

Commission on Higher Education
HIGHLIGHTS OF ACCOMPLISHMENTS
January – December 2011

The Commission on Higher Education is mandated under R.A.7722 to promote quality education; broaden access to higher education; protect academic freedom for continuing intellectual growth; and ensure advancement of learning and research.

From January to December 2011, the Commission implemented programs and projects in line with the Administration's five Key Results Areas, namely; anti-corruption/ transparent, accountable and participatory governance; poverty reduction and empowerment of the poor; rapid, equitable and sustained economic growth; just, inclusive and lasting peace and the rule of law; and integrity of the environment/climate change mitigation and adaption (CCM&A).

1. In support of anti-corruption/transparent, accountable and participatory governance

1.1 Tibay Edukasyon: Mediation, Factfinding and Investigation of Violations of Laws, Rules and Regulations

Under this program, violation of laws, rules and regulations and other complaints are acted upon through mediation, conduct of fact-finding or investigations. Cases are filed with the appropriate bodies against officials who are found to have committed punishable violations.

For the whole year of 2011, the CHED Legal Service (CLS) acted on 50 complaints through mediation, fact-finding and investigations. There were no cases filed with Ombudsman and no report of corrupt officials sanctioned.

1.2 Information System Strategic Plan (ISSP) 2007-2011

IT systems have been developed and will be enhanced and fully utilized to improve efficiency in the provision of services to CHED clients. As part of the simplification of frontline services through IT, five (5) ICT Systems were operational and three (3) were developed. These are Electronic Library, (E-Lib), Integrated Library Management System (ILMS), CHED WEB Mail, CHED Website, Electronic Verification and Certification System (EVCS). Under the Higher Education Management Information System (HEMIS), two (2) statistical bulletins were prepared.

The CHED Structured Cabling System (cable trays, cables-CAT6A, terminators with ISO standards for 1000 nodes) will interconnect all the workstations to the CHED servers. Its installation entails raised floorings at the server room and installation and commissioning of intelligent switches, fibre optics and peripherals. The Structured Cabling System (SCS) was 70% completed by year end.

1.3 *Fund Management Services*

During the whole period, the HEDF received and evaluated 333 project proposals for funding from higher education institutions (HEIs) and other higher education development proponents. One hundred thirty (130) proposals for *Institutional Capacity Building* were processed, of which eighty (80) projects were supported; for rationalization initiatives 86 proposals (43%) were processed while for Research and Extension, 117 project proposals were processed and funded.

To determine the effectiveness and efficiency in the utilization of CHED-HEDF budget, monitoring and evaluation were done on the status of funds transferred for 412 (118%) projects. In addition, CHED conducted 11 (92%) impact assessment studies.

1.4 *Application of SUCs budget allocation system (Normative Funding Formula)*

Normative Financing aims to rationalize the allocation of funds to SUCs; to improve delivery of service in the fields of instruction, research and extension; to harmonize the programs and course offerings of SUCs to the national thrusts and priorities; to reward or encourage quality teaching, research, and extension services; and to encourage SUCs to improve cost recovery measures, practice fiscal prudence and maximize resources.

CHED applied the revised Normative Financing on 100% of the SUCs' allocation for Maintenance and Other Operating Expenses (MOOE) in 2013.

1.5 *CHED Human Resource Development (HRD)*

This program is designed to improve efficiency and effectiveness of CHED through managers and staff participation in training programs, team building activities, and the availment of scholarships for graduate studies. Training programs were conducted for CHED technical and administrative staff in order to enhance agency capability in policy development, planning, resource allocation and quality assurance.

The Commission has allotted budget for scholarship grants and trainings for CHED employees. Scholarship grants were given to 10 deserving employees to pursue doctoral studies in Public Administration, Philosophy and Sustainable Development Studies; and masters studies in Industrial Organizational Psychology, Mass Communication, Development Program and Information Technology. One hundred ninety (190) or 49% employees were sent to various seminars/workshops, conventions and Executive Training Program conducted by the Career Executive Service Board (CESB).

2. On Poverty reduction and empowerment of the poor

2.1 HEI Research and Development (R&D) Programs

Under this program, CHED supports the conduct of RDE aimed at generating, adapting and transferring or applying new knowledge and technologies for improving productivity and livelihood, promoting peace, empowering women, protecting the environment, reducing disaster devastation, and alleviating poverty.

Relative to the Administration's thrust to mobilize knowledge and technology towards enhancing productivity, generating employment and reducing poverty, the CHED received and processed 26 (118%) research proposals from HEIs. Of these, 9 were approved for funding.

Pursuant to the PDP 2011-2016 and CHED's commitment to the Nation Anti-Poverty Commission (NAPC) convergence strategy to alleviate poverty, the Commission supplemented and expanded the extension programs of selected HEIs in Regions CAR, V, VI,VII,VIII, X and XI.

2.2 Job-Skills Matching Program

In order to produce highly competent and competitive graduates, HEIs are encouraged to offer programs that are in demand and responsive to the needs of industry, both domestic and international.

The Job Skills Matching Program includes: formulation of master plans for priority disciplines and review of the school curricula to make these responsive to the skills and training demands of industry. For CY 2011 the Commission revised/reviewed six curricula namely: Information Technology/Systems, Computer Science, Entertainment Computing; Accounting Technology; Mathematics, Chemistry, Physics; Naval Architecture, Marine Engineering, Marine Transportation; Medicine; and English.

For the IT-BPO sector, the CHED and Business Processing Association of the Philippines (BPAP), signed on November 14, 2011 a Memorandum of Cooperation (MOC). The CHED and the BPAP will be working together over the next five (5) years to modify and improve curriculum to enhance the competencies needed by the IT-BPO industry. Teachers will be trained to effectively pass on IT-BPO knowledge and skills to students and update them on the latest development in the field. Both parties agreed to implement testing assessment programs for student readiness, continuous research for emerging technologies, and career guidance for employment.

The goal is to develop capacity to expand BPO services other than Voice over Internet Protocol (VOIP), to include software program development, front, middle and back-end office operations and other outbound-inbound services.

2.3 *Students Financial Assistance Programs (STUFAPs)*

Aimed at providing access to quality higher education among poor but deserving students, STUFAPs consist of: (1) Scholarships – including the Full Merit, One-Town-One Scholar (OTOS) and Half Merit programs, the beneficiaries of which are selected on the basis of their performance in qualifying examinations (2) Grants-in-Aid – Tulong Dunong, including, Study Grant Program for Solo Parents and their Dependents, DND-CHED-PASUC Study Grant, OPAPP-CHED Study Grant Program for Rebel Returnees, and CHED Special Study Grant for Senate and House of Representatives, which are meant for the students from poor families, indigenous communities, and persons with disabilities; and (3) Student Loans for the needy but deserving students.

For AY 2011-2012 there are 60,240 (as of December 2011) beneficiaries, broken down as follows: scholarships - 18,559 grant-in-aid - 37,023 and student loan programs – 4,658

2.4 *Expanded Tertiary Education Equivalency and Accreditation program (ETEEAP)*

Under this program, skills and competencies acquired outside of the formal education system are evaluated and accredited towards earning a degree. ETEEAP is being implemented through 98 deputized HEIs strategically located all over the country.

In 2011 CHED evaluated/monitored 116 (232% of target) programs in 68 HEIs. At the end of CY 2011 there were 2,587 (235%) number of graduates.

2.5 *Ladderized Education Program (LEP)*

This program allows recognition of units earned in technical vocational programs in TESDA-registered schools for equivalent academic units in CHED-recognized programs and institutions. LEP enables students to get out of the education system to join the workforce and re-enter at any level in the education ladder.

Two (2) ladderized programs - BS Respiratory Therapy Education and Mechanical Engineering Education were developed out of the 5 targeted programs for the year.

2.6 *National Agriculture and Fisheries Education System (NAFES) Program National Universities/Colleges in Agriculture and Fisheries (NUCAFs) Provincial Institute in Agriculture and Fisheries (PIAFs)*

NAFES seeks to upgrade quality, ensure sustainability and promote global competitiveness of agriculture and fisheries education at all levels. NUCAFs and PIAFs make up an integrated system of agriculture and fisheries education, and are tapped and supported to upgrade quality, ensure sustainability and promote global competitiveness of agriculture and fisheries education at all levels. CHED supported 61 (79%) out of the targeted 77 PIAFs for the year. Other 16 PIAFs will receive their 2nd tranche of their grants in 2012.

2.7 Gender and Development (GAD) Program

GAD refers to the development perspective and process that is participatory and empowering, equitable, sustainable, free from violence, respectful of human rights and supportive of self-determination and actualization of human potentials of women. CHED has actively and purposefully partnered with the Philippine Commission on Women (PCW) to maximize CHED's role in promoting the cause of gender equality and women empowerment. In line with its GAD Plan, CHED conducted Regional Summits in Regions IV-A and Region IV-B in continuing collaboration with the PCW, and monitored the implementation of the Higher Education GAD Accord with Declaration of Commitments that was presented during the 1st CHED Summit to the Chairpersons of the Civil Service Commission, CHED and PCW.

The first CHED Higher Education Summit on Gender Issues was held at the Bahay ng Alumni, U.P. Diliman Campus on October 11-12, 2011

3. On Rapid, equitable and sustained economic growth

3.1 Rationalization of HEIs and Programs

Within a moratorium period on the opening of new programs especially in oversubscribed disciplines. The objective of the program is to lay the foundation for a more efficient and effective system in delivering public higher education services and for a more flexible regulatory framework for private higher education provision.

- *Typology* of HEIs is a system of classifying HEIs based on their mandates and functions vis-vis national development goals. This typology will be harmonized with quality assurance criteria to allow HEIs to focus and excel within their respective classifications and be recognized for such excellence. During CY 2011, a framework on typology was developed.
- *Mapping of HEIs and Programs* – A GIS-based map of HEIs and programs was produced and updated to serve as decision support system for the rationalization of HEIs and programs distribution in the country. The map provides information on the current status of program offerings including quality, costs, and marketability. This could be used to match the program offerings with demand or thrusts at the national and regional levels. It could also be used as basis for phasing out oversubscribed programs and for promoting under-subscribed but relevant programs.
- CHED updated the databases on HEIs directory (program and institutional profile); COEs/CODs; autonomous/deregulated HEIs; accredited programs; ETEEAP providers; performance of HEIs in PRC examinations; STCW'95 compliant HEIs.
- *Restructuring of HEIs*-The objective of this program is to restructure the higher education system specifically the public component consisting of SUCs/Local Universities and Colleges (LUCs), and other government schools to improve

efficiency in the delivery of quality programs, minimize duplication and promote complementation between and among public and private HEIs. The restructuring could be achieved partly through amalgamation of SUCs into Regional University System (RUS) and development of specialized institutions. The project shall provide assistance in the initial implementation of the RUS in selected regions, including joint research and extension, academic program complementation, and infrastructure improvement for the SUCs involved.

The latest version of the Regional University System (RUS) Bill was approved by the Regional Development Council of Region XI. As a result, *Commission en banc (CEB)* approved its endorsement to the House of Representatives. Congressman Isidro T. Ungab sponsored HB 5311 entitled “*An Act Creating a Regional State University System by Integrating the University of Southern Philippines, the Davao del Norte State College, the Davao Oriental State College of Science and Technology and the Southern Philippines Agribusiness and Marine and Aquatic School of Technology and Appropriating Funds Therefor.*”

The development of the Blueprint for Restructuring Public Higher Education Institutions is now 71% complete.

- *Bills evaluation and position papers preparation/submission*

For the year, 354 (139% of target) bills were evaluated and 73 (112%) position papers were prepared for submission to concerned agencies.

- The CHED Legal Service (CLS) also acted upon a total of 182 cases/ requests (66% of cases received), including requests for opinion on various issues affecting HEIs, endorsement of Articles of Incorporation to the Security Exchange Commission (SEC), endorsement of tax exemption to the Department of Finance (DoF), review of Contracts and Memorandum of Agreements (MOAs) policies, rules and regulations affecting CHED and its programs, provision of legal advice to students and HEIs, and other transactions affecting the Commission.

3.2 *Quality Assurance Programs*- These include the setting and enforcement of Policies, Standards and Guidelines (PSGs) for academic programs, monitoring of compliance and phase out/closure of non-compliant programs, Institutional Quality Assurance through Monitoring and Evaluation (IQuAME), and accreditation.

3.2.1 *Policies, Standards and Guidelines (PSGs) updating and revision*

In order to ensure that Philippine higher education programs are comparable to international standards, CHED periodically conducts international benchmarking, reviews and updates the PSGs for academic program offerings. These internationally-benchmarked PSGs, set the minimum quality standards and requirements that HEIs have to comply with before they are given permits to operate such academic programs and recognition to award degrees to their students. In the case of SUCs, the Commissioners who sit as Chairpersons of their Boards ensure that the SUC program

offerings meet the set standards.

There were 42 (102%) PSGs developed, updated and revised, four (4) (57%) competency standards on undergraduate programs on Maritime were drafted/revised, two (2) (100%) guidelines for equivalency programs on Maritime were also completed. In addition, criteria for COEs/CODs in three (3 or 60% of target) disciplines were developed.

3.2.2 Tibay Edukasyon Project: Intensive monitoring of HEIs and programs and strict enforcement of standards

The Commission conducted intensive monitoring of HEIs and programs and strict enforcement of standards. Of the monitored programs, 358 (60%) non-compliant programs were phased-out including (237 programs of SUCs).

3.2.3 HEI Programs evaluation/monitoring (permit and recognition issuance)

Permit and recognition are granted to qualified institutions for the operation of programs that meet the minimum requirements and standards set by CHED in its Policies, Standards and Guidelines (PSGs) for academic programs. A total of 4,473 (168%) permits/recognition certificates were issued by the Regional Offices to deserving HEIs for the period. On the other hand, the Central Office exceeded to process a total of 310 (564%) permits/recognition. More applications than expected were received.

3.2.4. Program Accreditation

HEIs with programs that attain standards above the minimum are encouraged and assisted to have their programs evaluated by private accreditors or a recognized body, leading to the issuance of a certificate of accredited status. There was an increase in the number of proposals submitted and approved by the Commission, hence a total of 166 (1660%) programs were supported for accreditation.

3.2.5 Institutional monitoring and evaluation

In addition to program monitoring and evaluation, HEIs are monitored through Institutional Quality Assurance through Monitoring and Evaluation (IQuAME). This is a mechanism for monitoring and evaluating the outcomes of the programs, processes and services of HEIs in the key area of quality of teaching and learning as supported by the governance and management, student services, relations with the community, and management of resources.

CHED monitored/ evaluated a total of 352 (62%) institutions for the whole year of 2011.

3.3 Institutional Capacity Building

3.3.1 Centers of Excellence (COEs)/Centers of Development (CODs) – These are HEIs identified and recognized by CHED to serve as models of excellence

and resource centers for the other HEIs. Support to the COEs/CODs includes provision for student scholarships, faculty development, library and laboratory upgrading, research and extension services, development of instructional materials and implementation of networking and linking activities. For the whole year 2011, CHED identified 16 (11%) COEs/CODs and supported 57 (570%) COEs/CODs.

3.3.2 Research, Development and Extension (RDE) Capability Building Programs

R&D Centers are mobilized to help CHED in promoting higher education research and bringing closer the assistance necessary to strengthen research and development functions of HEIs. These Centers are also tapped to enhance the research productivity of the HEIs in terms of intellectual property generation.

CHED trained 118 (102%) faculty/researchers and established/ supported 19 (100%) research centers.

3.3.3 Faculty Development Program (FDP) - This program provides scholarship to upgrade the academic qualifications of HEIs faculty (private and public) to masters and doctorate degree levels and training for Continuing Professional Education (CPE). It is expected that through the FDP and CPE, the improved qualifications and teaching methods will contribute directly to better student learning which in turn would translate into higher passing rates in professional licensure examinations and greater productivity of graduates.

CHED supported a total of 732 (82%) faculty scholars with the corresponding total amount of P123,058,487.85 disbursed. These include 102 scholars pursuing graduate studies in sciences and engineering.

3.3.4 HEI Management Development Program

This program aims to create awareness of the relationship between the quality of senior/middle-level management and the quality of HEIs performance. It gives senior/middle-level managers appropriate incentives and opportunities to access high quality and relevant management development programs to strengthen their capacity as leaders of both public and private.

A total of 537 (107%) administrators from public and private HEIs availed of the training programs.

3.4 Internationalization of Philippine Higher Education

CHED, in coordination with the Department of Foreign Affairs (DFA) strengthens international cooperation by joining international and regional bodies/ networks, negotiating and facilitating bilateral/multilateral agreements on academic cooperation and linkages of local HEIs with their counterparts in other countries as well as with international organizations.

As part of this program, CHED developed an accreditation certification system in support of its application for regular membership in the Washington Accord.

Nineteen (158% of target) bilateral and multilateral Memoranda of Agreement/Memoranda of Understanding (MOA/MOU) on academic/ education cooperation were negotiated with other countries, e.g. Japan International Corporation of Welfare Services (JICWELS) as well as the Timor Leste Matenek Project. Furthermore, CHED participated in eight (89%) ministerial international/regional meetings. As part of the Balik-Scientist Program, one Research Fellow was awarded the Balik-Scientist Research Fellowship Award.

4. On Integrity of the environment/climate change mitigation and adaptation (CCM&A)

4.1 Biodiversity assessment and database program

CHED updated and consolidated the Central Biodiversity Database which now contains a total of 15,013 species (8620 fauna and 3178 flora). In addition, 13 on-going biodiversity studies that will generate additional data for the data base that are nearing completion were monitored.

4.2 R & D on Environment and Biodiversity

Four Research and Development (R & D) and one Extension proposals on Environment and Biodiversity were processed and supported.

4.3 National Service Training Program (NSTP)

The National Service Training Program (NSTP) can be strengthened by HEIs as a venue for students to further reinforce non-academic skills learned in basic education. The Office of Student Services (OSS) of CHED prepared the draft action plan and guidelines regarding the mobilization of 600,000 students for the National Greening Program under the National Service Training Program (NSTP).