

A Critical Analysis Of The Level Of Compliance Of Selected HEIs In CALABARZON With Quality Assurance Standards

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Abstract: Quality is the call of the times. Both business and education sectors are vying for quality to achieve ultimate goals and objectives for their products and services. In higher education per se, quality education becomes mandatory for higher education institutions (HEIs) to offer genuine programs to be at par with international standards and produce competent graduates equipped with the right competencies needed by the global market. This study was conducted to critically analyze the level of compliance on M & E with QA standards of selected HEIs in CALABARZON. It utilized mixed-methods design with application of both quantitative and qualitative approaches. The validity and reliability of data were verified using Cronbach's alpha (α) wherein 20 individuals composed of several college and university faculty and administrators participated in the pilot testing. On the level of compliance on M & E of selected HEIs in CALABARZON, the results showed that state universities and colleges (SUCs) are "mostly complied" in the aspects of curriculum, student services, community extension and physical facilities with overall means of 3.18; 3.25; 3.14; and 2.96, respectively, while local universities and colleges (LUCs) have an overall mean of 3.22 for physical facilities and private higher education institutions (PHEIs) are "complied completely" in all the given aspects. The study shows that HEIs in CALABARZON are committed to ensure QA in tertiary education. Based on the findings of the study, it is recommended that institutional monitoring and evaluation of HEIs in CALABARZON be intensified through a clear and comprehensive regional QA mechanism. Thus, an enhanced M & E tool be formulated to indicate compliance on the quality of tertiary education in the region. The theoretical framework of this study can provide better understanding on management perspectives in higher education. The Organizational Theory Perspective which is the basis of this study, gives clear concepts and plans for analyzing reforms that can help develop organization in programs and policies implementation. The researcher has designed an enhanced tool by including some parameters not indicated in the existing CHED IV institutional monitoring and evaluation tool to make it more comprehensive, considering that it is a quality assurance mechanism in the region. Similarly, this study can also be of help to higher education institutions, stakeholders, researchers and readers in their pursuit of quality education, to deepen their grit for the achievement and realization of having a good self-analysis assessment in meeting certain assessed criteria for quality control.

Keywords: Compliance, critical analysis, quality assurance

1. Introduction

The Standards and Guidelines for Quality Assurance in the European Higher Education, (2009) defines "quality assurance (QA)" as the maintenance of a desired level of quality in a service of product especially by means of attention to every stage of the process of delivery or production. Quality assurance broadens its areas as to teaching, assessment, curriculum, learning environment, human resources, finance, planning, partnerships, management of legislative and regulatory compliance (e.g. Health and Safety, governance, etc.) [1]. Quality improvement is part and parcel of quality assurance in higher education and training. It goes with change over time and space that higher education institutions should embrace. It becomes an overriding demand for continuing improvements. The UNESCO-CEPES Quality Assurance and Accreditation: A glossary of Basic Terms and Definitions, (2007) discusses the many facets of the term "quality as used in higher education and training. It highlights both the "excellence" and "fitness-for-purpose" interpretations [2]. In the Philippines, the Commission on Higher Education (CHED), the governing body that oversees the operation and administration of higher education institutions (HEIs), is continuously strategizing to ensure quality assurance in higher education. It supports the development of HEIs to become mature institutions. It encourages institutional flexibility of HEIs of translating

policies into programs and systems that lead to quality outcomes, assessed and enhanced within their respective quality assurance (QA) systems (CMO No. 46, s. 2012, Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology-Based QA, p. 14) [3]. Quality, as discoursed in the Handbook on Typology, Outcomes-Based Education, and Institutional Sustainability Assessment, 2014, p. 8, is premised on the HEIs ideals and on their commitment which is translated into having a mindset for QA which is "about ensuring that there are mechanisms, procedures and processes in place to ensure that the desired quality, however defined and measured, is delivered [4]. Moreover, the capacity of HEIs to translate policy into quality programs and quality results depends on established internal QA systems which articulates the desired quality outcomes, set within the context of the HEI's Vision. Mission and Goals (Primer on the Quality Assurance and Institutional Sustainability Assessment of HEIs, Annex 4 of Guidelines for the Implementation of CMO 46, series 2012 on the Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through Outcomes-based and Typology-based QA, p. 14). On this premise, the CHED has developed mechanisms to safeguard genuine quality higher education in the country. One of these is the institutional monitoring and evaluation which is conducted annually to determine whether higher education institutions (HEIs) are

compliant with the existing minimum requirements set by the CHED in terms of governance and management, quality of teaching and research faculty, curriculum, student services, community extension and physical facilities. The CHED Regional Offices are deputized to do the task. The CHED Regional Office IV-A oversees higher education institutions (HEIs) in CALABARZON, designated as Region IV-A, which comprises five provinces; namely: Cavite, Laguna, Batangas, Rizal and Quezon. It is situated in the southwestern of Luzon. There are a total number of 343 HEIs in the region which composed of 5 State Universities and Colleges (SUCs) with 55 satellite campuses, 14 Local Universities and Colleges (LUCs) and 269 Private Higher Education Institutions (PHEIs). Out of 343 HEIs, 7 are Autonomous/Deregulated, 3 Centers of Excellence and 4 Centers of Development (CMO Nos. 17 & 20, s. 2016). According to the Professional Regulations Commission (PRC), CALABARZON has an overall rating of 32% for the last 5 years from 2011 to 2015 in the board performance. The figure shows that there is indeed a need to improve the quality of tertiary education in the region. With the small number of HEIs that go beyond the minimum standards of CHED, it is plausible for CHED Region IV-A to strengthen the institutional monitoring and evaluation activity. The institutional monitoring and evaluation is a footstool in achieving quality assurance mechanism, thus, the enhancement of the existing instrument being used should be undertaken [5,6].

2. Theoretical Framework

This article was conducted to critically analyze the level of compliance of selected HEIs in CALABARZON with quality assurance standards through the CHED IV-A institutional monitoring and evaluation tool. The theoretical framework of this article provides better understanding on management perspectives in higher education. It is based on the Organizational Theory Perspective introduced by Brunsson in 1995. According to Brunsson, there are three concepts to the analysis of organizational reforms, namely; talk level, decision-making level and action level. In the talk level, communication of concepts and plans for the organization's development are described. Strategies are outlined and conferred by policy makers in charge. The decision-making level elaborates structures that will secure the implementation of stipulated policies. And the action level refers to the actual implementation of policies within the individual university or department. Using the theory in the article gives clear concepts and plans for analyzing reforms that can help develop organization in programs and policies implementation [7].

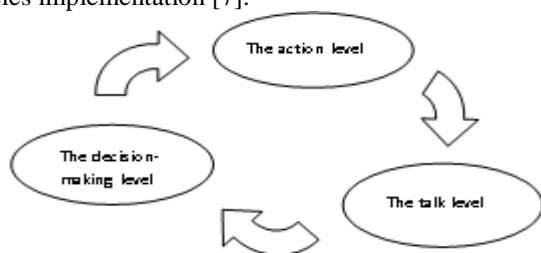


Figure 1 Organizational Theory Perspective

3. Materials and Methods

This article utilized the mixed-methods design.. Mixed-methods is considered the third approach (Dayle, Brady &

Byrne, (2009). The mixed-methods sequential explanatory design is explained by Ivankova, Creswell & Stick (2006) which means collecting and analyzing quantitative and then qualitative data in two consecutive phases within one study. In qualitative approach, a critical analysis was employed and supported by semi-structured interview to respondents [8,9].

3.1 Critical Analysis

The critical analysis helped the researcher express her opinion and evaluation and investigate other components that made up the whole work. The evaluation discussed the researcher's opinion of the work and presented valid justification for readers. The researcher systematically analyzed the root cause for non-compliance and deficiencies. The researcher conducted also an interview on the difficulties and challenges. In quantitative approach, data and information were gathered through the use of questionnaire. Qualitative approach was the basis for discussion detail.

3.2 Triangulation

Triangulation (Collis and Hussey, 2003) in research increases the credibility of the research by drawing on multiple viewpoints. The researcher triangulates among different sources of data to enhance accuracy of the study (Creswell, 2008) put toward more complex ideas that desired outcome from triangulation in research is for new materials to synergize from the triangulated materials [10,11]. It is using more than one source of data to strengthen the validity of research by telling a more comprehensive story of the thing to be examined. On this account, research A is not validated by research B. Rather when research A and B combine, they synergize new understanding of phenomenon which is called C. C as an understanding would not exist without either A or B, but is not actually a validation of A or B separately, e.g. data from the survey was verified by conducting a semi-structured interview.

3.3 Statistical Treatment of Data

For statistical treatment of data, multiple regression was used to find the linear relationship between an outcome (dependent variables) and several predictors (independent variables). Multiple analysis using SPSS was employed to determine the simultaneous effect of all the independent variables on the dependent variables. The formula for determining the multiple regression is:

$$Y = a + b_1 \times 1 + b_2 \times 2 + b_3 \times 3 + b_4 \times 4 \dots$$

where:

Y = dependent variables

X = independent variables

3.4 Validity of the Instrument

Content validity was verified during semi-structured interview. The feedback and emergent issues raised by the semi-structured interview was translated into scale items in the questionnaire-factor analysis. Three experts were asked to validate the Monitoring and Evaluation tool as follows language expert, content expert and statistician to validate the tool.

3.5 Reliability of the Instrument

The consistency and dependability of ensuring question or set of questions to gather data is through reliability. Reliability indicates the degree to which survey questions

will provide the same result over time for the same person, across similar groups, and irrespective of who collects the survey data. A reliable set of questions will always give the same results on different occasions, assuming that what is being measured has not changed during the intervening period.

3.6 Questionnaire Development and Pilot Testing

To investigate the Baldrige Education dimensions, an instrument was developed to survey the level of practice for the quality items in the six (6) categories. The number of items for each category was determined so that the context of the dimension was adequately addressed. Each item was measured using a four-point Likert scale. Several college and university faculty and administrators assisted in pilot testing the questionnaire and provided valuable feedback in terms of wording and useful performance measures for inclusion in the questionnaire. This helped establish content validity and focused on performance excellence. Twenty (20) individuals participated to determine the reliability of the measurement scales. Participants included deans, faculty, administrators and senior students.

3.7 Cronbach's alpha (a)

Cronbach's coefficient alpha was the measure used to evaluate reliability and a guideline of 0.60 was employed for the new scales in this study. Some items were removed to improve the reliability of the scale and shorten the instrument length without the content validity. Using Cronbach's alpha, the reliability of the data was verified, where the closer the Cronbach's alpha is to 1, the higher the interval consistencies reliability (Sekaran, 2000). 0.70 is reliable according to Nunnally, (1978). The formula for Cronbach's alpha is [12,13]:

$$\bar{X} = \frac{\sum C}{N}$$

$$C = \frac{\sum V^2}{N(N-1)}$$

where:

N is equal to number of items

C I average inter-item covariance among the items

V) v-bar

V equals the average range

3.8 Figures and Tables

This article aimed to conduct a critical analysis of the level of compliance of selected HEIs in CALABARZON with CHED quality assurance standards in terms of governance and management, quality of teaching and research faculty, curriculum, student services, community extension and physical facilities. The following are the salient findings of the article:

Table 1: Computed Mean, Standard Deviation and Verbal Interpretation on the Level of Compliance of the Higher Education Institutions (HEIs) as per Commission on Higher Education IV (CHED IV) Monitoring and Evaluation (M&E) in terms of Governance and Management

A. Governance & Management	SUCs			LUCs			PHEIs		
	Mean	Sd	VI	Mean	Sd	VI	Mean	Sd	VI
1.V-M-G-O (Accessibility, Core values)	3.4688	.71200	CC	3.7308	.48971	CC	3.6389	.51198	CC
2.Program offerings (With government recognition)	3.2031	.83912	MC	3.7308	.52824	CC	3.7222	.48126	CC
3.Qualification of Dean/Program Head	3.4844	.73446	CC	3.8462	.45952	CC	3.6944	.54744	CC
4.Awards/Recognition (International, National/Local)	2.9688	.85391	MC	3.0000	.71401	MC	3.2361	.81350	MC
Overall	3.2813	.59844	CC	3.5769	.41580	CC	3.5729	.42674	CC

Legend: Sd-Standard Deviation, VI-Verbal Interpretation, CC-Complied Completely, MC-Mostly Complied

As reflected in Table 1, the aspect of governance and management with respect to Qualification of Dean/Program Head of State Universities and Colleges (SUCs) as per monitoring and evaluation of the Commission on Higher Education Region IV has the highest mean of 3.4844 with a verbal interpretation of "Complied Completely". Similarly, the V-M-G-O (Accessibility, Core Values) has a mean of 3.4688 with a verbal interpretation "Complied Completely". The aspect of awards / recognition (International / National / Local) has the lowest mean of 2.9688 with a verbal interpretation of "Mostly Complied" and the program offerings (with government recognition) with the lowest mean of 3.2031 are "Mostly Complied". On the other hand, the aspect of governance and management in Local Colleges and Universities (LUCs) with respect to qualification of deans/program heads has the highest mean of 3.8462 has the highest mean of "Complied Completely". While awards / recognition (Local / National / International) has the lowest mean of 3.0000 with a verbal interpretation of "Mostly Complied". Other aspects of governance and management in Local Colleges and Universities (LUCs) are "Complied Completely". The aspects of governance and management in Private Higher Education Institutions (PHEIs) with respect to V-G-M-O (Accessibility and Core values), program offerings (with government recognition), and qualification of dean and program head are "Complied Completely". While awards/recognition (International / National / Local) are "Mostly Complied".

Table 2: Computed Mean, Standard Deviation and Verbal Interpretation on the Level of Compliance of the Higher Education Institutions (HEIs) as per Commission on Higher Education IV (CHED IV) Monitoring and Evaluation (M&E) in terms of Quality of Teaching and Research Faculty

B. Quality of Teaching and Research Faculty	SUCs			LUCs			PHEIs		
	Mean	Sd	VI	Mean	Sd	VI	Mean	Sd	VI
1.With at least Master's degree	3.2969	.74917	CC	3.5962	.60260	CC	3.5694	.57718	CC
2.Teaching in area of specialization	3.4687	.64164	CC	3.7115	.49849	CC	3.5556	.57870	CC
3.Ratio of full time to part time	2.9844	.82601	MC	3.3077	.67267	CC	3.3194	.60109	CC
4.Faculty development program	3.2187	.72306	MC	3.5192	.57702	CC	3.5694	.55224	CC
5.Faculty performance assessment	3.4062	.58333	CC	3.5962	.53356	CC	3.6111	.51882	CC
6.With contracts/appointment	3.5000	.66667	CC	3.6346	.56112	CC	3.6944	.52107	CC
7.Minimum of four (4) preparations for teaching load	3.2381	.77697	MC	3.4615	.64051	CC	3.5417	.55507	CC
Overall	3.3025	.51520	CC	3.5467	.42784	CC	3.5516	.36465	CC

As presented in Table 2, the aspect of quality of teaching and research faculty of State Universities and Colleges (SUCs) with respect to faculty with contracts/appointment as per monitoring and evaluation of the Commission on Higher Education Region IV has the highest mean of 3.500 with a verbal interpretation of “Complied Completely”. The aspects with the high mean rating are faculty with at least Master’s degree, teaching in area of specialization and faculty performance assessment have verbal interpretation of “Complied Completely”. The aspect of faculty ratio of full time to part time equivalent has the lowest mean of 2.9844. The aspects with the lower mean ratings are faculty development, ratio to full time and part time and minimum of four (4) preparations for teaching load, with verbal interpretation of “Mostly Complied”. The aspect of quality of teaching and research faculty of Local Colleges and Universities (LUCs) with respect to Teaching in area of specialization as per monitoring and evaluation of the Commission on Higher Education Region IV-A has the highest mean rating of 3.7115 with a verbal interpretation of “Complied Completely”. The aspect on ratio of full time to part time has the lowest mean rating of 3.3077. The rest of the teaching and research faculty aspects with the mean rating have verbal interpretation of “Complied Completely”. As regards to the aspect of quality of teaching and research faculty of Private Higher Education Institutions (PHEIs) with respect to faculty with contract and appointment has the highest mean rating of 3.6944 and the faculty full time to part time ratio has the lower mean rating of 3.3194. All aspects of teaching and research faculty have verbal interpretations of “Complied Completely”. The Private Higher Education Institutions (PHEIs) in CALABARZON complied with all the requirements in operations with respect teaching and research faculty.

Table 3: Computed Mean, Standard Deviation and Verbal Interpretation on the Level of Compliance of the Higher Education Institutions (HEIs) as per Commission on Higher Education IV (CHED IV) Monitoring and Evaluation (M&E) in terms of Curriculum

C. Curriculum	SUCs			LUCs			PHEIs		
	Mean	Sd	VI	Mean	Sd	VI	Mean	Sd	VI
1. Adherence to PSG/CMO	3.5156	.68989	CC	3.6538	.55606	CC	3.6944	.52107	CC
2. Instructional material (syllabi, modules, etc.)	3.5313	.64164	CC	3.5962	.63430	CC	3.7639	.42767	CC
3. Research capability (agenda, budget, institutional and staff manual)	3.0469	.67682	MC	3.3885	.68489	MC	3.4444	.62549	CC
4. Research outputs (journal, patents, etc.)	2.8750	.72375	MC	2.8654	.79283	MC	3.3611	.69820	CC
5. Library (Licensed Librarian, holdings, development plan, etc.)	2.9375	.88864	MC	3.3846	.77089	CC	3.6806	.52612	CC
Overall	3.1812	.51605	MC	3.3077	.49223	CC	3.5889	.38403	CC

As shown in Table 3, the aspect of curriculum of State Universities and Colleges (SUCs) with respect to Instructional material (syllabi, modules, etc.) and Adherence to PSG/CMO as per monitoring and evaluation of the Commission on Higher Education Region IV-A have the highest mean of 3.5313 and 3.5156 with a verbal interpretation of “Complied Completely”. The aspects with the lowest mean rating are Research outputs (journal, patents, etc.), 2.8750 Library (Licensed Librarian, holdings, development plan, etc.), 2.9375. The data

indicate that SUCs should comply with the necessary aspects in curriculum such as Research capability (agenda, budget, institutional and staff manual), Research outputs (journal, patents, etc.) and Library (Licensed Librarian, holdings, development plan, etc.) to attain the level of “Complied Completely”. The aspect of curriculum of Local Universities and Colleges (LUCs) with respect to adherence to PSG/CMO as per monitoring and evaluation of the Commission on Higher Education Region IV-A has the highest mean of 3.6538. The aspect with the highest mean rating and other aspects such as Instructional material (syllabi, modules, etc.) and Library (Licensed Librarian, holdings, development plan, etc.) have a verbal interpretation of “Complied Completely”. Moreover, the aspect of curriculum with respect to Research outputs (journal, patents, etc.) has the lowest mean of 2.8654. The aspect with the lowest mean rating and other aspects have a verbal interpretation “Mostly Completed”. The data manifest that LUCs should see to it that deficiencies of the aspects of curriculum such as Research capability (agenda, budget, institutional and staff manual) and Research outputs (journal, patents, etc.) should be complied with as recommended by the monitoring and evaluating team to meet the level of complete compliance. Regarding the curriculum of Private Higher Education Institutions with respect to Instructional material (syllabi, modules, etc.) has the highest mean rating of 3.7639 and Research outputs (journal, patents, etc.) has the lowest mean rating of 3.3611. All aspects of the curriculum have verbal interpretation of “Complied Completely”. The result emphasizes that the Private Higher Education Institutions (PHEIs) in CALABARZON complied completely the different aspects of curriculum.

Table 4: Computed Mean, Standard Deviation and Verbal Interpretation on the Level of Compliance of the Higher Education Institutions (HEIs) as per Commission on Higher Education IV (CHED IV) Monitoring and Evaluation (M&E) in terms of Student Services

D. Student Services	SUCs			LUCs			PHEIs		
	Mean	Sd	VI	Mean	Sd	VI	Mean	Sd	VI
1. Admission/Retention/Promotion Policies (Foreign & Local)	3.1406	.77392	MC	3.4231	.57210	CC	3.6111	.54529	CC
2. STUFAP (Scholarship programs/grants)	3.3750	.72375	CC	3.5385	.64051	CC	3.5972	.66417	CC
3. Guidance services (testing, i.e. psychological, I.Q., personality and mental placement, and tracer study)	3.0000	.66667	MC	3.4231	.63697	CC	3.6250	.56761	CC
4. Curricular and co-curricular activities	3.3906	.65749	CC	3.7115	.49849	CC	3.6528	.50796	CC
5. Student organizations (council, journalism, etc.)	3.3594	.74252	CC	3.5000	.64169	CC	3.7500	.43605	CC
Overall	3.2531	.47708	MC	3.5192	.44149	CC	3.6472	.41042	CC

As reflected in Table 4, the aspect of student services of State Universities and Colleges (SUCs) with respect to Curricular and co-curricular activities as per monitoring and evaluation of the Commission on Higher Education Region IV have the highest mean rating of 3.3906, “Complied Completely”. The aspects with the high mean ratings “Mostly Complied” are Admission/Retention/Promotion and Guidance Services while STUFAP Scholarship programs/grants) and Student organizations (council, journalism, etc.) have verbal interpretation of “Complied Completely”. The aspect of student services with respect to

Guidance services (testing, i.e. psychological, I.Q., personality and mental placement, and tracer study) has the lowest mean rating of 3.0000. The aspect with the lowest mean rating, Admission/Retention/Promotion Policies (Foreign & Local), has a verbal interpretation of “Mostly Complied”. The data reveal that SUCs should comply with their deficiencies in Guidance services (testing, i.e. psychological, I.Q., personality and mental placement, and tracer study) and Admission/Retention/Promotion Policies (Foreign & Local) to meet the level of complete compliance. The aspect of student services of Local Universities and Colleges (LUCs) with respect to Curricular and co-curricular activities as per monitoring and evaluation of the Commission on Higher Education Region IV-A have the highest mean rating of 3.7115 and the aspect of Admission/Retention/Promotion Policies (Foreign & Local) and Guidance services (testing, i.e. psychological, I.Q., personality and mental placement, and tracer study) have mean rating of 3.4231. The aspect with the high and low mean ratings, and the mean rating of other aspects of student services have verbal interpretation of “Complied Completely”. The results illustrate that LUCs meet the level of complete compliance in all aspects of the student services. Relative to the student services of Private Higher Education Institutions (PHEIs) with respect to Student organizations (council, journalism, etc.) has the highest mean rating of 3.7500 and the aspect STUFAP (Scholarship programs/grants) has the lowest mean rating of 3.5972. The ratings of all aspects of student services have verbal interpretation of “Complied Completely”. The result emphasizes that Private Higher Education Institutions (PHEIs) in CALABARZON “Complied Completely” the different aspects of student services.

Table 5: Computed Mean, Standard Deviation and Verbal Interpretation on the Level of Compliance of the Higher Education Institutions (HEIs) as Per Commission on Higher Education IV (CHED IV) Monitoring and Evaluation (M&E) in Terms of Community Extension/Outreach

E. Community Extension/Outreach	SUCs			LUCs			PHEIs		
	Mean	Sd	VI	Mean	Sd	VI	Mean	Sd	VI
1.Coordinator and Office	3.1406	.79417	MC	3.4808	.57702	CC	3.6806	.46953	CC
2. Programs and Projects (sustainability, Adoption of community)	3.1563	.69508	MC	3.5577	.60758	CC	3.7222	.45105	CC
3.Involvement of faculty and students	3.2031	.71669	MC	3.5577	.57440	CC	3.7361	.47451	CC
4.Linkages with industry/NGOs/GOs/Net working	3.1250	.70147	MC	3.3654	.74172	CC	3.4861	.67120	CC
5.Manual	3.0938	.77087	MC	3.2308	.75707	MC	3.3472	.65348	CC
Overall	3.1437	.58929	MC	3.4385	.48675	CC	3.5944	.37675	CC

As reflected in Table 5, the aspect of Community Extension/Outreach Services of State Universities and Colleges (SUCs) with respect to Involvement of faculty and students as per monitoring and evaluation of the Commission on Higher Education Region IV has the highest mean rating of 3.2031 and the aspect availability of Manual has the lowest mean of 3.1250. The aspect with the highest mean rating and other aspects of Community Extension/Outreach services have verbal interpretation of “Mostly Complied”. The data emphasizes that all aspects of the Community Extensions/Outreach services are

insufficient with specific provisions. In other words, concerned SUCs should comply the needed requirements in a given period of time. The aspect of Community Extension/Outreach Services of Local Universities and Colleges (LUCs) with respect to Programs and Projects (sustainability, adoption of community) and Involvement of faculty and students as per monitoring and evaluation of the Commission on Higher Education Region IV-A have the highest mean ratings of 3.5577. The aspects with the highest mean rating and the ratings of other aspects such as coordinator and office, Programs and Projects (sustainability, adoption of community) and Linkages with industry/NGOs/GOs/Networking gave verbal interpretation of “Complied Completely” and the aspect on the existence of manual has the lowest mean of “Mostly Complied”. The data showed that there is a need for SUCs to comply the provision of Community Extension/Outreach manual to meet the complete compliance. Regarding the aspects of Community Extension/Outreach Services of Private Higher Education Institutions (PHEIs) with respect to Involvement of faculty members has the highest mean rating of 3.7361 and the aspect on the existence of Manual has the lowest mean rating of 3.3472. The ratings of all aspects of the Community Extension/Outreach services have verbal interpretation of “Complied Completely”. The result emphasizes that the Private Higher Education Institutions (PHEIs) in CALABARZON have “Complied Completely” the different aspects of Community Extension/Outreach services. However, there is a need to comply the insufficient aspects of the Community Extension/Outreach of SUCs and LUCs with “Mostly Complied”

Table 6: Computed Mean, Standard Deviation and Verbal Interpretation on the Level of Compliance of the Higher Education Institutions (HEIs) as per Commission on Higher Education IV (CHED IV) Monitoring and Evaluation (M&E) in terms of Physical Facilities

F. Physical Facilities	SUCs			LUCs			PHEIs		
	Mean	Sd	VI	Mean	Sd	VI	Mean	Sd	VI
1. Location (free from disturbances, noise, etc.)	3.2656	.82119	CC	3.1731	.78519	MC	3.5694	.55224	CC
2. Classrooms (size, indoor P.E./NSTP, whiteboards)	3.1875	.83333	MC	3.2500	.68241	MC	3.6667	.58140	CC
3.Science laboratories	2.7500	.79682	MC	3.0192	.87426	MC	3.5833	.59930	CC
4.Laboratory for professional subjects, if any	2.7031	.93740	MC	3.0962	.79852	MC	3.4861	.73145	CC
5.Audiovisual facilities (multi-media)	2.8125	.87060	MC	3.1731	1.02366	MC	3.5000	.58140	CC
6.Medical/Dental clinic	3.0312	.83512	MC	3.3462	.78926	CC	3.5833	.70711	CC
7. Safety facilities (fire hydrant, building permit and occupancy)	2.9531	.93316	MC	3.5577	.63904	CC	3.6528	.60885	CC
8.Comfort rooms	2.9844	.86359	MC	3.1154	.89997	MC	3.5278	.62736	CC
9.Canteen	2.9063	.79120	MC	3.0962	.99528	MC	3.4861	.69187	CC
10. Waste Management and disposal system	3.0000	.73463	MC	3.3269	.75980	CC	3.4722	.62736	CC
Overall	2.9594	.55341	MC	3.2154	.60792	MC	3.5528	.48845	CC

As presented in Table 6, the aspect of Physical Facilities of State Universities and Colleges (SUC) with respect to Location (Free from disturbance, noise, etc.) as per monitoring and evaluation of the Commission on Higher Education Region IV has the highest mean rating of 3.2656 with a verbal interpretation of “Complied Completely”. This is the only aspect of physical facilities which is “Complied Completely”. On the other hand, the aspect Laboratory for professional subjects has the lowest mean of 2.7031. The aspect with the lowest mean rating and the

ratings of other aspects have verbal interpretation of “Mostly Complied”. The data indicate most of the aspects of the physical facilities are still lacking with specific provisions. In other words, concerned SUCs should comply with the needed requirements of the aspect with mostly complied in a given period of time. The aspect of Physical Facilities of local Universities and Colleges (LUCs) with respect to with respect to Safety facilities (fire hydrant, building permit and occupancy) as per monitoring and evaluation of the Commission on Higher Education Region IV has the highest mean rating of 3.5577. The aspects of Physical Facilities with highest mean rating and other aspects such Medical/Dental clinic and Waste Management and Disposal System have verbal interpretation of “Complied Completely”. On the other hand, the aspect of Physical Facilities with respect to provision of Canteen has the lowest mean rating of 3.0962. The aspect with the lowest mean rating and other aspects have verbal interpretation of “Mostly Complied”. The result explains that most of the aspects of Physical Facilities have inadequacies of provisions of some items to meet complete compliance. In terms of Physical Facilities of Private Higher Education Institutions (PHEIs) with respect to Classrooms (size, indoor P.E/NSTP, whiteboards) has the highest mean rating of 3.6667 and the aspect Waste Management and disposal system has the lowest mean rating of 3.4722. The ratings of all aspects of Physical Facilities have verbal interpretation of “Complied Completely”. The result emphasizes that the Private Higher Education Institutions (PHEI’s) in CALABARZON “Complied Completely” the different aspects of Physical Facilities.

Table 7: Composite Table on the Level of Compliance of the Higher Education Institutions (HEIs) as Per Commission on Higher Education IV (CHED IV) Monitoring and Evaluation (M&E)

Compliance	SUCs			LUCs			PHEIs		
	Overall Mean	Sd	VI	Overall Mean	sd	VI	Overall Mean	Sd	VI
A. Governance & Management	3.2813	.59844	CC	3.5769	.41580	CC	3.5729	.42674	CC
B. Quality of Teaching and Research Faculty	3.3025	.51520	CC	3.5467	.42784	CC	3.5516	.36465	CC
C. Curriculum	3.1812	.51605	MC	3.3077	.49223	CC	3.5889	.38403	CC
D. Student Services	3.2531	.47708	MC	3.5192	.44149	CC	3.6472	.41042	CC
E. Community Extension/Outreach	3.1437	.58929	MC	3.4385	.48675	CC	3.5944	.37675	CC
F. Physical Facilities	2.9594	.55341	MC	3.2154	.60792	MC	3.5528	.48845	CC

As shown in Table 7, the Commission on Higher Education IV (CHED IV) Monitoring and Evaluation (M&E) on the aspect of governance and management, and quality of teaching and research faculty of State Universities and Colleges (SUCs) are “Complied Completely”, while curriculum, student services, community extension/outreach and physical facilities are “Mostly Complied”. Local colleges and Universities (LUCs) are “Mostly Complied” in physical facilities while Private Higher Education Institutions (PHEIs) are “Complied Completely” in all aspects. Overall, SUCs should look into the four aspects of the level of compliance, particularly in terms of curriculum, student services, community extension/outreach and physical facilities.

4. Conclusions

Based on the findings, the researcher concludes that the critical analysis of the extent of compliance of HEIs has helped indicate the achievement of Quality Assurance in CALABARZON is based on the four key result areas of CHED, namely; access, excellence, capacity building, and innovative and ethical governance. This is supported by semi-structured interview conducted to respondent higher education institutions. Among the areas, access is lacking in terms of scholarships and student services as shown on SUCs which is “high extent” in this area. In the case of LUCs and PHEIs, they are “very high extent” in all areas for the reasons that LUCs is operationally supported by their respective local government units (LGUs) while PHEIs get their financial resources from the tuition and other school fees (TOSFs) the following: Number equations consecutively with equation numbers in parentheses flush with the right margin, as in (1). First use the equation editor to create the equation. Then select the “Equation” markup style. Press the tab key and write the equation number in parentheses.

$$E = \sum_{p=1}^P \sum_{k=1}^K (\delta_{pk}^o)^2 \tag{1}$$

5. Other recommendations

Higher education institutions (HEIS) are confronted with gaps on how to fully implement the different aspects of quality assurance with respect to access, capacity building, excellence, and ethical and innovative governance. To address the gaps, quality assurance should be institutionalized so that institutions will be pushed to embrace quality culture. The monitoring and evaluation activity of CHED IV will be of great help in assisting SUCs, LUCs, and PHEIs which are not “complied completely”.

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Author Profile



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