QUALITY ASSESSMENT OF DISTANCE EDUCATION IN THE PHILIPPINES

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THE SUCCESS OF DISTANCE EDUCATION IS HIGHLY DEPENDENT ON THE EFFICIENCY AND EFFECTIVENESS OF THE MONITORING AND EVALUATION SYSTEM.

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BACKGROUND PROFILE

HEIs offering Open and Distance Education in the Philippines

68.75% State Colleges and Universities

31.25% Private HEIs
Nature and Classification of HEIs offering Open and Distance Education in the Philippines

50% offer Distance Learning Program

25% are Distance Learning Unit

Only 3 Distance Learning Institutions
Don Mariano Marcos Memorial State University
Open University, La Union

**Benguet State University** Open University, La Trinidad Benguet

**Pangasinan State University** Open University System, Lingayen Pangasinan

**Central Luzon State University** Open University, Nueva Ecija

**Cavite State University**-Open Learning, Indang Cavite

University of the Philippines- Open University, Los Banos Laguna

**Southeast Asia Interdisciplinary Development Institute-Open Learning**, Antipolo Rizal

**West Visayas State University**-University Distance Education Program, La Paz Iloilo

**John B. Lacson Foundation Maritime University**-Open Learning, Molo Iloilo

**University of Antique**-Distance Learning Program, Sibalom Antique

**Visayas State University**-Open University, Leyte
Philippine Normal University Center for Educational Technology and Distance Education

Philippine Women’s University Distance Education

Polytechnic University of the Philippines Open University System

Asian Institute for Distance Education

CAP College

University of the Philippines
HEIs ODL’s Mode of Delivery

Blended or Mixed Mode

Modular

Online
HEIs ODL’s Academic Programs

- 8 HEIs ODL offer Certificate and Diploma programs
- 12 HEIs ODL offer Baccalaureate programs
- 5 HEIs ODL offer Post Baccalaureate programs
- 15 HEIs ODL offer Master’s Degree programs
- 10 HEIs ODL offer Doctorate Degree programs
This study sought to evaluate the quality assurance compliance of Higher Education Institutions’ Open and Distance Learning in the Philippines.
1. Institutional Qualification
2. Institutional Management and Commitment
3. Curriculum and Degree Program Development
4. Instructional Materials Development
5. Course Delivery
6. Student Assessment
7. Student Support

**Input**

**Process**

**EVALUATION through:**
- Survey
- Literature Review
- Data analysis and interpretation

**Output**

Assessed Quality Assurance Compliance of Higher Education Institutions’ Open and Distance Learning in the Philippines

Recommendations:
- Review and strict implementation of CHED implementing guidelines in consultation with HEIs-ODL providers;
- Budget allocation for ODL in SUCs through the House Committee on Higher Education;
- Periodic evaluation of ODL in Higher Education Institutions and creation of internal ODL Quality Assurance Team;
- Learners quality assurance evaluation

**Feedback**
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<th>Research Methodology</th>
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Population, Sample Size and Sampling Technique

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<th>HEIs-ODL</th>
<th>Administrator</th>
<th>Academic Staff</th>
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<td>Nationwide</td>
<td>16 HEIs-ODL</td>
<td>50 HEIs-ODL</td>
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HEIs-ODL Institutional Qualification

- Only the UPOU adhere to the CHED provision on independence. It is important to note that PUP, AIDE and CAP started before the creation of CHED Technical Committee.
Mission and Policy Statement

• ODL Professionals (Administrators and Academic Staff) converged in one common point that Higher Education Institutions offering ODL provide lifelong learning opportunities and contribute in sustaining the development of the country’s human capital

• **Budget**

  SUCs suffer from annual budget cut but then this research found out that SUCs are also ODL providers.

  • It shows that the government through SUCs respond to the need of providing access to quality higher education but the problem is the inadequate budget allotted to these HEIs.
• Organizational Structure

HEIs-ODL have qualified administrative and academic people with the experience, competence and capacity to lead.

What is lacking in the CHED provision is the qualification for ODL Managers or Administrators.

ODL in the Philippines maintain administrators and academic staff who are adjunct and designee from the conventional school.

The absence of a core group intended for ODL affects DE quality delivery.
• **Tenure**

HEIs-ODL academic, technical, and student support staff are adjunct and designees.

**ODL Professional Development**

Adjunct staff are hired to teach via distance mode without prior experience and trainings on distance learning.

Thus, HEIs-ODL offer in-service trainings on module writing, course guide writing, instructional design, online teaching and others. This research found out that adult learning management is the least offered training.
• **Human Resource Development Programs**
  Limited budget surfaced as the primary hindrance in providing human resource development programs for HEIs-ODL staff.

• **Policies**
  ODL in the Philippines have established policies on recruitment, selection and admission. The provisions for session rooms both face to face and online, learning resources and linkages are well in placed.
Continuing Self-evaluation

Periodic review, evaluation and updating of instructional materials were not given much attention.

Exit survey was not practiced by any ODL where in fact this may help in evaluating the ODL’s services based on the experience and perception of the learners.

Curriculum and Degree Program Development

CHED recognition is programmatic, thus, HEIs-ODL demonstrates that each educational program is approved by the Academic Council Board and with level 3 status. The curriculum is patterned from the curricular offering of the conventional school, thus flexibility and openness cannot be fully adapted.
Recommendations

• Commission on Higher Education’s (CHED) policies and guidelines in Open and Distance Education must be reviewed in consultation with HEIs Open and Distance Learning providers.

Specifically, this research recommends to look into the following criteria:

• **Institutional Qualification**—CHED must be on top of the Quality Assurance Accreditation for Open and Distance Learning in the Philippines since there is no accrediting agency yet for ODL.
• **Institutional Management**-CHED must review Sec 16.1 of the implementing guidelines that pertains to *the name “Open University” which shall be used by a higher education institution if it is separate, autonomous, degree granting academic entity qualified to operate as a University*. CHED must consider the nature of HEIs Open and Distance Learning.

• In terms of **budget**, CHED should strictly look into the financial capability of HEIs to offer Open and Distance Learning. Granting permits to State Colleges and Universities may be studied by CHED. Budget appropriations for SUCs ODL from the national government may be stipulated in the CHED memorandum.
• CHED provision on organizational structure must be cleared and should be based on the nature of ODL offered in the HEIs. Qualifications of the people who will be involved in ODL may also be stipulated.

• Curriculum Development-CHED must initiate in developing flexible curriculum designed for Open and Distance Learning in consultation with the curriculum developers in HEIs-ODL. At present, the curriculum offered in the ODL is patterned and adopted from the conventional school.

• Instructional Materials Development-CHED should strictly check the capability of HEIs-ODL to produce quality instructional Learning materials in various formats.
• **Delivery Mode**-CHED may create provisions for single and dual mode of ODL delivery.

• **Student Assessment and Student Support**- CHED must monitor the HEIs ODL process of providing learners’ needs.

• CHED must conduct focus group discussion with ODL administrators in the Philippines for the purpose of mapping out problems and potentials of ODL in the country. The commission should strictly implement the revised CHED policies and guidelines in Open and Distance Learning and must have a regular monitoring and comprehensive evaluation of HEIs ODL operations using a comprehensive quality assurance instrument for ODL.
• The House Committee on Higher Education should study the potential of Open and Distance Learning in the Philippines. ODL must be considered in the National Budget appropriations to be distributed in ODL providers in SUCs.

• Higher Education Institutions should conduct periodic evaluation of its Open and Distance Learning through an internal quality assurance group for ODL. In producing quality instructional learning packages in various formats, an instructional media team with pool of core and certified specialists must be created and supported by the institution. Adequate trainings must be given to ODL academic/technical/student support staff for them to be prepared for the challenges of Open and Distance Learning.
For future studies, the ODL learners in the country may evaluate the quality of education provided to them by the HEIs Open and Distance Learning. ODL graduates may also be tracked for this purpose.
THANK YOU