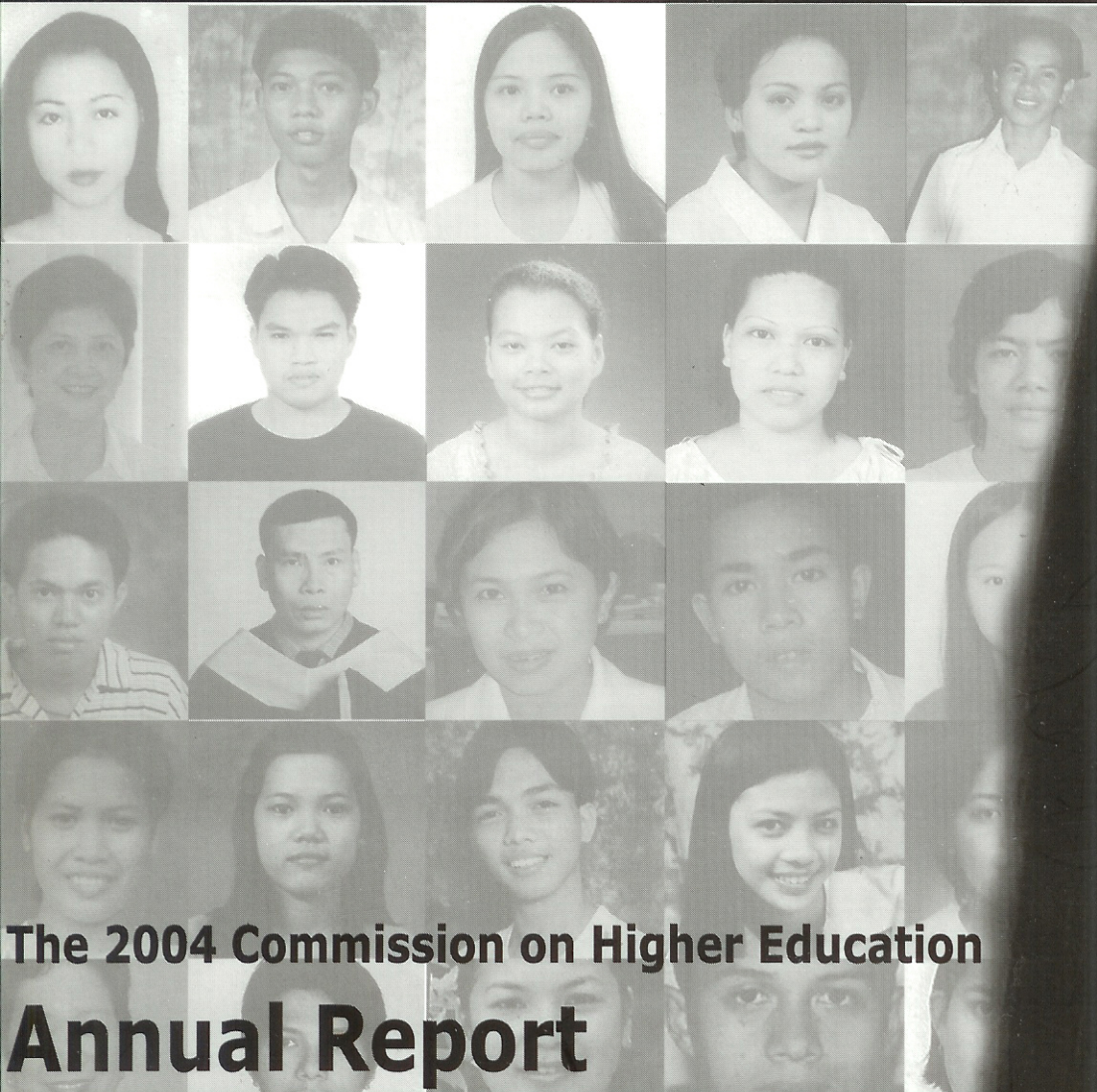


P H A S E S



The 2004 Commission on Higher Education  
**Annual Report**

F A C E S



# table of



Rationale	2
Message - Chairperson Bro. Rolando Dizon, FSC, PhD	3
Background	4
The Vision	5
The Mission	6
CHED Organizational Structure	7
Memoranda	8
2004 Accomplishments	13
Higher Education Indicators	20
Regional Highlights	26
Medium-Term Higher Education Development & Investment Plan	30
CHED Palaro	44
Higher Education Indicators	46
Higher Education Linkages	48
GAA Financial Report	51
Detailed Statement of Income and Expenses	54
Cash Flow	57
HEDF Brief Financial Information	60
CHED Officials	63
CHED Annual Report Committee	65

# contents

# rationalale

*Ten years.*

*Ten years of growth: from what was merely a baby unit under the Office of the President, the Commission on Higher Education has evolved to become a dynamic, passionate organization working to provide young Filipinos the education they so highly deserve. Each phase handled professionally, each step measured and appreciated.*

*Ten years of integrity: in serving the Commission's various publics, the men and women of CHED offer consistent honesty, passion, and zeal. Each face genuinely concerned for the Filipino student, each emotion heartfelt and open.*

*Ten years of faces and phases, the CHED is unfazed in its delivery of quality and excellence, access and equity, relevance and responsiveness, and efficiency and effectiveness.*

*The journey continues.*



# message

I wish to thank all my colleagues in CHED, the state universities and colleges (SUC's) and the private higher educational institutions (PHEIs) for the honor and privilege of serving them as CHED Chairman from May 2003 to October 2004. The period was rather short, but it was full of significant achievements of which I am proud.

With everyone's support and cooperation, we were able to strengthen our internal structures, efficiency and effectiveness. We set a tone of professional integrity and competence from top to bottom. We enhanced morale by introducing medical benefits and improving labor relations. We set in motion the construction of a CHED building in the U.P. Diliman campus, a national center for higher education.

Guided by a clear philosophy of balancing CHED's regulatory role with its developmental partnership policy, we made significant gains in our dealings with the SUC's and the PHEI's. We rationalized the SUC's financing, programming and regional networking. We gave impetus to serious research by giving better incentives. Even as we improved our regulatory standards with the help of our Quality Assessment Teams, we also encouraged Higher Education Institutions to explore alternative sources of funding for their infrastructure, research and faculty development needs. All throughout the country we improved quality and access to higher education for all, especially our poor but deserving students.

I pray that CHED continues to be faithful to its mission of providing quality and relevant higher education to Filipino youth, so that future generations of graduates will truly be globally competitive, morally upright and passionately committed to work for the common good. In a word, graduates who will truly be "maka-Dios, makatao at makabayan."

God bless CHED, God bless the Philippines.



rolando  
dizon  
fsc., ph.d.  
Jan-Aug 04

The Commission on Higher Education (CHED) was established through Republic Act No. 7722, otherwise known as the Higher Education Act of 1994. This was signed into law by former President Fidel V. Ramos on 18 May 1994.

The creation of CHED was part of a broad agenda for reforms in the country's education system, outlined by the Congressional Commission on Education (EDCOM) in 1992. Part of the reform is the trifocalization of the education sector. The three governing bodies in the education sector are the the Department of Education (DepEd) for basic and secondary education, the Technical Education and Skills Development Authority (TESDA) for technical-vocational and middle level education, and the Commission on Higher Education (CHED) for tertiary and graduate education.

To improve coordination and integration in the higher education system and to strengthen the policy formation process in the State Universities and Colleges (SUCs), Republic Act No. 8292 otherwise known as the "Higher Education Modernization Act of 1997" was signed into law. R.A. No. 8292 allows SUCs to initiate mergers and restructuring of SUC's structure and mandates. It is also meant to improve the internal governance of individual SUCs. This law similarly mandates the CHED Chairman to chair the Boards of the SUCs or delegate this task to the other four CHED Commissioners.

The CHED is attached to the Office of the President for administrative purposes. It covers both public and private post-secondary educational institutions.

# background



# the

The Higher Education System of the Philippines is envisioned to be a key player in the education and integral formation of professionally competent, service-oriented, principled, and productive citizens. Through its tri-fold function of teaching, research, and extension services, it becomes a prime mover of the nation's socio-economic growth and sustainable development.

# vision

# the

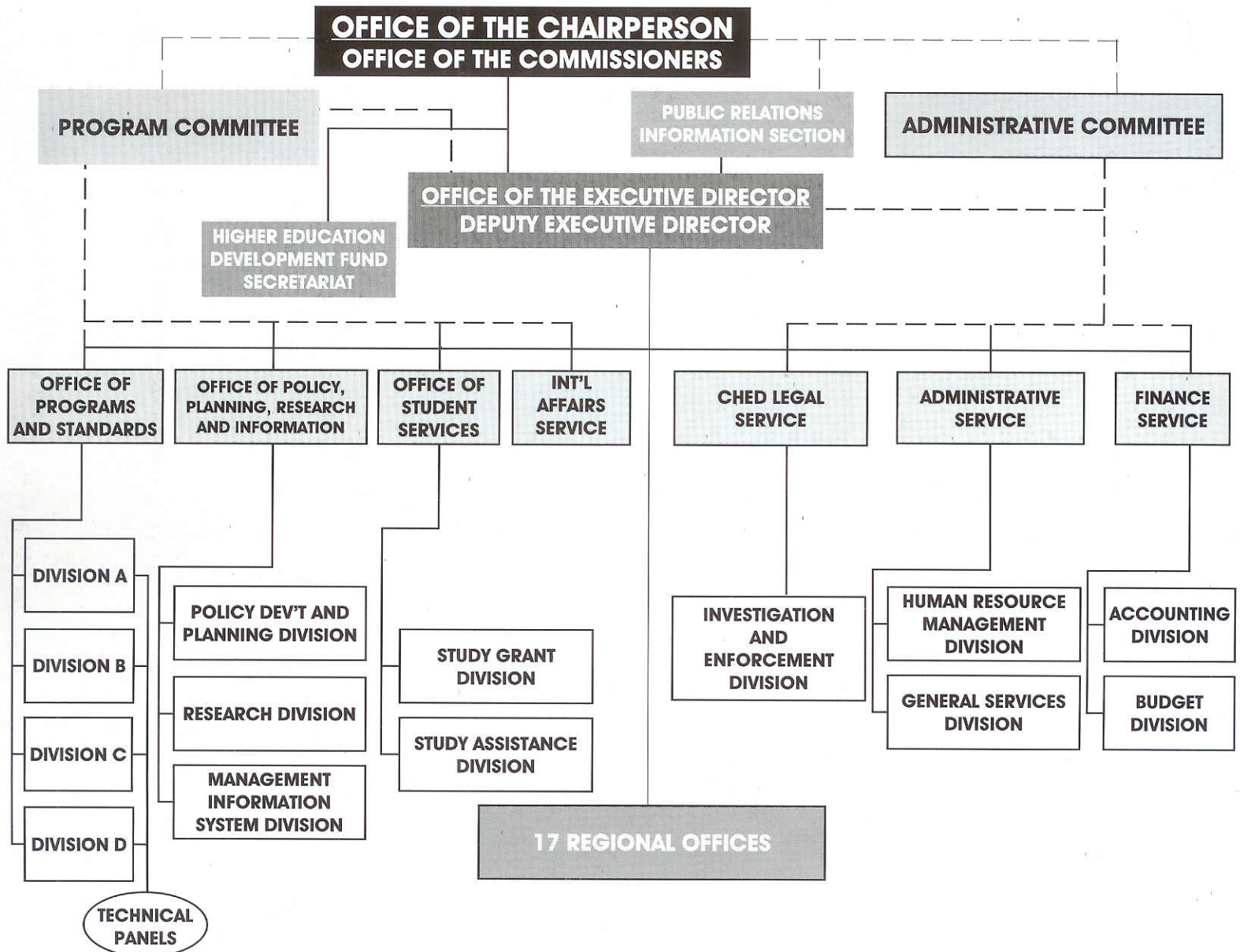
Guided by this vision and under the leadership of CHED, a dynamic and facilitative organization staffed by qualified and service-oriented personnel, HEIs that comprise the system shall:

1. Offer programs and services that meet the demands of an industrializing economy within the context of sustainable development and a culture of peace, as well as the challenges of a diverse and globalized society.
2. Nurture an academic environment that fosters integrated learning, creative and critical thinking, appreciation of cultural diversity and national identity, and inculcates moral values.
3. Conduct research to support instruction, create new knowledge, and enhance the quality of life in society.
4. Undertake extension programs and services that facilitate the transfer of technology, foster leadership and promote self-reliance among the less privileged in Philippine society.

# mission



# structure





# m e m o r a n d a

<b>DATE</b>	<b>NUMBER</b>	<b>TITLE</b>
8-Jan-04	1	Model United Nations Assembly (MUNA)
30-Jan-04	2	New Procedures in the Processing of Applications of Government Authority to operate Doctor of Medicine and
29-Jan-04	3	CHED National Games 2004 (CHED PALARO)
26-Jan-04	4	Guidelines for the Implementation of the Student Financial Assistance Program (STUFAP) Bachelor of Science in Nursing Programs
5-Feb-04	5	CHED Priority Courses for AY 2004-2005
27-Feb-04	6	Conduct of the Southeast Asian Games 2005 from November 21, 2005 to November 30, 2005, and request of Mr. Celso L. Dayrit, Pres., Phil. Olympic Committee, regarding the possible suspension of classes on the said dates.
4-Mar-04	7	CHED National Palaro 2004 Primer
4-Mar-04	8	Education for all Week (EFA) 2004, 19-25 April 2004
22-Mar-04	9	Attendance and Participation of SUC Officials and Employees
26-Mar-04	10	CHED National Palaro 2004 Primer
2-Apr-04	11	Deadline for Submission of Application for Permit Recognition for Bachelor of Science degree in Nursing and Doctor of Medicine Programs

<b>DATE</b>	<b>NUMBER</b>	<b>TITLE</b>
6-Apr-04	12 & 13	Asia Pacific Conference on Higher Education Research
26-Apr-04	14	CHED Overseas Study Development Programs (OSDP)
30-Apr-04	15	Guidelines on the Moratorium on the Opening of New Programs for Maritime Education
30-Apr-04	16	Extension of University Status to Our Lady of Fatima University Campus located at Fairview, Quezon City
3-Jun-04	17	Requirements for the Various Licensure Examinations
18-Jun-04	18	Second National Convention of the Metrobank Foundation Network of Outstanding Teachers and Educators (NOTED)
21-Jun-04	19	Proposed Guidelines for the Optometry Clinical Practicum/ Externship Program
14-Apr-04	20	Revised Policies and Standards on the Centers of Excellent Project
13-Jul-04	21	Addendum to CMO No. 21, series 2003, Regarding the Grant of Autonomous and Deregulated Status to Selected HEIs (Second Batch) with Benefits Accruing Thereto
16-Jul-04	22	Implementing Rules and Regulations for the DND-CHED-PASUC Scholarship Program
20-Jul-04	23	List of Accredited Training Partners for the International Practicum Training Program (IPTP)



<b>DATE</b>	<b>NUMBER</b>	<b>TITLE</b>
9-Aug-04	24	Five Year Data/Information Collection on Research for the Research Management Information System (RMIS) from AY1999-2000 to 2003-2004
9-Aug-04	25	Higher Education Data/Information Collection for AY 2004-2005
16-Aug-04	26	Implementing Guidelines for the Iskolar ng Mahirap na Pamilya Program
30-Aug-04	27	Moratorium on the Opening of New Nursing Programs effective May 4, 2004 which shall cover all Public and Private Higher Education Institutions including those Granted Autonomous or Deregulated Status
30-Aug-04	28	Procedure on the Submission Processing and Evaluation of Compliance Documents of Higher Education Institutions (HEIs) Granted Provisional Permits to Operate the Bachelor of Science in Nursing Program for the 1st Semester, School Year 2004-2005 subject to Compliance with Certain Requirements by September 30, 2004
9-Sep-04	29	Revised Implementing Guidelines for National Veterinary Admission Test (NVAT)
13-Sep-04	30	Revised Policies and Standards for Undergraduate Teacher Education Curriculum
22-Sep-04	31	Guidelines for the Optometry Clinical Practicum/ Externship Program

<b>DATE</b>	<b>NUMBER</b>	<b>TITLE</b>
14-Oct-04	32	Addendum to CHED Memorandum Order No. 13, series of 2003 re: Guidelines for CHED Visiting Research Fellowships
20-Oct-04	33	Guidelines for CHED Thesis Grant
28-Oct-04	34	Revised Guidelines for CHED Republica Awards
5-Nov-04	35	Implementing Guidelines of the Higher Education Development Project (HEDP), Faculty Development Program (FDP)
29-Oct-04	36	Additional Guidelines in the Issuance of Overseas Traineeship Certificates (OTC) for Undergraduates Students Participating in the International Practicum Training Program (IPTP)
6-Dec-04	37	Collegiate Calendar for Academic Year (AY) 2005-2006
15-Dec-04	38	New Procedures and Guidelines in the Processing of Applications for Government Authority to Operate Undergraduate Programs in Higher Education Institutions
21 -Dec-04	39	Austerity Measures Pursuant to Administrative Order No. 103 Re: "Directing the Continued Adoption of Austerity Measures in the Government."



phases

# this is

# 2004

The higher education system has contributed directly to the government's poverty reduction program by helping improve access to and the overall quality of social services in the sector through provision of ample educational opportunities to bring about generation of productive workers and competent professionals.

At present, there are 1,539 higher education institutions or HEIs (not counting the 249 satellite campus) in the country. Of these, 175 (11%) are public HEIs comprised of 111 State Universities and Colleges (SUCs), one CHED-Supervised Institution (CSI), 46 Local Universities and Colleges (LUCs), 18 other government schools (supported by national government agencies)

and five special HEIs.

The private HEIs make up 89% of the higher education system with a total number of 1,364 institutions: 1,034 are non-sectarian and 330 are sectarian HEIs.

Higher education graduates in all disciplines increased by 11.6% from 2001 with 363,640, to 405,716

faces



## ginalyn

PESFA Scholar (Bachelor in Secondary Education)

CHED makes me a better, more responsible person. It aroused my interest in study and awakened my mind in terms of reporting, quizzes, and exams. It is also a great help for me in financial need. It helps me to gain more knowledge because I'm more interested in my studies.

I originally wasn't granted the scholarship, so my mother and I decided that I should stop schooling. I had lost hope. Still, I tried one more time and was accepted! I'm very thankful.



in 2004, and by 15% in the priority disciplines, namely: Sciences, Maritime, Medicine and Health-related, Engineering and Technology, Agriculture Engineering, Forestry and Veterinary Medicine and Teacher Education.

Some priority disciplines, particularly in the Sciences and Maritime Education have achieved improvements in the passing percentages in the professional board examinations (57% to 64% and 54% to 55% respectively), although the overall performance of higher education in terms of the average passing percentage across all the disciplines suffered a decline over the three-year period from 45.35% to 41.71%. The graduates of the public HEIs registered better performance in the professional board exams compared with the graduates of the privately owned HEIs (average of 40.9% for public HEIs as against the 38.8% for the private HEIs).

Higher education enrolment in SUCs increased by 1.7%, from 733,827 in 2001 to 746,269 in 2004. Overall, the SUCs served approximately 31% of the total number of higher education students in the country. The number of graduates produced by SUCs also increased from 106,083 in 2001 to 134,910 in 2004 for an increase of 12% for the plan period. In particular, the increase is evident in priority programs such as Teacher Education, Engineering

