READINESS OF SDSSU FOR INSTITUTIONAL SUSTAINABILITY ASSESSMENT

ALAN S. COMPE

ABSTRACT

The study conducted to find out the readiness of SDSSU for Institutional Sustainability Assessment. This study employed quantitative-descriptive designs. The level of readiness was investigated through ISA Framework within the five key results areas. The study shown that SDSSU is capable of preparing to be ready for Institutional Sustainability Assessment, they have necessary enrolment, qualifications, curricular program offerings, budget and physical plant facilities to enhance the challenges encountered in operationalizing Institutional Sustainability Assessment. The readiness of SDSSU for Institutional Sustainability Assessment in governance and management, quality of teaching and learning, support to students and relations to community are strength to overcome weaknesses in quality of professional exposure, research, & creative work particularly in creative work/or innovation. The University has to encourage faculty and students to participate in creative work/or innovation. However, challenges are a hindrance to meet the Higher Education Institutions standards in education. In order to enhance the level of readiness of the institution to Institutional Sustainability Assessment SDSSU may consider the challenges in Governance and management, quality of teaching and learning, quality of professional exposure, research, and creative work, support to students and relations with the community in order to meet the Higher Education Institutions standards in education.

KEYWORDS: *Readiness, SDSSU, Challenges, Institutional Sustainability Assessment*

INTRODUCTION

In order to achieve a quality education, HEIs must submit for accreditation to help policy makers in the distribution and the operation of higher education institutions in the Philippines, hence this study about the readiness of SDSSU for Institutional Sustainability Assessment, taking into consideration the challenges encountered by SDSSU key officials, faculty, staff and other stakeholders to address the underlying issues and concerns (Compe, 2018).

According to Compe (2017) revealed that in order to be ready for accreditation, the Higher Education Institutions may consider the challenges encountered in operationalizing quality assessment. Abankina, et al. (2015) stated that Malaysian Higher Education is based on availability of resources, research, educational performance and the combination of these results with efficiency score. To respond the global challenge, CHED encourages HEI to submit for accreditation to ensure that all HEI's in the Philippines are following the quality standard of education (Hapin et al., 2016). Analysis and findings may be used by policy makers and researchers to facilitate cross-national comparisons of program design, implementation, and outcomes (Perna et al., 2014) which according to CHED standards.

The above cited studies revealed that the results of higher education institution's accreditation could be the basis for designing interventions for continuous quality improvement. In implementing Institutional Sustainability Assessment (ISA), there are challenges that key officials, faculty, staff and other stakeholders may encounter, but knowing the readiness of the institution to Institutional Sustainability Assessment (ISA), policy-makers could identify the strengths and weaknesses among the different Key Result Areas (KRAs), formulate and execute policies and plans to support SDSSU s' efforts to comply the requirements of CHED's Institutional Sustainability Assessment.

It is the commitment of the Philippine higher education institutions, particularly SDSSU to have continuous quality improvement. The findings of this study can be utilized to enhance the level of readiness of SDSSU for Institutional Sustainability Assessment. Considering the challenges encountered by University, intervention can be designed to enhance the level of readiness of Institutional Sustainability Assessment (ISA).

Theoretical/Conceptual Framework

This study is anchored mainly on Deming's Theory of Total Quality Management (TQM) which states that in order to achieve the highest level of performance requires not just a good philosophy, but also the education and innovativeness of the organization using the Plan-Do-Check-Act (PDCA) approach. The PDCA approach is necessary for institutions to plan, do or implement, check, monitor or evaluate progress, activities and projects and act again to prepare and be ready for assessment.

The TQM Theory is likewise supported by Fayol's Theory of General Management which focuses on the five (5) principles namely: forecasting and planning, organizing, commanding, coordinating and controlling. Forecasting and planning are acts of anticipating the future and acting accordingly. Organizing is the development of the institution's resources, both material and human. Commanding is sustaining the institution's actions and processes. Co-coordinating is the alignment and harmonization of the groups' efforts. Finally, controlling means that the above activities were performed in accordance with appropriate rules and procedures. Preparing the institutions for institutional sustainability assessment be it local, cross-border or international exchanges is not an easy task.

The external quality assessment can provide the impetus for university change. Both the governing forces of the evaluation's owner and the influence of the evaluation results on the financial resources and reputations of institutions push the evaluated institutions to meet the demands of the external quality assessment. However, universities are not completely shaped by external pressures only but also the internal environment of universities and their initiatives in creating change should also be noted (Liu, 2016).

As stated in CMO No. 46 series of 2012, the horizontal typology includes the following types: Professional Institution, College, and University, and they are differentiated by features in the following areas: desired competency of graduates, kinds of academic and co-curricular programs, qualification of faculty, learning resources and support structures, nature of linkages and outreach activities. Horizontal typology is done through Institutional Sustainability Assessment (ISA) which serves as a learning process for the HEI and contributes to its continuing quality cycle. ISA is developmental in nature and entails a more reflective review of the institution's VMG and desired outcomes. The ISA Framework has five key result areas within which judgments are made about the performance of institutions. These are the governance and management, quality of teaching and learning, quality of professional exposure, research, and creative work, support for students and relations with the community (CHED Handbook 2014).

METHODOLOGY

The study employed quantitative-descriptive designs. Data were categorized and analyzed based from the purpose and specific problem of the study. Descriptive and Inferential statistics were applied in treating the data. Quantitative discussions on the readiness of SDSSU for ISA was done based on the available data gathered. **Simple Percentage**. This was used to analyze the data gathered through the query of problem number 1. **Weighted Mean**: was used to determine the level of readiness of SDSSU for Institutional Sustainability Assessment. **Analysis of Variance – One Way Classification (F ratio):** was likewise used to determine the significance of the difference of the level of readiness of SDSSU when grouped according to Key Results Area (KRA) and the **Tukey's Posteriori Method:** was used as a post test on the significant difference if after one – way ANOVA, the null hypothesis was rejected.

RESULTS AND DISCUSSIONS

Table 1: Over-all level of readiness of SDSSU for Institutional Sustainability Assessment.

ISA KRA	Mean Rating	Verbal Interpretation
1 Governance and Management	3.12	MR
2. Quality of Teaching and Learning	3.70	VMR
3. Quality of Professional Exposure, Research, & Creative Work	2.75	MR
4. Support for Students	3.19	MR
5. Relations with the Community	3.10	MR
Over-all mean	**3.172**	**MR**

Mean Interval: 0-.80-Not Ready, .81-1.60-Less Ready, 1.61-2.40-Ready, 2.41-3.20-Moderately Ready,3.21-4.0-Very Much Ready

As shown in table 1, the highest rating of 3.70 0r Very Much Ready in quality of teaching and learning, revealed that SDSSU was very much ready for Institutional Sustainability Assessment. In addition, the rating of 3.12 or moderately ready in governance and management, 3.19 or moderately ready in Support to Students and 3.10 in relations with community revealed that SDSSU was moderately ready for Institutional Sustainability Assessment. The total mean rating of 2.75 or moderately ready, for quality of professional exposure, research, & creative work, indicates that SDSSU was moderately ready for Institutional Sustainability Assessment but much improvement is needed to overcome weaknesses in creative work/or innovation.

The over-all mean rating 3.172 or moderately ready implies that SDSSU was moderately ready for Institutional Sustainability Assessment. When the role of universities and their development programs increases, a new funding model should give more autonomy to the HEIs and secure sustainability in the implementation of their development strategies. This served as a catalyst in the course of the modernization of the Russian education sector and everybody would benefit if it were more coordinated with general reforms (Scherbakova et al., 2013).

Table 2: Significant Difference in the level of ISA Readiness as perceived by the respondents and as revealed in the SED in terms of Governance and Management

Source	*N*	Mean	St. Dev.	F	P	Decision on H_o	Conclusions
Key Officials	65	3.183	0.312	5.71	0.001	Reject	Sig.
Faculty	60	3.296	0.395				
Staff	60	3.154	0.263				
Stakeholders	18	3.466	0.217				
Total	203						

Table 2 shows that Stakeholders has the least number of respondents but it has the highest mean far from the rest with a standard deviation that do not depart largely with the rest. However, when the data were subjected for analysis, a p-value of 0.001, which is less than the 0.05 level of significance that lead to the rejection of the hypothesis. In terms of Governance and Management, Staff and Stakeholders, Key Officials and Stakeholders have different perception on the level of readiness of SDSSU for Institutional Sustainability Assessment. Son (2012) in his study explained that changes are acknowledged in almost universities' vision, strategy, and action plans, particularly, ideas strongly emphasized on opportunities and challenges for higher education in different aspects, especially, in terms of international cooperation, and curriculum in internationalized process.

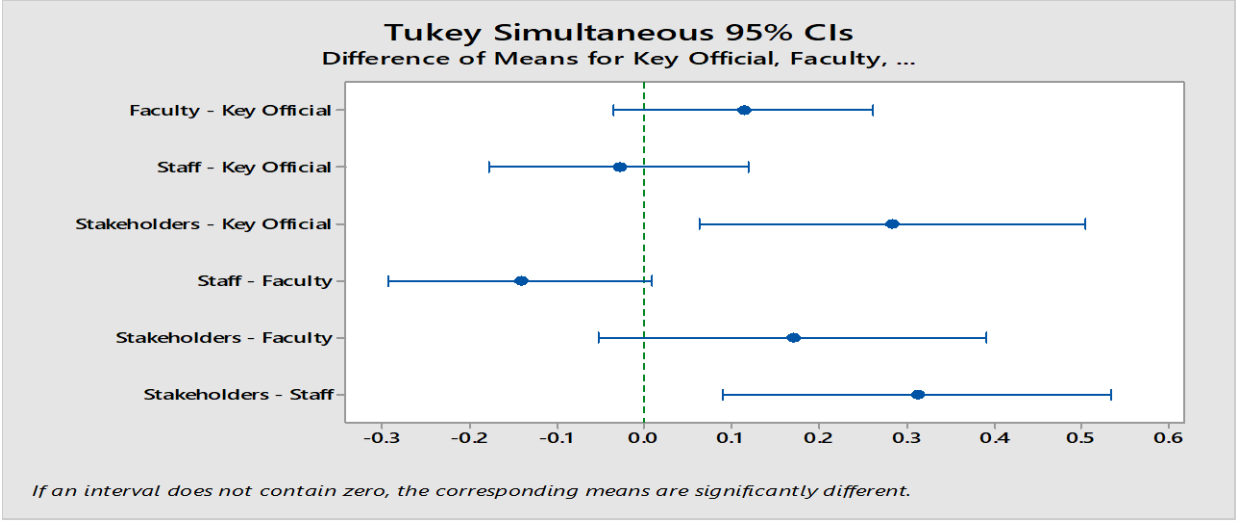

Figure 1: Tukey's Multiple Comparisons of the Means of Readiness in terms of Governance and Management

In terms of Governance and Management, as depicted in figure 1, Staff and Stakeholders, Key Officials and Stakeholders have different perception on the level of readiness of SDSSU for Institutional Sustainability Assessment.

Table 3: Significant Difference in the level of ISA Readiness as perceived by the respondents and as revealed in the SED in terms of Quality of Teaching and Learning

Source	*N*	**Mean**	**St. Dev.**	**F**	**P**	**Decision on H_o**	**Conclusion**
Key Officials	65	3.717	0.552	2.24	0.084	Do Not Reject	Not Significant
Faculty	60	3.561	0.385				
Staff	60	3.594	0.337				
Stakeholders	18	3.476	0.278				
Total	203						

Table 3 shown that 0.084 p-value is greater than 0.05. This implies that there was no significant difference on the level of ISA readiness as perceived by the respondents and as revealed in the SED in terms of quality of teaching and learning, which lead not to reject the null hypothesis.

Table 4: Significant Difference in the level of ISA Readiness as perceived by the respondents and as revealed in the SED in terms of Quality of Professional Exposure, Research and Creative Work

Source	*N*	Mean	St. Dev.	F	P	Decision on H_o	Conclusion
Key Officials	**65**	**3.385**	**0.349**	**2.17**	**0.093**	**Do not Reject**	**Not Significant**
Faculty	**60**	**3.248**	**0.318**				
Staff	**60**	**3.288**	**0.338**				
Stakeholders	**18**	**3.375**	**0.201**				
Total	**203**						

Table 4 revealed that 0.093 p-value or greater than 0.005 p-values. This implies that there was no significant difference on the level of readiness of SDSSU on Quality of Professional Exposure, Research and Creative Work. The findings revealed that the respondents have an equal perception of quality of professional exposure, research and creative work and ready for ISA assessment. This is also confirmed in the study of Stensaker et al. (2011) and Hou et al. (2015) explained that among the various dimensions of university operations, the impact of external evaluation of organizational learning is most significant but that on the development of resources is least, based on the investigations in three European countries. Some researchers also started to examine the differences of various evaluation schemes' impacts and the perception of different stakeholders about the impact of research is still inadequate.

Table 5: Significant Difference in the level of ISA Readiness as perceived by the respondents and as revealed in the SED in terms of Support to Student

Source	*N*	**Mean**	**St. Dev.**	**F**	**P**	**Decision on H_o**	**Conclusion**
Key Officials	65	3.290	0.338	1.52	0.212	Do Not Reject	Not Significant
Faculty	60	3.223	0.319				
Staff	60	3.223	0.319				
Stakeholders	18	3.375	0.192				
Total	203						

Table 5 revealed that 0.212 p-value is greater than 0.005, this implies that the perception of the source was not significantly difference. These finding confirms the study of Hart (2012) explained that student persistence in an online program include satisfaction with online learning, a sense of belonging to the learning community,

motivation, peer, and family support, time management skills, and increased communication with the instructor. Persistence carries the nuance of complexity beyond mere success. Factors unrelated to knowledge have the ability to provide support, thus allowing the student to overcome hardships in completing a course.

Table 6: Significant Difference in the level of ISA Readiness as perceived by the respondents and as revealed in the SED in terms of Relations to Community

Source	*N*	Mean	St. Dev.	F	P	Decision on H_o	Conclusion
Key Officials	65	3.276	0.343	0.39	0.759	Do Not Reject	Not Significant
Faculty	60	3.288	0.338				
Staff	60	3.288	0.338				
Stakeholders	18	3.371	0.198				
Total	203						

Table 6 shown that 0.759 p-value was greater than 0.005. This implies that there was no significant difference on the level of readiness of SDSSU on relations to community. This revealed that key officials, faculty and staff and stakeholders have equal perceptions to the level readiness in relations with community. This confirms the study of Ang (2010) which emphasized that community relationship management reflects what people do in communities – connect, converse, create and collaborate. Organizations can take advantage of these predispositions by using quality research and public relations, nurturing opinion leaders or advocates, placing and creating advertisements, developing new products, lowering the cost to serve and amplifying buzz and visibility for the organization.

CONCLUSION

The study revealed that SDSSU is capable of preparing to be ready for Institutional Sustainability Assessment, they have necessary enrolment, qualifications, curricular program offerings, budget and physical plant facilities to enhance the challenges encountered in operationalizing Institutional Sustainability Assessment. The readiness of SDSSU for Institutional Sustainability Assessment in governance and management, quality of teaching and learning, support to students and relations to community are strength to overcome weaknesses in quality of professional exposure, research, & creative work particularly in creative work/or innovation. The University has to encourage faculty and students to participate in creative work/or innovation. However, challenges are a hindrance to meet the Higher Education Institutions standards in education. In order to enhance the level of readiness of the institution to Institutional Sustainability Assessment SDSSU may consider the challenges in Governance and management, quality of teaching and learning, quality of professional exposure, research, and creative work, support to students and relations with the community in order to meet the Higher Education Institutions standards in education.

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