



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

CHED MEMORANDUM ORDER

**No. 16
Series of 2005**

Subject: Implementing Rules and Regulations of CMO No. 15, Series of 2005 entitled "Institutional Monitoring and Evaluation for Quality Assurance of all Higher Education Institutions in the Philippines"

Pursuant to CMO No.15, Series of 2005, entitled "Institutional Monitoring and Evaluation for Quality Assurance of all Higher Education Institutions in the Philippines", and by virtue of CEB Resolution No. 201-2005 dated April 25, 2005, the following Implementing Rules and Regulations are hereby promulgated:

**SECTION I
RATIONALE**

Quality assurance is fundamental in the pursuit of quality in higher education. It has a vital role in the success of higher education institutions. It is focused on developing and managing educational programs and services, thus, enabling them to attain standards comparable to national, regional and international higher education.

Fostering, managing, and governing a quality learning environment through effective structures and mechanisms require collaboration among policymakers, educators and other stakeholders. In addition, it considers continuous improvement and draws on best practices in delivering and improving educational provisions.

One of the mechanisms for the improvement of quality in higher education sector is institutional monitoring and evaluation, which is deemed complementary to accreditation. It looks at the effectiveness of an institution in its entirety, particularly, the development of institutional systems that ensure the quality and standards of programs.

**SECTION II
OBJECTIVES**

For the effective implementation of the institutional monitoring and evaluation for Quality Assurance, the following objectives are hereby adopted:

1. enhance institution's capacity in designing, delivering, and managing programs and services;

2. identify areas for reform and intervention along the key areas of governance and management; quality of teaching and learning; support for students; relations with the community; and management of resources;
3. ensure that quality learning outcomes are responsive to the changing needs and comparable to international standards;
4. provide accurate, up-to-date and accessible information on performance of higher education institutions to enable stakeholders to make informed choices; and
5. provide the Commission with bases for policy options on higher education and informed decisions for development assistance and incentives to HEIs.

SECTION III DEFINITION OF TERMS

The Commission takes on the following terminologies commonly used and employed in implementing a quality assurance system in higher education sector in UK, Australia, USA, and Hong Kong. Likewise, definitions were derived from the output of the Quality Assurance Component on CHED's Organizational Development Project, the Quality Assurance of Higher Education in the Philippines 2004 that went through a series of consultations. These definitions are being adopted in the implementation of the quality assurance system in the country's higher education sector.

1. **Quality Assurance System.** A system whereby an institution is assured that its structures and mechanisms fulfill its mission, vision and objectives. It is a system that employs flexibility for continuous improvement and regular monitoring on the effectiveness of internal academic management procedures and institutional arrangements.
2. **Institutional Monitoring and Evaluation.** An outcomes-based and qualitative assessment of the overall strategic and operational management of the institution.
3. **Quality Assessment.** External and internal assessment by peers/assessors on the quality of academic management using the institution's self-evaluation document based on the CHED's Monitoring and Evaluation Framework found in the Operations Handbook for Monitoring and Evaluation of Higher Education Institutions.
4. **Outcomes-based evaluation.** Evaluation of the learning outcomes intended for students to achieve. These learning outcomes are translated to higher education qualifications that attest to skills that are transferable from the academic to the work environment and which contribute to national development.
5. **Monitoring and Evaluation Framework.** The monitoring and evaluation framework has five key result areas within which judgments are being made about the performance of institutions. These include governance and management, quality of

teaching and learning, support for students, relations with the community and management of resources. Each key area has a number of indicators that are applied appropriately to institutions having regard for the mission and stage of development of the institution.

6. **Pool of Assessors.** A pool of experts in institutional review and assessment. These experts are identified by CHED from the academe, industry, professional bodies and accrediting agencies. They are trained to constructively and objectively assess institutions based on self-evaluation document.
7. **Self-evaluation Document.** An instrument accomplished by an institution based on indicators in each of the key result area in evaluating, in a constructively self-critical manner, its own performance vis-à-vis the criteria in the CHED's monitoring and evaluation framework.
8. **Higher Education Institutions.** All public and private institutions providing and delivering higher education programs and services.
9. **Institutional Quality Assurance Management System (IQAMS).** Arrangements, procedures or mechanisms developed by an institution to enable it to institute, effectively govern and efficiently manage quality programs and services.

SECTION IV COVERAGE AND FOCUS OF INSTITUTIONAL MONITORING AND EVALUATION

Institutional monitoring and evaluation for Quality Assurance will focus on the outcomes and effectiveness of institutional processes; institutional systems for the design and delivery of programs/services; and institutional systems for internal and continuous review and evaluation of the performance of the educational programs/services.

Visits to higher education institutions without accredited programs will be prioritized in the monitoring and evaluation.

SECTION V THE TECHNICAL WORKING GROUP AND TECHNICAL STAFF

There is hereby created a Technical Working Group to be composed of academics from private and public higher education institutions and directors from the Commission on Higher Education, supported by technical staff from OPS.

SECTION VI OPERATIONS HANDBOOK FOR THE MONITORING AND EVALUATION OF HIGHER EDUCATION INSTITUTIONS

The Commission in its monitoring and evaluation task will use an Operations Handbook. The Handbook sets out the monitoring and evaluation procedures/ mechanics to ensure

consistency of practice. The Regional Directors may issue supplemental procedures provided that these are consistent with the overall procedures described in the Operations Handbook.

The Operations Handbook is accessible from the CHED website (<http://www.ched.gov.ph>) and may be used by institutions as basis for peer review and in setting up/strengthening their own quality procedures and mechanisms.

SECTION VII MANAGEMENT OF THE QUALITY AND STANDARDS OF PROGRAMS

The Institutional Quality Assurance Management System (IQuAMS) or its equivalent shall be set up in each institution. The System shall include among others guidelines, processes, program design considerations, and self-assessment procedures.

A document on "Management of the Quality and Standards of Programs" in addition to the Operations Handbook can be used by HEIs in designing, delivering and/or monitoring programs and in setting up the IQuAMS. This document is also accessible from the CHED website.

SECTION VIII KEY OFFICES IN THE IMPLEMENTATION

The monitoring and evaluation shall be implemented by the Commission through the Office of Programs and Standards (OPS) and the CHED Regional Offices (CHEDROs), and coordinated by the Office of the Executive Director. Technical working groups and pool of assessors/team of reviewers shall be constituted to support project implementation.

ARTICLE IX BENEFITS

The results of IQuAME should enable the higher education institutions (HEIs) to put in place their own Quality Assurance System and benefit from possible developmental assistance.

SECTION X REPEALING CLAUSE

All rules, regulations and other issuances inconsistent with the provisions of this implementing guidelines are hereby repealed or modified accordingly.

**SECTION XI
SEPARABILITY CLAUSE**

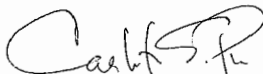
If any part or provision of this CMO shall be held invalid, other provisions hereof which are not affected thereby shall continue to be in full force and effect.

**SECTION XII
EFFECTIVITY CLAUSE**

This implementing guidelines shall take effect immediately upon its approval.

Pasig City, Philippines May 30, 2005

For the Commission:



CARLITO S. PUNO
Acting Chairman