



COMMISSION ON HIGHER EDUCATION
Office of the President

CHED

Report 2005-2006

CHED
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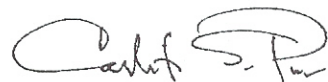
FOREWORD

The Philippine Higher Education System is at present confronted with formidable challenges. It has to undergo radical transformation and renewal if it is to effectively play its unprecedented role in the present day society, if it is to be a vital component of economic, technological and political development in the national and international scenes.

In a world of turbulent changes, there is a need for a new vision and paradigm of higher education, calling for major changes in policies, practices, means of service delivery and linkages with local and global institutions. To realize this vision and effect the necessary changes, it is necessary to re-engineer curricula using more focused and appropriate methods so as to go beyond cognitive mastery of disciplines and apply new pedagogical and didactical approaches.

What the CHED has undergone for the past two years were brought about by this need for a paradigm shift calling for a more focused and comprehensive action plan aimed at systematically changing the critical structures and processes not only in CHED but in the entire higher education system. It should best be remembered that decision-making is never a tidy situation wherein decisions can be made, revised or even reversed. Achieving a goal may simply make the next goal more urgent. Inside every solution are the seeds of new problems and most of the time most things are beyond control. But one thing sure: *We should get things done.*

The Commission is pleased to present this 2005-2006 Report to the entire higher education sector, our stakeholders and clientele as we proudly state in detail our achievements and future plans.



CARLITO S. PUNO, DPA
Chairman

INTRODUCTION

In line with the 10-point agenda of President Gloria Macapagal-Arroyo and the Medium-Term Philippine Development Plan (MTPDP), the Commission on Higher Education (CHED) has been vigorously implementing various high-impact programs and projects along the four major thrusts of the higher education sub-sector, namely:

- **Access and Equity**
- **Quality and Excellence**
- **Relevance and Responsiveness**
- **Efficiency and Effectiveness**

For CY 2005 and 2006, CHED has been able to accomplish the major core of its targets as specified in the MTPDP. The higher education institutions (HEIs), being the partners of CHED in delivering essential educational services to the various clientele, served as major implementers in achieving these targets.

During the past two years, CHED policy and development interventions were focused largely on:

- providing guidance and support to enable the higher education system to produce the human resources needed by the identified key employment generators - or the sectors where employment opportunities are projected to be greatest in the next five years;
- expanding access to higher education among poor but deserving students through student financial assistance programs; and
- promoting/supporting higher education research and extension to mobilize knowledge and technology to contribute to productivity enhancement and poverty reduction.

Hence, significant resources were put into student financial assistance programs and institutional capability building both for CHED and the higher education institutions.



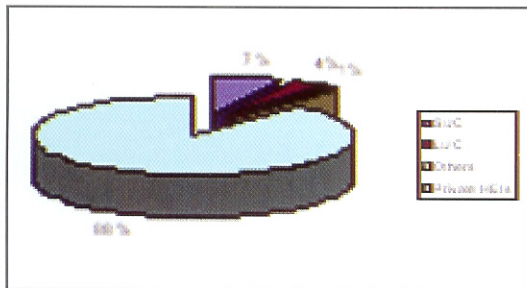
PROGRAM AND PROJECT OUTPUTS

Promoting Access and Equity

Access to Philippine higher education is provided by the 1,679 higher education institutions (HEIs) distributed all over the country: 1486 private colleges and universities, and 193 public institutions comprising State Universities and Colleges (SUCs), Local Colleges and Universities (LCUs), as well as Other Government Schools (OGS) and special HEIs. Although the private HEIs make up 88% of the entire higher education delivery system in the country there is at least one state college in every province.

The total higher education enrolment in Academic Year (AY) 2006-2007 is 2,541,405, registering a slight increase over the previous year's enrolment of 2,451,238. Of this number, 1,676,350 (or 66%) are enrolled in private colleges and universities while 865,055 (or 34%) are in public HEIs.

In AY 2005-2006, the higher education system produced 419,000 graduates, 67% of whom are in Business Administration and related disciplines, Education and Teacher Training, Engineering and Technology, and Medical and Allied disciplines.



Distribution of higher education institutions by type, AY 2006-2007

CHED adopted two major strategies to improve access to and equity in higher education:

- Broadening access of economically and socially disadvantaged groups to higher education and rechanneling some public resources directly to students to promote greater purchasing power and freedom of choice of educational opportunities; and
- Expanding alternative learning systems/modalities of higher learning

The CHED programs/projects for broadening access to higher education opportunities, especially among disadvantaged groups are: Student Financial Assistance Programs, Ladderized Education Program (LEP), Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) and Distance Education (DE).

Student Financial Assistance Programs

1

For AY 2006-2007, CHED provided a total funding support of P411,204,500 to 41,704 beneficiaries nationwide under 16 student financial assistance programs categorized into Scholarship, Grant-in-Aid and Student Loan Programs. (Table 1)

Three new grant programs were initiated in 2006:

- Philippine National Police Study Grant Program (PNP-SGP) with an initial allocation of P10 Million;
- Study Grant Program for the Dependents of Tobacco Growers with an allocation of P550,000; and
- Emergency Financial Assistance for Students or E-FAST with a funding of P190 Million

PNP-SGP is for the qualified dependents of PNP personnel, with highest priority to sons/daughters of personnel who were killed in the actual performance of duty (KIA), discharged due to complete disability (CDD), wounded or incapacitated in line of duty.

The Study Grant Program for Dependents of Tobacco Growers (CMO No. 58, s. 2006) is intended for said dependents who enroll in SUCs.

As stated in CHED Memorandum Order No. 26, series of 2006, the E-FAST program provides a special study grant to students belonging to the low and middle income families who are encountering economic difficulties. With the grant, student grantees are able to enroll in a course or apply for any curriculum year level in any public or private higher education institution.

The PGMA-HELP (CMO 25, s. 2006) addresses the financial need of students particularly those studying in private colleges and universities and who are in their 3rd year or 4th year. It is intended for those whose allowance for tuition may be delayed due to force majeure or other unforeseen or unavoidable circumstances.

**Table 1. Beneficiaries of Student Financial Assistance Programs,
2005-2006 and 2006-2007**

CHED REGULAR PROGRAMS		2005-06 # of Bene- ficiaries	Total Funding	2006-07 # of Bene- ficiaries	Total Funding
I. Scholarship Program (Merit)					
1	State Scholarship Program (SSP)				
	National Scholarship Program (NSP)			944	28,320,000
2	Regional Scholarship program (RSP)			1,673	40,152,000
	Private Education Student Financial Assistance Program (PESFA)	13,742	199,259,000	9,840	142,680,000
3	CHED Scholarship Program for the Bright Mindanaoan Muslims			88	2,640,000
	<i>Sub-Total</i>	<i>15,763</i>	<i>231,595,000</i>	<i>14,399</i>	<i>243,456,000</i>
II. Grants-in-Aid Programs					
4	Program for Persons with Disabilities			31	744,000
5	Program for National Integration Study Grant Program (NISGP)	865	12,975,000	745	11,175,000
	Selected Ethnic Group Educational Assistance Program (SEGEAP)	977	14,655,000	618	9,270,000
	Scholarship Program for Indigenous and Ethnic Peoples (SPIEP)	396	5,940,000	242	3,630,000
6	Student Scholarship Program in BSE for Selected SUCs (SSP-BSE-SSUC)	51	25,000	45	450,000
7	Office of the Presidential Adviser on Peace Process-CHED Study Grant Program for Rebel Returnees (CHED-OPAPP-SGPRR)	339	3,390,000	234	2,340,000
8	DND-CHED PASUC Study Grant Program	383	1,915,000	462	2,310,000
9	Study Grant for Solo Parents and their Dependents (SG-SP)	28	406,000	38	551,000
10	Study Grant for Senior Citizens or Elder Persons (SG-SC)*				
11	Iskolar ng Mahirap na Pamilya (IMP)	127	1,270,000	94	940,000
12	CHED Senate Study Grant Program (CHED-SSGP)	422	2,110,000	378	1,890,000
13	Philippine National Police Study Grant Program (PNP-SGP)**			484	10,000,000
14	Study Grant Program for the Dependents of Tobacco Growers**			110	550,000
15	CHED Study Grant Program for Congressional Districts (CSGP-CD)	21,589	107,945,000	23,321	116,605,000
	<i>Sub-Total</i>	<i>25,177</i>	<i>150,861,000</i>	<i>26,802</i>	<i>160,455,000</i>
III. Student Loan Programs					
16	Study Now-Pay-Later-Plan (SNPLP)	716	10,382,000	503	7,293,500
	<i>Sub-Total</i>	<i>716</i>	<i>10,382,000</i>	<i>503</i>	<i>7,293,500</i>
	Total for CHED Regular Programs	41,656	392,838,000	41,704	411,204,500
Pump Priming Projects					
1	Emergency Assistance for Students (E-FAST) Program***			9,500	190,000,000
2	PGMA Higher Education Loan Program (PGMA-HELP)***			10,750	215,000,000
3	Tuition Fee Support Fund for SUCs				285,000,000
	Total for Pump Priming Projects			20,250	690,000,000
	GRAND TOTAL			61,954	1,101,204,500

* No takers

** New program (2006-2007)

*** Estimated number of grantees for the E-FAST PGMA-HELP Programs at P20,000 per School Year (2 semesters) per grantee

NOTE: All students enrolled at SUCs benefited from Tuition Fee Support Fund due to non-increase in tuition

Ladderized Education Program (LEP)

2

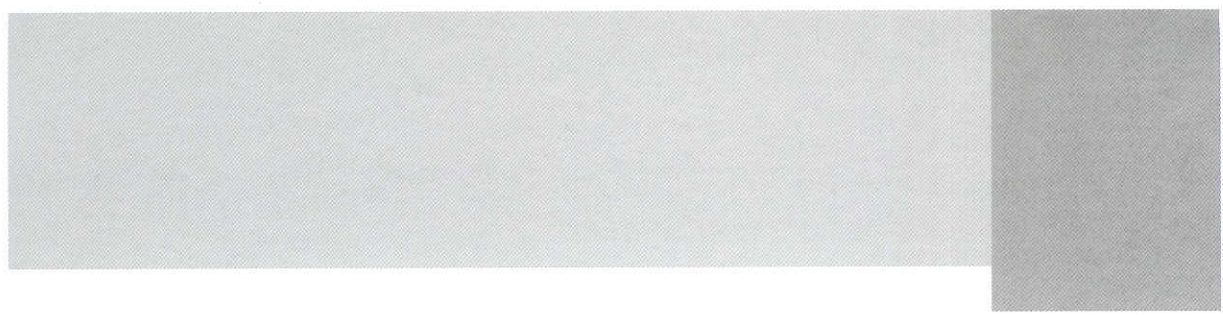


The LEP was launched in Malacañang Palace with President Gloria Macapagal-Arroyo as special guest. Also in the photo are: Presidential Adviser Arturo Yap Jr., CHED Chairman Carlito S. Puno and TES-DA Secretary Augusto "Boboy" Syjuco.

The CHED and the Technical Education and Skills Development Authority (TESDA) launched the Ladderized Education Program in May 2006 in Malacañang Palace with Her Excellency President Gloria Macapagal Arroyo as guest speaker.

Ladderization allows the recognition of units earned in technical vocational programs in TESDA-registered schools for equivalent academic units in CHED-recognized programs and institutions. It also enables students to get out of the education system to join the workforce and later re-enter at any level in the education ladder. Thus, ladderization would enable more Filipinos to upgrade their capabilities while seeking employment either as salary workers, professionals or entrepreneurs.

Pursuant to Executive Order (EO) No. 358, s.2006 entitled "To Institutionalize a Ladderized Interface between Technical – Vocational Education and Training (TVET) and Higher Education (HE)," CHED issued four (4) CHED Memorandum Orders - (CMO Nos. 35, 36, 37 and 38, series of 2006), containing the Policies, Standards and Guidelines (PSGs) and the procedures for granting authority to operate ladderized programs.



With the help of technical experts, curriculum writers and institution administrators, CHED developed model ladderized curricula for the following programs:

- Bachelor of Agricultural Technology
- Bachelor of Science in Marine Transportation
- Bachelor of Science in Marine Engineering
- Bachelor of Science in Hotel and Restaurant Management
- Bachelor of Science in Tourism Management
- Bachelor of Science in Travel Management
- Bachelor of Science in Nursing thru Midwifery
- Bachelor of Science in Information Technology

Credit transfer matrices for the following programs were also developed:

- Bachelor of Science in Marine Transportation
- Bachelor of Science in Marine Engineering
- Bachelor of Science in Agriculture
- Bachelor of Science in Fisheries
- Bachelor of Science in Criminology
- Bachelor of Science in Hotel and Restaurant Management
- Bachelor of Science in Tourism Management
- Bachelor of Science in Travel Management

By year end, 181 higher education institutions had agreed to offer ladderized education programs.

Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP)

3



In the photo are new ETEEAP graduates inducted at San Jose Recoletos Auditorium, Cebu City, March 2006

The ETEEAP, a system of accrediting skills and competencies acquired outside the formal education system, is being implemented through deputized HEIs strategically located all over the country.

The deputized HEIs are CHED's partners in providing opportunities for qualified working undergraduates to earn their academic degree through equivalency and accreditation. The deputation of the Philippine Women's University, Manila for the Bachelor of Science in Hotel and Restaurant Management (BSHRM), and St. Joseph's College, Quezon City to offer an additional program—Bachelor of Science in Business Administration (BSBA), increased the number of deputized HEIs to 88. Also in process for deputation is Saint Joseph's Institute of Technology, Butuan City. This will be the first ETEEAP-deputized higher education institution in CARAGA. There is continuing evaluation of institutional and program capabilities of other prospective HEI candidates for the program.

Programs being offered via ETEEAP consist of 50 undergraduate and 20 graduate programs. In response to growing demand, there is a plan to add a graduate program in Criminology. The competency standards for MS Criminology were developed and submitted for consultation and public hearing in 2006.

Since AY 1999-2000, the ETEEAP has produced a total of 2,438 graduates in various disciplines, with the biggest number in Engineering, Technology and Architecture (219), Criminology (207) and Business and Management (107).

To demonstrate the growing importance of this program, the Technical Committee for ETEEAP was elevated to the status of Technical Panel with seven new members to provide expertise in the review of policies that will ensure effective and efficient program implementation.

Distance Education is a mode of educational delivery whereby teacher and learner are separated in time and space, and instruction is delivered through specially designed materials and methods using appropriate technologies, and supported by organizational and administrative structures and arrangements.

The Commission issued CMO No. 27, s. 2005 otherwise known as the "Policies, Standards and Guidelines for Distance Education" to ensure that HEIs are properly implementing DE as an alternative delivery mode mindful of the prescribed quality standards while allowing wider access to higher education programs.

In addition, the Commission lodged in the Technical Panel for Distance Education the concerns on transnational education provision. The Policies, Standards and Guidelines for Transnational Education and COE selection instrument are under review and reformulation.

At present, there are 68 DE programs (13 certificate/diploma, 41 baccalaureate, 11 masteral and 5 PhD) being implemented by 17 HEIs. There are 4,652 students enrolled in the various DE programs.

Table 2 presents a summary of participants/beneficiaries of alternative modalities of higher learning.

Table 2. Participants in Alternative Modalities of Higher Education, 2006

Modality	No. of Academic Programs	No. of HEIs	No. of Graduates
Ladderization	293 (8 disciplines)	181	-
ETEEAP	70	88	491
OLDE	68	17	791

Upgrading Quality of Higher Education

As articulated in the Medium-Term Philippine Development Plan, programs and projects for upgrading quality and enhancing relevance of higher education reflect the following strategies:

- Improving the quality of higher education institutions, programs and graduates to match the demands of domestic and global markets; and
- Strengthening research and extension activities in HEIs

The Higher Education Development Project (HEDP) 2004-2009, a set of reform-oriented interventions aimed at achieving the major goals of the higher education subsector, has two big components that specifically address the quality concerns. These are:

- Strengthening quality assurance systems through
 - international benchmarking and upgrading of standards,
 - accreditation, and
 - institutional monitoring and evaluation; and
- Faculty Development Program

Updating/Upgrading Policies, Standards, and Guidelines (PSGs) for Education Programs

5

The updating/upgrading of PSGs is a continuing activity to ensure that the standards of programs being offered by higher education institutions are internationally comparable and responsive to the needs of global and domestic markets.

CHED, in coordination with the Technical Panels (TPs)*, revised/updated PSGs for nine priority disciplines:

- business and management;
- engineering, technology and architecture;
- social science and communication;
- science and math;
- agriculture;
- maritime engineering;
- criminal justice;
- teacher education; and
- information technology

The PSG for distance education was also updated.

Through the HEDP subcomponent on international benchmarking and standards upgrading, local and foreign networks for the improvement of the curricular contents of various fields and professions have been established.

The curricula for the BS in Civil Engineering, BS in Electronics and Communications Engineering and BS in Mechanical Engineering programs were benchmarked against international practice and revised accordingly. As a result, relevant courses were added in the said curricula.

International benchmarking of the BS in Electrical Engineering curricula in other countries was also conducted through Internet search and consultations with the academe and industry partners.

**TPs serve as advisory and consultative bodies to the Commission. These are composed of academicians, practitioners, representatives of professional organizations and appropriate government agencies. TPs have been created for the following disciplines: Science and Mathematics; Humanities, Social Sciences and Communications; Information Technology; Health Profession Education; Engineering, Technology and Architecture; Maritime Education; Business and Management; Agricultural Education; Teacher Education; and Legal Education and Criminology*