameworks

Key Performance Indicators

Enrollment diversity, student retention, graduation graduation rates, faculty diversity, research impact, impact, community engagement

Qualitative Assessments

Stakeholder surveys, focus groups, case studies, studies, peer reviews, accreditation feedback

Data Collection Strategies

Institutional data, student/faculty/staff surveys, surveys, learning analytics, community feedback feedback channels

Reporting and Transparency

Regular progress reports, sustainability dashboards, public disclosure of key metrics



Conclusion and Next Steps



Innovative Thinking

Continuously explore new strategies and technologies to enhance institutional sustainability and inclusivity.



Cross-Functional Collaboration

Foster interdisciplinary partnerships and community engagement to drive meaningful change.



Adaptability and Resilience

Cultivate an institutional culture that embraces change and adapts to emerging challenges and opportunities.



Transformative Impact

Leverage the power of inclusive and global education to positively shape the future of our communities and the world.

Thank you for your kind
attention!

References:

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2. <https://gamma.app/docs/Institutional-Sustainability-Assessment-for-Inclusive-and-Global--2lyev99y4h1cps3?mode=doc>
3. CHED's Outcomes-based Typology CMO

Credits to the ISA Assessors who were part of the documentations