Manasan, Rosario G.

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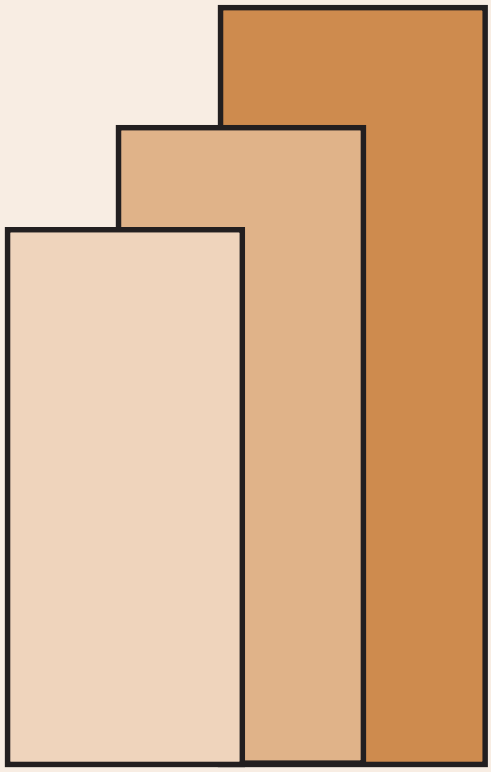
Rosario G. Manasan

DISCUSSION PAPER SERIES NO. 2013-29



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For comments, suggestions or further inquiries please contact:
The Research Information Staff, Philippine Institute for Development Studies
5th Floor, NEDA sa Makati Building, 106 Amorsolo Street, Legaspi Village, Makati City, Philippines
Tel Nos: (63-2) 8942584 and 8935705; Fax No: (63-2) 8939589; E-mail: publications@pids.gov.ph
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REVIEW AND ASSESSMENT OF PROGRAMS OFFERRED BY STATE UNIVERSITIES AND COLLEGES

Rosario G. Manasan

Philippine Institute for Development Studies
Department of Budget and Management

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Abstract

Given the importance of tertiary education in promoting human development and improving the economy's competitiveness, the state universities and colleges (SUCs) in the Philippines have always faced issues on the quality of education, management, and access. This study aims (i) to review and assess the programs being offered by SUCs vis-à-vis their mandates, the courses being offered by other SUCs in the region, and the quality of graduates produced, and (ii) given the findings, to recommend courses of action to improve the relevance and quality of course offerings of the SUCs.

A review of the mandates of the various SUCs in the selected regions covered by this study (Regions IV-A, VII, XI, and VI, respectively) indicates that the mandates of a number of SUCs are fairly broad to start with. Also, many SUCs offer programs outside of their core mandates because the Charters of most SUCs allow them to. Given these broad mandates, it is expected that there is substantial duplication in their program offerings relative to those of private HEIs and other SUCs in the same region. Moreover, high rates of program duplication appeared to be associated by an increase in the number of programs offered by SUCs. Program duplication may be considered a problem because of its tendency to increase per student cost of SUCs and the issue of SUCs crowding out PHEIs. Many PHEI officials also report that while the CHED strictly enforces its Policies, Standards and Guidelines (PSGs) on PHEIs, the same rules are not applied as strictly on SUCs. Furthermore, the low quality of instruction is evident in the poor performance in the PBEs. The median passing rate for 36 PBEs for 2005-2010 ranged from 40% to 45% during the period. Additionally, only 7 out of these 36 PBEs had average passing rates above 60% and only 2 have passing rates above 70%. There is also a preponderance of SUCs/ PHEIs with zero passing rate in many PBEs and passing rates that are below the national average passing rate in 2005-2010.

Given these findings, it is recommended that (i) the CHED enforces more vigorously its policy of closing existing programs of SUCs and PHEIs alike where these HEIs' performance is under par year after year; (ii) the CHED ensures that SUCs' program offerings comply with its PSGs; (iii) the CHED weighs the advantages/ disadvantages of centralization over decentralization with respect to the monitoring of SUCs; (iv) the CHED regional director becomes a regular member of the SUCs' Board; (v) the normative funding formula is adjusted so that SUCs do not get an additional subsidy from the national government for the additional enrollment resulting from their offering popular programs (i.e., SUCs may be allowed to offer popular programs provided they meet CHED standards and provided they shoulder the full cost of doing so); and (vi) in order to uplift the overall quality of instruction, the more effective measures, such as faculty development and facilities upgrading, be considered.

Keywords: *SUCs, PHEIs, program offerings, mandates, duplication, board exam, passing rates, quality, budget*

LIST OF ACRONYMS

BISU	- Bohol Island State University
CHED	- Commission on Higher Education
CMO	- CHED Memorandum Order
FGDs	- Focus Group Discussions
HEIs	- Higher Education Institutions
IGP	- Income Generating Project
LSPU	- Laguna State Polytechnic University
LUCs	- Local Universities and Colleges
MORPHE	- Manual of Regulations on Private Higher Education
NEDA	- National Economic and Development Authority
NOrSU	- Negros Oriental State University
PSGs	- Policies, Standards and Guidelines
PUP	- Polytechnic University of the Philippines
PHEIs	- Private Higher Education Institutions
PBEs	- Professional Board Examinations
SLSU	- Southern Luzon State University
SUCs	- State Universities and Colleges
TUP	- Technological University of the Philippines
UPLB	- University of the Philippines Los Baños
ZBB	- Zero-based Budgeting

REVIEW AND ASSESSMENT OF PROGRAMS OFFERRED BY STATE UNIVERSITIES AND COLLEGES

Rosario G. Manasan

Executive Summary

This study aims (i) to review and assess the programs being offered by State Universities and Colleges (SUCs) vis-à-vis their mandates, the courses being offered by other SUCs in the region, and the quality of graduates produced, and (ii) given the findings, to recommend courses of action to improve the relevance and quality of course offerings of the SUCs. Due to time constraints, the study focused on four selected regions, namely: Region IV-A, Region VII, Region XI and Region VI.

Program Offerings vis-à-vis Mandates. A review of the mandates of the various SUCs in the selected regions covered by this study indicates that the mandates of a number of SUCs (as spelled out in their Charters) are fairly broad to start with. But beyond this, the Charters of most SUCs allow them to offer programs outside of their *core* mandates. Thus, it is not surprising to see many SUCs offering programs outside of their core mandates.

Program Duplication. Given the broad mandates of SUCs, it is not surprising that there is substantial duplication in their program offerings relative to those of PHEIs and other SUCs in the same region where they operate. The duplication rate is generally higher when computed based on total enrollment rather than on total number of programs offered. On the average, the program duplication rate for the SUCs covered under this study varies from 79%-82% if computed based on total number of program offerings and 93%-95% if computed based on total enrollment. Moreover, high rates of program duplication appeared to be associated by an increase in the number of programs offered by SUCs during the period. Thus, about two-thirds of the SUCs covered by this study are found to have increased the number of programs they are offering in 2005-2010.

While some SUC officials raised the view that the number of programs that SUCs offer and program duplication among SUCs and PHEIs are non-issues, program duplication may be considered a problem for at least two reasons. One, the number of programs offered by SUCs has been found empirically to tend to increase per student cost of SUCs (Manasan 2011). Two, when SUCs offer programs that PHEIs traditionally offer, PHEIs are effectively crowded out because the tuition fees charged by SUCs are significantly lower than that of PHEIs.

Moreover, PHEI officials lament not so much the competition but the fact that the competition is unfair. Many PHEI officials report that while the CHED strictly enforces its Policies, Standards and Guidelines (PSGs) on PHEIs, the same rules are not applied as strictly on SUCs with detrimental impact on quality of graduates.

Quality of Instruction. The quality of instruction in Philippine higher education has remained stagnant at a low level over the years. To wit, the median passing rate for 36 PBEs for which we have data for 2005-2010 ranged from 40% to 45% during the period. Also, only 7 out of these 36 PBEs had average passing rates above 60% and only 2 have passing rates above 70%.

Although SUCs perform better than PHEIs in over 80% of PBEs, SUCs have been able to improve their advantage further relative to PHEIs in the last 6 years in about 17% of the PBEs where SUCs have an edge over PHEIs but the lead that SUCs used to enjoy in the early part of

the period has been eroded in over 38% of these PBEs. More worrisome is the preponderance of SUCs/ PHEIs with zero passing rate in many PBEs in 2005-2010. Furthermore, closer scrutiny of SUCs' passing rate in PBEs indicate that a good number of them post passing rates that are well below the national average passing rate year after year.

Recommendations. To help rationalize program offerings of SUCs and improve quality of instruction, it is recommended that CHED enforces more vigorously its policy of closing existing programs of SUCs and PHEIs alike where these HEIs' performance is under par year after year. Given the persistent poor performance of some satellite campuses of SUCs, the CHED should also consider applying this rule to satellite campuses independently of main campuses.

There is also a need to improve CHED's ability to ensure that SUCs' program offerings comply with its Policies, Standards and Guidelines (PSGs) for these programs. The FGDs conducted under this study indicate that these PSGs have not always been strictly enforced in the case of SUCs because there appears to be a lack of clarity on the supervisory and regulatory powers of the CHED on SUCs. Some CHED regional officials say that CHED law (Republic Act 7722) gives the CHED supervisory and regulatory powers over all higher education institutions, including SUCs. However, other CHED regional officials admit that CHED has difficulty applying the same standards on SUCs because of the so-called "autonomy" that their Charters vest on SUCs.

Who is responsible for monitoring SUCs compliance with the PSGs? There appears to be some ambiguity in the official issuances of the CHED as to which unit is tasked to monitor SUCs compliance with the PSGs. CMO No. 17, s2009 provides that the evaluation/ assessment of the proposed program offerings of SUCs be highly centralized at the Office of Programs and Standards at the CHED central office (as per CMO No. 17, s2009). On the other hand, CMO 30, s2009 appears to imply that the CHED regional office is tasked to monitor and ensure the effective application of the MORPHE on SUCs. To resolve this uncertainty, the CHED has to weigh the advantages/ disadvantages of centralization over decentralization with respect to the monitoring of SUCs.

Who is responsible for enforcing compliance of SUCs to the PSGs? CHED's Strategic Plan for 2011-2016 states that "in the case of SUCs, the Commissioners who sit as Chairmen of the SUCs' Board of Trustees/ Regents shall ensure that SUCs' program offerings meet set standards." However, the FGDs conducted under this study suggest that the Commissioners who sit as Chairmen of the SUCs' Board have not always been successful in carrying out this task. It is not clear whether the Commissioners have not been sufficiently briefed regarding the findings of the monitoring of SUCs' compliance to the PSGs or whether they have not been able to sufficiently influence the discussion in the Board. SUC officials and CHED regional officials note that the Commissioner has only one vote in the Board. A suggestion made during the FGDs to make the CHED regional director a regular member of the SUCs' Board is worth considering.

Issue of incentives. The FGDs also indicate that offering of programs that are popular or in-demand is seen by a number of SUC officials as a form of income generating project (IGP). Note that increased enrollment is likely to lead to higher subsidy from the national government because the NG subsidy is basically driven by enrollment. Moreover, higher enrollment also results in higher income from student fees other things being equal.

In order to correct for this unintended consequence of the normative funding formula, there is a need to adjust the formula so that SUCs do not get an additional subsidy from the national government for the additional enrollment resulting from their offering popular programs. That

is, SUCs may be allowed to offer popular programs provided they meet CHED standards and provided they shoulder the full cost of doing so.

*Improving quality of instruction. S*ome of the measures that some SUCs currently implement to improve their passing rate in PBEs (like the conduct of review classes and the administration of pre-board examinations where non-passers are not given certification needed to take the PBE) may improve the passing rate but will not necessarily uplift the quality of instruction. The more effective measures to improve quality of instruction based on evidence available to date include faculty development and facilities upgrading.

REVIEW AND ASSESSMENT OF PROGRAMS OFFERRED BY STATE UNIVERSITIES AND COLLEGES

Rosario G. Manasan[1]

1. INTRODUCTION

The state universities and colleges (SUCs) in the Philippines have always been a major issue mainly because of the poor quality of education most offer, undeveloped management and financial systems, and inequality of access. And yet the government has been providing considerable funding support for the said entities with the most recent allocation amounting to P26 billion in FY 2012, primarily because of the importance of tertiary education in promoting human development and improving the economy's competitiveness.

The first zero-based budgeting (ZBB) study conducted on the SUCs cited the following major findings: (1) duplication of programs; (2) inefficiencies in the allocation of funds for SUCs; and (3) low quality of graduates as indicated by low passing rates in professional licensure examinations. Among the recommendations made is the formulation of an action plan to address the duplication of programs and the low quality of graduates. Major efforts are now being formulated and implemented by the Commission on Higher Education (CHED) in partnership with the SUCs presidents and other stakeholders to address these concerns. The present study will complement those efforts and focus on the review and assessment of the quality and efficiency of the programs being offered by the SUCs, especially the major/lead universities.

Objectives of the study. The study aims (i) to review and assess the programs being offered by SUCs vis-à-vis their mandates, the courses being offered by other SUCs in the region, and the quality of graduates produced, and (ii) given the findings, to recommend courses of action to improve the relevance and quality of course offerings of the SUCs.

Methodology. In order to assess the extent of program duplication in the higher education sector and to provide an indicator of the possible crowding out of private higher education institutions (HEIs) by SUCs, the present study analyzed the distribution of programs being offered by SUCs and the distribution of enrollment across these various programs in relation to (i) the core mandate of each SUC, (ii) the programs being offered by other SUCs, and (iii) the programs being offered by private HEIs. So as to better understand the various factors that contribute to the decisions of SUCs to expand their program offerings beyond what is dictated by their mandates, the study conducted focus group discussions (FGDs) and key informant interviews with SUCs officials, and regional officials of the Commission on Higher Education (CHED) and the National Economic and Development Authority (NEDA).

Due to time constraints, the study will focus on four selected regions, namely: Region IV-A (with 10 SUCs), Region VII (with 7 SUCs), Region XI (with 5 SUCs) and Region VI (with 14 SUCs). Region VI was selected because of the disproportionately large number of SUCs in the region. On the other hand, Regions IV-A and VII were chosen because of the concentration of industrial activity in said regions while Region XI was chosen because of the very active agri-business sector there.

[1] The author also wishes to acknowledge the contributions of Janet S. Cuenca in organizing the focus group discussions in the selected regions covered under this study and the research assistance of Ma. Laarni Revilla and Lucita Melendez.

On the other hand, the quality of the various program offerings of SUCs and PHEIs nationwide were reviewed in terms of the passing rate of their graduates in professional board examinations (PBEs). A comparison of the distribution of the PBE passing rate of SUCs and private HEIs for the various programs they offer will also be undertaken in this study in order to assess their relative contribution to the overall quality of higher education in the country.

2. ASSESSMENT OF PROGRAMS OFFERED BY SUCs IN SELECTED REGIONS

2.1. Program Offerings vis-à-vis Mandates

A review of the mandates of the various SUCs in the selected regions covered by this study indicates that the mandates of a number of SUCs (as spelled out in their Charters) are fairly broad to start with. But beyond this, the Charters of most SUCs allow them to offer programs outside of their *core* mandates.[2]

Among the SUCs covered under this study, Negros Oriental State University (NOrSU) has perhaps the broadest mandate of all. As per its Charter (Republic Act 9299 of 2003), it shall offer undergraduate and graduate studies in the fields of arts and sciences, philosophy, literature, mass communication, teacher education, agriculture and forestry, fishery, engineering and architecture, maritime education, industrial and information technology, hotel, and restaurant management, tourism, public health, criminology, volcanology/geology, public administration, business and accountancy, law, medicine and nontraditional courses. Thus, it is not surprising to see that 97% of its program offerings and 89% of its total enrollment are in programs that are within its core mandate in 2010 (**Table 1**).

Table 1. Percentage distribution of programs offered and total SUC enrollment vis-à-vis its mandate, NOrSU, 2005-2010

	Negros Oriental State University					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Programs offered						
Inside the Mandate	96.8	96.7	96.9	96.6	96.6	96.9
Outside the Mandate	3.2	3.3	3.1	3.4	3.4	3.1
Total no. of programs	63	60	64	59	59	65
Enrollment in programs offered						
Inside the Mandate	90.1	92.1	92.2	92.2	92.2	88.5
Outside the Mandate	9.9	7.9	7.8	7.8	7.8	11.5
Total enrollment	8,107	7,080	7,246	7,246	7,246	8,668

A number of other SUCs have core mandates that are fairly broad as well. For instance, upon its conversion from a polytechnic college to a university (RA 9395 of 2007), the mandate of Southern Luzon State University (SLSU) became significantly broader. As polytechnic college, its core mandate is to provide higher technological, professional, occupational, vocational instruction and training in the applied arts and sciences. As university, its mandate was expanded to include the provision of advanced education, professional, technological instruction in the fields of allied medicine, education, engineering, agriculture, fisheries, forestry, environment, arts and sciences, accountancy, cooperative, business and entrepreneurship,

[2] The term "core mandate" is used in this paper to refer to the specific mandate or specialization of any given SUC as indicated in its Charter.

technology and other relevant fields of study. Thus, the proportion of programs offered by SLSU within its core mandate rose from 14% in 2006 to 97% in 2007-2010. In like manner, the proportion of its students who are enrolled in programs that are within its core mandate increased from 11% in 2006 to 96%-97% in 2007-2010 (**Table 2**).

Table 2. Percentage distribution of programs offered and total SUC enrollment vis-à-vis its mandate, SLSU, 2005-2010

	Southern Luzon State University					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Programs offered						
Inside the Mandate	13.3	13.8	96.9	97.0	97.1	97.1
Outside the Mandate	86.7	86.2	3.1	3.0	2.9	2.9
Total no. of programs	30	29	32	33	34	35
Enrollment in programs offered						
Inside the Mandate	11.6	10.6	97.0	96.7	96.6	96.3
Outside the Mandate	88.4	89.4	3.0	3.3	3.4	3.7
Total enrollment	6,148	5,959	6,473	7,776	7,940	7,975

Similarly, with the conversion of the Central Visayas State College of Agriculture, Forestry and Technology, with the enactment of RA 9722 in 2009, into the Bohol Island State University (BISU), the university was mandated to provide advanced education, professional and technological instruction in the fields of allied medicine, education, engineering, agriculture, fisheries, environment, arts and science, accountancy, cooperative, business and entrepreneurship, technology and other relevant fields of study. Thus, the proportion of programs offered by BISU within its core mandate rose from 54% in 2008 to 87% in 2009-2010. In like manner, the proportion of its students who are enrolled in programs that are within its core mandate increased from 65% in 2008 to 98%-99% in 2009-2010 (**Table 3**).

Table 3. Percentage distribution of programs offered and total SUC enrollment vis-à-vis its mandate, BISU, 2005-2010

	Bohol Island State University					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Programs offered						
Inside the Mandate	70.0	58.3	53.8	53.8	86.7	86.7
Outside the Mandate	30.0	41.7	46.2	46.2	13.3	13.3
Total no. of programs	10	12	13	13	15	15
Enrollment in programs offered						
Inside the Mandate	76.5	71.7	65.4	65.4	97.5	99.3
Outside the Mandate	23.5	28.3	34.6	34.6	2.5	0.7
Total enrollment	1,018	943	870	902	1,180	1,607

Likewise, upon the conversion of the Laguna State Polytechnic College into the Laguna State Polytechnic University (LSPU) with the enactment of RA 9402 in 2007, the university's core mandate was broadened to include the provision of advanced education, professional, technological and vocational instruction in agriculture, fisheries, forestry, science, engineering, industrial technologies, teacher education, medicine, law, arts and sciences, information technology and other related fields. Thus, the proportion of programs offered by BISU within

its core mandate rose from 21% in 2006 to 78% in 2007-2008. In like manner, the proportion of its students who are enrolled in programs that are within its core mandate increased from 11% in 2006 to 81% in 2007-2008 (**Table 4**). However, some increase in the proportion of programs and enrollment in programs that are outside of BISU's core mandate is apparent in 2009-2010.

Table 4. Percentage distribution of programs offered and total SUC enrollment vis-à-vis its mandate, LSPU, 2005-2010

	Laguna State Polytechnic University					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Programs offered						
Inside the Mandate	21.4	21.4	77.8	77.8	71.4	68.2
Outside the Mandate	78.6	78.6	22.2	22.2	28.6	31.8
Total no. of programs	14	14	18	18	21	22
Enrollment in programs offered						
Inside the Mandate	15.3	10.5	81.1	81.0	74.1	69.6
Outside the Mandate	84.7	89.5	18.9	19.0	25.9	30.4
Total enrollment	1,190	956	1,009	1,138	1,381	1,565

While the core mandates of many SUCs are less broad than those of the SUCs mentioned above, the Charters of many of these SUCs allow them to offer programs that are outside of their of core mandates. For instance, the Charter of NOrSU (whose core mandate is almost all encompassing to start with) allows it to offer other degrees within its areas of specialization and according to its capabilities as the *Board of Regents may deem necessary to carry out its objectives, particularly to meet the needs of the Province of Negros Oriental and the region*. Likewise, the Charter of the University of Southeastern Philippines (Batas Pambansa Bilang 12) mandates it (i) to provide programs of instruction and professional training primarily in the fields of science and technology, especially in medicine, agriculture, forestry, fisheries, engineering and industrial fields and (ii) to promote advanced studies, research and extension services and progressive leadership in science, agriculture, forestry, fisheries, engineering and industrial fields and *other courses needed in the socio-economic development of Mindanao*. In like manner, under its Charter (RA 7947), the Siquijor State College is authorized to offer courses in higher technological education leading to the degrees of bachelor of science in civil engineering, electrical engineering, mechanical engineering, electronics engineering, industrial engineering, education, forestry, fishery, nautical, physical and natural sciences, and *such other collegiate and/or degree courses as may be approved by the Board of Trustees* …. in addition to its present curricular offerings.

Thus, it is not surprising to see many SUCs offering programs outside of their core mandates. For instance, over 90% of programs offered by the University of Rizal System (**Table 5a**) and the Carlos C. Hilado Memorial State College (**Table 6a**) are outside of their core mandate. On the other hand, over 50% of the programs offered by the Cavite State University (**Table 5a**), Capiz State University (**Table 6b**), Western Visayas College of Science and Technology (**Table 6c**), Cebu Normal University (**Table 7a**), Cebu Technological University (**Table 7a**), University of the Philippines – Cebu (**Table 7b**), Davao Oriental State College of Science and Technology (**Table 8a**), University of Southeastern Philippines and University of the Philippines – Mindanao (**Table 8b**) are outside their core mandate. In contrast, Philippine Normal University - Lopez (**Table 5b**) and PNU - Cadiz (**Table 6d**) both remain faithful to their core mandate.

Table 5a. Percentage distribution of programs offered by SUC and total SUC enrollment vis-à-vis its mandate, Region IV-A

	Cavite State University						Laguna State Polytechnic University						Batangas State University						University of Rizal System						Southern Luzon State University					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Programs offered																														
Inside the Mandate	41.5	36.2	39.3	34.0	39.3	38.7	21.4	21.4	77.8	77.8	71.4	68.2	87.2	81.0	67.8	60.9	64.0	64.6	9.5	10.0	9.5	5.6	5.3	9.5	13.3	13.8	96.9	97.0	97.1	97.1
Outside the Mandate	58.5	63.8	60.7	66.0	60.7	61.3	78.6	78.6	22.2	22.2	28.6	31.8	12.8	19.0	32.2	39.1	36.0	35.4	90.5	90.0	90.5	94.4	94.7	90.5	86.7	86.2	3.1	3.0	2.9	2.9
Total no. of programs	53	47	56	47	61	62	14	14	18	18	21	22	86	21	59	46	50	48	21	20	21	18	19	21	30	29	32	33	34	35
Enrollment in programs offered																														
Inside the Mandate	30.3	27.9	27.7	24.8	24.0	23.8	15.3	10.5	81.1	81.0	74.1	69.6	94.6	76.9	40.3	44.9	47.1	35.1	1.7	1.4	1.4	2.0	0.8	0.0	11.6	10.6	97.0	96.7	96.6	96.3
Outside the Mandate	69.7	72.1	72.3	75.2	76.0	76.2	84.7	89.5	18.9	19.0	25.9	30.4	5.4	23.1	59.7	55.1	52.9	64.9	98.3	98.6	98.6	98.0	99.2	100.0	88.4	89.4	3.0	3.3	3.4	3.7
Total enrollment	4,221	4,936	4,599	5,194	5,804	6,472	1,190	956	1,009	1,138	1,381	1,565	5,482	208	1,109	2,463	2,758	4,308	540	492	552	655	641	794	6,148	5,959	6,473	7,776	7,940	7,975

Table 5b. Percentage distribution of programs offered by SUC and total SUC enrollment vis-à-vis its mandate, Region IV-A

	Philippine Normal University-Lopez						Technological University of the Philippines-Cavite						University of the Philippines - Los Baños						Polytechnic University of the Philippines - Main (San Pedro)					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Programs offered																								
Inside the Mandate	100.0	100.0	100.0	100.0	100.0	100.0	0.0	0.0	0.0	75.0	60.0	60.0	70.0	69.9	69.9	69.3	70.4	69.7	100.0	66.7	66.7	75.0	75.0	75.0
Outside the Mandate	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	100.0	25.0	40.0	40.0	30.0	30.1	30.1	30.7	29.6	30.3	0.0	33.3	33.3	25.0	25.0	25.0
Total no. of programs	3	2	3	2	2	2	1	1	1	4	5	5	100	93	93	101	98	99	3	3	3	4	4	4
Enrollment in programs offered																								
Inside the Mandate	100.0	100.0	100.0	100.0	100.0	100.0	0.0	0.0	0.0	26.4	23.4	21.5	67.9	67.2	67.2	66.4	66.2	63.3	100.0	93.8	93.8	86.3	84.2	85.6
Outside the Mandate	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	100.0	73.6	76.6	78.5	32.1	32.8	32.8	33.6	33.8	36.7	0.0	6.2	6.2	13.7	15.8	14.4
Total enrollment	593	573	534	531	531	663	275	275	275	413	402	432	10,107	9,757	9,757	9,934	10,361	9,370	694	722	722	934	1,111	1,321

Table 6a. Percentage distribution of programs offered by SUC and total SUC enrollment vis-à-vis its mandate, Region VI

	Aklan State University						Carlos C. Hilado Memorial State College						Guimaras State College						Iloilo State College of Fisheries					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Programs offered																								
Inside the Mandate	71.4	71.4	64.3	55.0	57.1	57.1	11.1	10.0	8.3	7.7	6.7	6.7	54.5	60.0	60.0	60.0	58.3	66.7	53.8	53.8	53.8	54.5	58.3	58.3
Outside the Mandate	28.6	28.6	35.7	45.0	42.9	42.9	88.9	90.0	91.7	92.3	93.3	93.3	45.5	40.0	40.0	40.0	41.7	33.3	46.2	46.2	46.2	45.5	41.7	41.7
Total no. of programs	14	14	14	20	21	21	9	10	12	13	15	15	11	10	10	10	12	12	13	13	13	11	12	12
Enrollment in programs offered																								
Inside the Mandate	71.9	71.9	63.7	39.9	36.4	41.7	1.8	4.0	6.2	6.5	7.5	8.7	65.8	84.1	84.1	88.3	85.5	88.8	64.9	63.6	63.6	82.8	87.9	87.9
Outside the Mandate	28.1	28.1	36.3	60.1	63.6	58.3	98.2	96.0	93.8	93.5	92.5	91.3	34.2	15.9	15.9	11.7	14.5	11.2	35.1	36.4	36.4	17.2	12.1	12.1
Total enrollment	1,154	1,154	663	1,505	1,823	1,836	2,336	2,524	2,617	2,442	2,962	3,555	726	804	804	1,057	1,318	1,348	1,565	1,166	1,166	1,144	1,426	1,890

Table 6b. Percentage distribution of programs offered by SUC and total SUC enrollment vis-à-vis its mandate, Region VI

	Northern Negros State College of Science and Technology						Negros State College of Agriculture						Northern Iloilo Polytechnic State College						Capiz State University					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Programs offered																								
Inside the Mandate	77.8	77.8	77.8	58.3	63.6	58.3	87.5	93.3	93.3	64.3	59.3	59.3	71.4	69.2	69.2	68.8	70.6	70.6	36.4	33.3	33.3	35.7	30.8	30.8
Outside the Mandate	22.2	22.2	22.2	41.7	36.4	41.7	12.5	6.7	6.7	35.7	40.7	40.7	28.6	30.8	30.8	31.3	29.4	29.4	63.6	66.7	66.7	64.3	69.2	69.2
Total no. of programs	9	9	9	12	11	12	16	15	15	28	27	27	14	13	13	16	17	17	11	9	9	14	13	13
Enrollment in programs offered																								
Inside the Mandate	90.9	90.9	90.9	54.3	66.7	53.7	99.4	98.3	98.3	82.2	66.4	63.7	75.8	75.4	75.4	80.7	79.9	81.0	32.3	42.1	42.1	38.6	24.7	16.9
Outside the Mandate	9.1	9.1	9.1	45.7	33.3	46.3	0.6	1.7	1.7	17.8	33.6	36.3	24.2	24.6	24.6	19.3	20.1	19.0	67.7	57.9	57.9	61.4	75.3	83.1
Total enrollment	1,564	1,564	1,564	1,779	898	1,871	1,185	1,229	1,229	4,135	2,908	2,901	2,273	2,164	2,164	2,253	2,536	2,721	1,790	1,054	1,054	1,971	1,514	2,412

Table 6c. Percentage distribution of programs offered by SUC and total SUC enrollment vis-à-vis its mandate, Region VI

	University of Antique						West Visayas State University						Western Visayas College of Science & Technology					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Programs offered																		
Inside the Mandate	11.1	10.0	10.0	6.9	58.6	54.1	62.5	60.0	60.0	55.6	60.5	59.2	21.7	17.4	17.4	20.8	23.1	24.0
Outside the Mandate	88.9	90.0	90.0	93.1	41.4	45.9	37.5	40.0	40.0	44.4	39.5	40.8	78.3	82.6	82.6	79.2	76.9	76.0
Total no. of programs	27	30	30	29	29	37	40	40	40	36	43	49	23	23	23	24	26	25
Enrollment in programs offered																		
Inside the Mandate	7.2	8.6	9.3	10.9	41.1	40.5	72.0	69.3	69.3	69.2	68.8	67.2	13.8	9.6	9.6	16.4	10.4	10.8
Outside the Mandate	92.8	91.4	90.7	89.1	58.9	59.5	28.0	30.7	30.7	30.8	31.2	32.8	86.2	90.4	90.4	83.6	89.6	89.2
Total enrollment	3,596	3,529	3,929	4,511	4,511	5,998	5,455	4,983	4,983	5,863	6,082	6,632	4,977	3,578	3,578	3,954	3,979	4,103

Table 6d. Percentage distribution of programs offered by SUC and total SUC enrollment vis-à-vis its mandate, Region VI

	Philippine Normal University-Cadiz						Technological University of the Philippines-Visayas						University of The Philippines-Visayas					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Programs offered																		
Inside the Mandate	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	na	58.8	58.8	63.3	64.3	62.1
Outside the Mandate	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	na	41.2	41.2	36.7	35.7	37.9
Total no. of programs	6	6	6	8	8	8	4	4	4	3	3	3	0	34	34	30	28	29
Enrollment in programs offered																		
Inside the Mandate	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	na	46.2	44.8	43.2	43.4	41.6
Outside the Mandate	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	na	53.8	55.2	56.8	56.6	58.4
Total enrollment	1,419	1,556	1,556	3,038	1,529	1,312	394	394	394	319	193	141	0	4,835	4,835	2,338	2,430	2,642

Table 7a. Percentage distribution of programs offered by SUC and total SUC enrollment vis-à-vis its mandate, Region VII

	Cebu Normal University						Cebu Technological University						Negros Oriental State University					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Programs offered																		
Inside the Mandate	33.3	30.4	34.4	41.9	37.2	36.6	66.7	73.3	81.0	81.0	23.1	25.0	96.8	96.7	96.9	96.6	96.6	96.9
Outside the Mandate	66.7	69.6	65.6	58.1	62.8	63.4	33.3	26.7	19.0	19.0	76.9	75.0	3.2	3.3	3.1	3.4	3.4	3.1
Total no. of programs	24	23	32	31	43	41	15	15	21	21	26	28	63	60	64	59	59	65
Enrollment in programs offered																		
Inside the Mandate	63.7	58.7	55.5	58.5	54.8	52.9	73.6	72.0	74.1	74.1	15.9	18.7	90.1	92.1	92.2	92.2	92.2	88.5
Outside the Mandate	36.3	41.3	44.5	41.5	45.2	47.1	26.4	28.0	25.9	25.9	84.1	81.3	9.9	7.9	7.8	7.8	7.8	11.5
Total enrollment	5,305	5,514	5,762	6,753	7,015	7,306	2,702	2,161	2,305	2,305	4,919	6,332	8,107	7,080	7,246	7,246	7,246	8,668

Table 7b. Percentage distribution of programs offered by SUC and total SUC enrollment vis-à-vis its mandate, Region VII

	Siquijor State College						Bohol Island State University						University of the Philippines-College of Cebu					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Programs offered																		
Inside the Mandate	64.3	64.3	64.3	58.8	58.8	58.8	70.0	58.3	53.8	53.8	86.7	86.7	na	na	na	41.7	46.2	42.9
Outside the Mandate	35.7	35.7	35.7	41.2	41.2	41.2	30.0	41.7	46.2	46.2	13.3	13.3	na	na	na	58.3	53.8	57.1
Total no. of programs	14	14	14	17	17	17	10	12	13	13	15	15	0	0	0	12	13	14
Enrollment in programs offered																		
Inside the Mandate	58.2	59.0	na	58.5	55.8	61.4	76.5	71.7	65.4	65.4	97.5	99.3	na	na	na	48.1	48.8	48.5
Outside the Mandate	41.8	41.0	na	41.5	44.2	38.6	23.5	28.3	34.6	34.6	2.5	0.7	na	na	na	51.9	51.2	51.5
Total enrollment	1,356	1,228	0	1,243	1,652	2,158	1,018	943	870	902	1,180	1,607	0	0	0	1,138	1,157	1,224

Table 8a. Percentage distribution of programs offered by SUC and total SUC enrollment vis-à-vis its mandate, Region XI

	Davao del Norte State College						Davao Oriental State College of Science and Technology						Southern Ph Agri-Business and Marine and Aquatic School of Tech.					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Programs offered																		
Inside the Mandate	85.7	85.7	85.7	85.7	86.7	87.5	53.3	53.3	50.0	57.1	41.2	41.2	50.0	50.0	50.0	50.0	70.0	70.0
Outside the Mandate	14.3	14.3	14.3	14.3	13.3	12.5	46.7	46.7	50.0	42.9	58.8	58.8	50.0	50.0	50.0	50.0	30.0	30.0
Total no. of programs	14	14	14	14	15	16	15	15	14	14	17	17	8	8	8	8	10	10
Enrollment in programs offerred																		
Inside the Mandate	89.8	89.8	89.8	82.4	84.3	87.6	45.2	45.2	50.2	50.2	41.3	39.7	54.2	54.2	54.2	44.6	45.8	47.3
Outside the Mandate	10.2	10.2	10.2	17.6	15.7	12.4	54.8	54.8	49.8	49.8	58.7	60.3	45.8	45.8	45.8	55.4	54.2	52.7
Total enrollment	500	500	500	329	383	747	1,849	1,849	1,902	1,902	2,808	3,433	716	716	716	718	602	740

Table 8b. Percentage distribution of programs offered by SUC and total SUC enrollment vis-à-vis its mandate, Region XI

	University of Southeastern Philippines						University of the Philippines-Mindanao					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Programs offered												
Inside the Mandate	42.4	42.4	42.4	46.3	43.2	42.2	25.0	21.4	21.4	25.0	30.8	30.0
Outside the Mandate	57.6	57.6	57.6	53.7	56.8	57.8	75.0	78.6	78.6	75.0	69.2	70.0
Total no. of programs	33	33	33	41	44	45	16	14	14	16	13	10
Enrollment in programs offerred												
Inside the Mandate	49.9	49.9	49.9	49.3	48.1	47.5	36.6	36.3	36.3	37.0	35.1	36.9
Outside the Mandate	50.1	50.1	50.1	50.7	51.9	52.5	63.4	63.7	63.7	63.0	64.9	63.1
Total enrollment	5,858	5,858	5,858	5,895	8,181	8,482	872	914	914	845	1,140	909

2.2. Program Duplication

In order to have a better perspective on the extent of program duplication, this paper looked at the program offerings of each SUC in the four regions covered by this study. It then classifies the programs offered by each SUC into the following categories: (i) programs that are unique to the SUC under study, (ii) programs that are offered by the given SUC and any one of the other SUCs but are not offered by PHEIs in the region, (iii) programs that are offered by the given SUC and any one of the PHEIs but are not offered by any one of the other SUCs in the region, and (iv) programs that are offered by the SUC and any one of the other SUCs and one of the PHEIs in the region. This paper then argues that program duplication exist whenever the SUC under study offers programs that are not unique to it, i.e., SUC program offerings that fall under categories (ii), (iii) and (iv) above are said to duplicate programs offered by other SUCs and PHEIs in the region.

Given the broad mandates of SUCs, it is not surprising that there is substantial duplication in their program offerings relative to those of PHEIs and other SUCs in the same region where they operate. Over half of all the SUCs covered under this study and for which there is data registered duplication rates (computed based on number of programs offered) that are upwards of 75% in 2005-2010. The duplication rate is generally higher when computed based on total enrollment rather than on total number of programs offered.

Table 9 summarizes the extent of program duplication of SUCs in the four regions covered under this study. On the average, the program duplication rate for the SUCs covered under this study varies from 79%-82% if computed based on total number of program offerings and 93%-95% if computed based on total enrollment. On the average, the SUCs in Region VII posted the highest duplication rate – 88%-94% if computed based on total number of program offerings and 95%-98% if computed based on total enrollment. On the other hand, Region IV-A had the lowest program duplication rate among the 4 regions. The duplication rate in Region IV-A is 63%-71% on the average if computed based on total number of programs offered and 92%-94% if computed based on total enrollment.

Moreover, high rates of program duplication appeared to be associated by an increase in the number of programs offered by SUCs during the period. Thus, about two-thirds of the SUCs covered by this study (like Cavite State University, Laguna State Polytechnic University, Southern Luzon State University [**Appendix Table 1**], Aklan State University, Carlos C. Hilado Memorial State University, Guimaras State College, Northern Negros State College of Science and Technology, Negros State College of Agriculture, Northern Iloilo Polytechnic State College, Capiz State University, University of Antique, West Visayas State University, Western Visayas College of Science and Technology [**Appendix Table 2**], Cebu Normal University, Cebu Technological University, Negros Oriental State University, Siquijor State College, Bohol State University [**Appendix Table 3**], Davao del Norte State College, and Davao Oriental State College of Science and Technology, Southern Philippines Agri-business, Marine and Aquatic School of Technology [**Appendix Table 4**]) are found to have increased the number of programs they are offering in 2005-2010. In contrast, the program offerings of a few SUCs exhibited some decline during the period, notably: Batangas State University (**Appendix Table 1**), Iloilo State College of Fisheries, University of the Philippines – Visayas (**Appendix Table 2**), University of the Philippines – Cebu (**Appendix Table 3**), and the University of the Philippines – Mindanao (**Appendix Table 4**).

Table 9. Percent Distribution of SUC program offerings in selected regions, 2005-2010

	Region IV-A						Region VI						Region VII						Region IX						All 4 regions					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Programs																														
Programs unique to SUC	31.4	36.8	31.1	32.3	29.1	28.6	12.3	14.3	15.5	13.0	12.7	12.5	8.0	6.6	11.9	6.4	8.7	10.1	30.2	29.8	27.7	29.0	24.7	27.6	20.1	21.1	21.3	19.2	18.3	19.2
Programs offered by SUC that are also offered by a PHEI or any other SUC	68.6	63.2	68.9	67.7	70.9	71.4	87.7	85.7	84.5	87.0	87.3	87.5	92.0	93.4	88.1	93.6	91.3	89.9	69.8	70.2	72.3	71.0	75.3	72.4	79.9	78.9	78.7	80.8	81.7	80.8
Programs common to SUC and PHEIs only	6.0	3.8	4.2	3.9	3.0	3.0	26.5	7.8	7.3	7.1	6.7	6.4	48.0	47.4	41.7	46.4	44.1	13.2	12.8	11.9	14.5	19.4	24.7	20.4	22.6	17.5	16.1	18.1	18.0	8.3
Programs common to SUC and other SUCs only	14.0	15.0	15.6	12.9	16.4	15.2	16.6	23.9	22.4	19.4	20.6	18.6	6.0	7.1	7.8	4.3	5.5	9.0	11.6	11.9	12.0	10.8	12.4	16.3	12.6	15.3	15.1	12.2	14.1	15.0
Program common to SUC, other SUCs and PHEIs	48.6	44.4	49.1	50.9	51.5	53.2	44.7	53.9	54.7	60.5	59.9	62.5	38.0	38.8	38.5	42.9	41.7	67.7	45.3	46.4	45.8	40.9	38.1	35.7	44.6	46.1	47.6	50.5	49.7	57.4
Enrollment																														
Programs unique to SUC	5.9	8.1	6.9	6.8	7.3	6.7	9.0	5.8	5.4	4.7	5.1	3.8	3.9	4.7	2.3	2.2	3.2	2.6	10.4	10.6	10.1	9.0	9.7	9.8	7.0	6.9	5.8	5.3	5.9	5.2
Programs offered by SUC that are also offered by a PHEI or any other SUC	94.1	91.9	93.1	93.2	92.7	93.3	91.0	94.2	94.6	95.3	94.9	96.2	96.1	95.3	97.7	97.8	96.8	97.4	89.6	89.4	89.9	91.0	90.3	90.2	93.0	93.1	94.2	94.7	94.1	94.8
Programs common to SUC and PHEIs only	2.4	3.3	1.5	2.2	1.4	2.0	6.3	3.0	3.3	5.6	6.2	4.2	1.2	5.1	5.4	7.6	8.1	8.4	12.1	12.2	12.6	15.4	22.3	24.1	4.5	4.7	4.3	6.0	7.2	7.1
Programs common to SUC and other SUCs only	12.4	16.9	12.2	9.0	9.1	7.6	16.9	16.8	17.1	10.9	10.6	10.9	16.0	14.4	17.2	4.1	3.7	3.5	11.3	11.4	10.8	9.7	7.3	9.3	14.5	15.6	14.7	8.7	8.0	7.9
Program common to SUC, other SUCs and PHEIs	79.3	71.6	79.4	82.0	82.3	83.7	67.8	74.4	74.3	78.8	78.2	81.0	52.2	75.8	75.1	86.1	85.1	85.5	66.2	65.8	66.5	65.9	60.7	56.7	68.1	72.7	75.1	80.0	78.8	79.8
Total enrollment	29,497	24,125	25,266	29,339	31,230	32,944	28,434	25,699	25,576	33,291	30,165	36,720	19,006	17,226	16,483	19,587	23,169	27,690	9,795	9,703	9,890	9,689	12,710	14,311	86,732	76,753	77,215	91,906	97,274	111,665

Program duplication - a non-issue? In the focus group discussions with SUCs representatives in the selected regions, some SUC officials (e.g., from UPLB, PUP, TUP, NOrSU) raised the view that the number of programs that SUCs offer and program duplication among SUCs and PHEIs are non-issues. They opined that attention should rather be focused on increasing budgetary support to SUCs so as to support an important goal of SUCs – to provide access and equity. Related to this, one of the SUC officials in the regional FGDs argued for the need to consider the geographic characteristic of the region when assessing the issue of program duplication among HEIs. He noted that duplication may be necessary when a region is composed of island provinces.

When the shoe is on the other foot. Surprisingly, while some SUC officials think that duplication of programs across SUCs and PHEIs is not an issue, other SUC officials in the regions think that the existence of branches of national universities (e.g., UP, PUP, TUP, PNU) in the regions tend to give rise to undue competition to the SUCs in the said regions. These officials say the same is true with respect to the presence of a branch/ extension class of a regional SUC in a region that is outside of its original catchment area.

Why is program duplication an issue? Program duplication is an issue from two perspectives. First, the number of programs offered by SUCs has been found empirically to tend to increase per student cost of SUCs (Manasan 2011). SUC size or enrollment size and proportion of faculty with advanced degrees were also found to have statistically significant influence on per student cost of SUCs.

Second, FGDs with PHEIs indicate that program duplication is a problem from the point of view of these institutions. On the one hand, PHEI officials point out that when SUCs offer programs that PHEIs traditionally offer, PHEIs find it difficult to compete against SUCs in attracting students because of the low tuition that SUCs charged. That is, students tend to migrate to SUCs. Thus, SUCs effectively crowd out PHEIs. Also, although CHED provides scholarships/ financial assistance that allow students to enroll in the school of their choice, the support value of these programs is generally low relative to tuition charged by PHEIs. Thus, PHEIs remain unaffordable to students despite the presence of scholarships and financial assistance programs.

On the other hand, many PHEI officials decry what they perceive to be a double standard in the regulation and monitoring of SUCs and PHEIs by CHED. Thus, they say the playing field in the higher education sector is very uneven. PHEI officials report that CHED strictly enforces its Policies, Standards and Guidelines (PSG) on PHEIs.[3] In contrast, they point out that some SUCs are allowed to offer courses despite the fact that said SUCs do not have the requisite facilities and qualified faculty.[4]

Some CHED regional officials say that CHED law (Republic Act 7722 of 1994) gives the CHED supervisory powers over all higher education institutions, including SUCs. On the other hand, other CHED regional officials admit that CHED has difficulty applying the same standards on SUCs because of the so-called "autonomy" that their Charters vest on SUCs. This state of affairs is said to have a detrimental impact on quality of instruction in the SUC sector.

Factors HEIs consider in opening new programs. There are formal procedures that SUCs and PHEIs alike appear to follow in opening new programs. SUC and PHEI officials report that they conduct a feasibility study to assess the relevance of the program, market demand, faculty

[3] The PSGs are internationally benchmarked standards that are meant to ensure that Philippine higher education programs are comparable to international standards.
[4] Discussions with HEI officials suggest that this is especially true of satellite campuses.

expertise, and availability of facilities. The proposal to offer a new program, which is initially prepared by the department that wishes to do so, then passes through several layers of review, first going to the college, then the university academic committee and finally the Board of Trustees/ Regents. After the proposal is approved by the Board, non-autonomous PHEIs then have to secure CHED approval. In comparison, CHED's role in approving the opening of new programs in SUCs is not quite as clear as earlier alluded to.

Greater clarity in this area is critical given the political pressure that some SUCs face in offering new programs. For instance, some SUC officials report that at times they offer new programs in response to the demand of their stakeholders, including parents/ community, SUCs administrators themselves, and local politicians. One of the SUCs in the Visayas pointed out that in the past they offered a course (nursing) even if it is clear that said program is outside the SUC's mandate and area of competence at the behest of local politicians. On the other hand, a SUC official from Mindanao also related that a SUC president can sometimes be replaced if he resists such outside pressure.

Surprisingly, offering programs that are popular or in-demand is seen by a number of SUC officials as a form of income generating project (IGP). This is so because increased enrollment implies not only increased NG subsidy because the NG subsidy is basically driven by enrollment[5] but also greater income from student fees even if tuition fees remain unchanged. These officials say that it is their way of coping with the decline in subsidies from the national government following the introduction of the normative funding formula.

Coping with declining enrollment in certain programs. HEI officials report that when enrollment in certain programs decline continuously, they seldom close a program. Instead, they shelve or freeze it. Nonetheless, such an event causes some adjustment. A PHEI official from Region IV-A narrated that faculty retrenchment becomes unavoidable at times.

In the public sector, SUCs typically redeploy faculty in programs with dwindling enrollment to programs with high enrollment. Oftentimes, this results in a poor match in expertise of the redeployed faculty with requirements of the high enrollment programs and re-tooling is needed or else quality of instruction suffers. At other times, redeployment of faculty is not required because some faculty members are part-time lecturers who do not hold plantilla items.

2.3. Quality of Instruction

The overall average passing rate in professional board examinations (PBEs) has remained low over the years. In particular, the median passing rate for 36 PBEs for which we have data for 2005-2010 ranged from 40% to 45% during the period (**Table 10**). Furthermore, only 7 out of these 36 PBEs had average passing rates above 60% and only 2 have passing rates above 70%.

SUCs perform better than PHEIs in over 80% of PBEs. SUCs have been able to improve their advantage further relative to PHEIs in the last 6 years in about 17% of the PBEs where SUCs have an edge over PHEIs (e.g., nursing, midwifery, forestry, and veterinary medicine). However, the edge that SUCs used to enjoy in the early part of the period has been eroded in over 38% of these PBEs including accountancy, chemical engineering, civil engineering, electronics and communications engineering, geodetic engineering, mechanical engineering, occupational therapy, nutrition, dental medicine and criminology.

[5] The normative funding formula provides a minimum amount per student and incremental amounts per student enrolled in higher priority programs.

Table 10. Average passing rates in Professional Board Examinations, All HEIs, 2005-2010

	Average Passing Rate - All HEIs						Ratio of average SUC passing rate to average PHEI passing rate					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
Aeronautical Eng'g	32.2	28.3	39.1	43.9	27.4	40.0	0.8	1.2	2.3	2.1	2.1	1.8
Agricultural Eng'g	48.3	45.0	44.8	37.7	29.6	45.0	0.7	0.6	0.6	1.5	0.6	0.9
Agriculture	29.9	30.3	34.5	30.8	38.3	36.4	1.0	1.0	0.8	0.8	1.3	1.0
Architecture	44.3	42.7	44.2	36.6	37.5	48.4	1.1	1.1	1.1	0.9	1.1	1.0
Accountancy	24.7	24.2	34.2	33.0	36.8	45.3	1.4	1.3	1.4	1.3	1.3	1.3
Chemical Eng'g	49.3	53.0	50.5	49.3	49.2	54.6	1.7	1.7	1.2	1.5	1.6	1.3
Chemistry	47.0	50.5	52.6	48.9	54.4	57.1	1.1	1.2	0.9	1.2	0.8	0.9
Civil Eng'g	34.6	40.8	37.5	35.4	45.2	38.9	1.3	1.4	1.3	1.3	1.3	1.2
Criminology	30.7	31.0	31.8	32.0	34.0	33.8	1.4	1.4	1.3	1.2	1.2	1.2
Customs Administration	16.4	16.7	18.9	22.9	34.4	29.8	0.0	0.0	1.3	1.8	1.0	2.0
Dental Medicine	35.5	33.1	34.6	43.3	40.1	44.2	2.8	3.1	2.9	2.4	2.3	2.4
Electrical Eng'g	49.5	43.8	37.0	35.3	30.5	32.0	1.2	1.1	1.2	1.2	1.4	1.1
Electronics & Comm. Eng	32.1	35.1	31.8	35.6	24.9	23.2	1.5	1.5	1.4	1.3	1.4	1.2
Environmental Planning	57.4	53.7	52.8	47.3	55.0	62.5	1.5	2.3	2.1	2.4	1.8	2.7
Fisheries Technology	29.4	37.6	31.3	38.6	23.7	30.0						
Forestry	35.1	40.6	39.7	51.2	36.6	41.9	0.9	1.2	1.4	1.8	1.8	3.9
Geodetic Eng'g	41.7	35.7	40.3	35.3	36.8	38.7	3.0	2.7	2.3	2.6	1.9	1.3
Geology	78.0	74.5	74.0	65.5	60.5	56.3	0.8	1.2	1.4	1.6	1.3	1.4
Library Science	31.7	36.8	32.1	23.7	30.1	27.3	1.9	1.6	2.1	1.7	2.0	2.0
Marine Transportation	43.0	48.1	45.4	49.9	48.6	49.4	1.2	1.1	1.1	1.2	1.0	1.1
Marine Eng'g	50.4	49.2	52.4	55.3	54.8	55.1	1.1	1.2	1.1	1.1	1.0	1.1
Mech. Eng'g	45.6	47.7	52.0	56.5	56.0	62.0	1.2	1.6	1.3	1.3	1.3	1.2
Medical Technology	51.9	46.6	51.6	59.6	51.7	66.0	1.1	1.6	1.5	1.4	1.6	1.3
Midwifery	53.2	54.3	52.9	53.4	53.5	46.6	1.1	1.2	1.2	1.2	1.1	1.5
Nursing	52.6	46.1	46.0	44.1	40.7	38.4	1.2	1.2	1.2	1.3	1.4	1.4
Nutrition & Dietetics	50.0	52.3	56.4	52.2	67.5	70.4	1.3	1.1	1.2	1.2	1.1	1.0
Occupational Therapy	35.7	43.9	43.3	48.2	52.1	41.5	2.3	2.5	2.4	1.8	2.2	2.1
Optometry	72.5	66.2	63.3	59.0	59.9	86.2	na	na	na	na	na	na
Pharmacy	51.6	51.6	55.7	54.3	57.9	57.4	1.5	1.6	1.6	1.6	1.7	1.3
Physical Therapy	33.2	38.7	38.3	42.7	45.1	42.8	2.5	2.3	2.4	1.8	2.0	2.3
Medicine	53.2	54.1	59.3	57.5	68.1	59.7	1.6	1.5	1.5	1.6	1.4	1.6
Sanitary Eng'g	28.8	35.1	38.5	50.4	37.3	49.5	0.9	1.0	1.2	1.1	1.2	0.5
Social Work	50.0	51.6	47.1	51.9	53.2	57.6	1.4	1.3	1.4	1.5	1.4	1.3
LET - Elementary	27.8	29.5	27.7	29.6	24.2	17.7	1.5	1.6	1.6	1.5	1.5	1.6
LET - Secondary	26.1	32.5	29.2	33.1	26.9	24.7	0.9	1.0	0.9	0.9	1.0	1.0
Veterinary Medicine	37.6	37.9	35.3	32.8	27.5	31.0	4.0	2.7	2.5	2.2	2.7	3.6
MEDIAN Passing Rate	42.4	43.2	41.8	44.0	40.4	44.6						
Minimum	16.4	16.7	18.9	22.9	23.7	17.7						
Maximum	78.0	74.5	74.0	65.5	68.1	86.2						

But perhaps more worrisome than the persistently low overall average passing rate in PBEs is the preponderance of SUCs/ PHEIs with zero passing rate in many PBEs in 2005-2010. That is, when SUCs and PHEIs are classified as to their passing rates in the PBEs, the most number of SUCs/ PHEIs tend to fall in the zero passing rate category. This is the true for both SUCs and PHEIs in the case of the PBE for agriculture (**Figure 1a** and **Figure 1b**) and accountancy (**Figure 2a** and **Figure 2b**). A similar picture is also evident in the case of the PBE for chemistry (**Appendix Figures 1a** and **1b**), criminology (**Appendix Figures 2a** and **2b**), electrical engineering (**Appendix Figures 3a** and **3b**), electronics and communication engineering (**Appendix Figures 4a** and **4b**), geodetic engineering (**Appendix Figures 5a** and **5b**), social work (**Appendix Figures 6a** and **6b**), elementary education (**Appendix Figures 7a** and **7b**), secondary education (**Appendix Figures 8a** and **8b**), library science (**Appendix Figures 9a** and **9b**), forestry (**Appendix Figures 10a** and **10b**), and environmental planning (**Appendix Figures 11a** and **11b**). In contrast, a disproportionately large number of HEIs falling in the zero passing rate category is not as much a problem for SUCs as in PHEIs in the PBEs for chemical engineering (**Appendix Figures 12a** and **12b**), civil engineering (**Appendix Figures 13a** and **13b**), and mechanical engineering marine transportation (**Appendix Figures 14a** and **14b**).

Closer scrutiny of the SUCs' passing rate in PBEs indicate that a good number of them post passing rates that are well below the national average passing rate year after year. **Table 11** which presents the passing rate in the Licensure Examination for Teachers in secondary education of SUCs (including their satellite campuses) in the regions covered under this study illustrates this point well. It shows Capiz State University, Northern Negros State College of Science and Technology, Negros Oriental State University and Northern Iloilo Polytechnic State College all having passing rates that are not higher than 75% of the national average passing rates in five consecutive years during the period 2005-2010. Furthermore, the table also underscores the differential performance of main campus and its satellite campuses. Thus, an average SUC passing rate that is above that national average does not necessarily guarantee that the passing rates of the individual campuses making up said SUC are performing as well. Related to this, a number of SUC officials lament how the satellite campuses have pulled down their performance in PBEs primarily because of the lower level quality of faculty and poorer facilities in the satellite campuses. While this is true of a number of SUCs, one can find many counter-examples as well.

For instance, although Cebu Technological University has a passing rate that is about 80% of the national average or better in its entirety in 2006-2010, two of its satellite campuses (Daanbantayan and Moalboal) posted sub-par performance[6] consistently during the period. Three of the satellite campuses of Southern Luzon State University have passing rates that are significantly lower than the national average persistently in 2005-2010 although the university as whole has an average passing rate that is above the national average. In contrast, the main campus of Iloilo State College of Fisheries does <u>not</u> perform as well as its satellite campuses. In like manner, two of the satellite campuses of the Technological University of the Philippines (Cavite and Visayas) perform better than the main campus.

Manasan (2011) analysed the determinants/ correlates of PBE passing rates. The most robust determinants of PBE passing rates were found to be the quality of faculty as measured by the proportion of the faculty with advanced degrees and the presence of Centers of Excellence and/ or Centers of Development in the SUC.

[6] The passing rate of Daanbantayan is on the average 53% of the national average in 2005-2010 while that of Moalboal is on the average 38% of the national average during the same period.

Figure 1a. Percentage Distribution of SUCs classified as to passing rate in agriculture PBE, 2005-2010

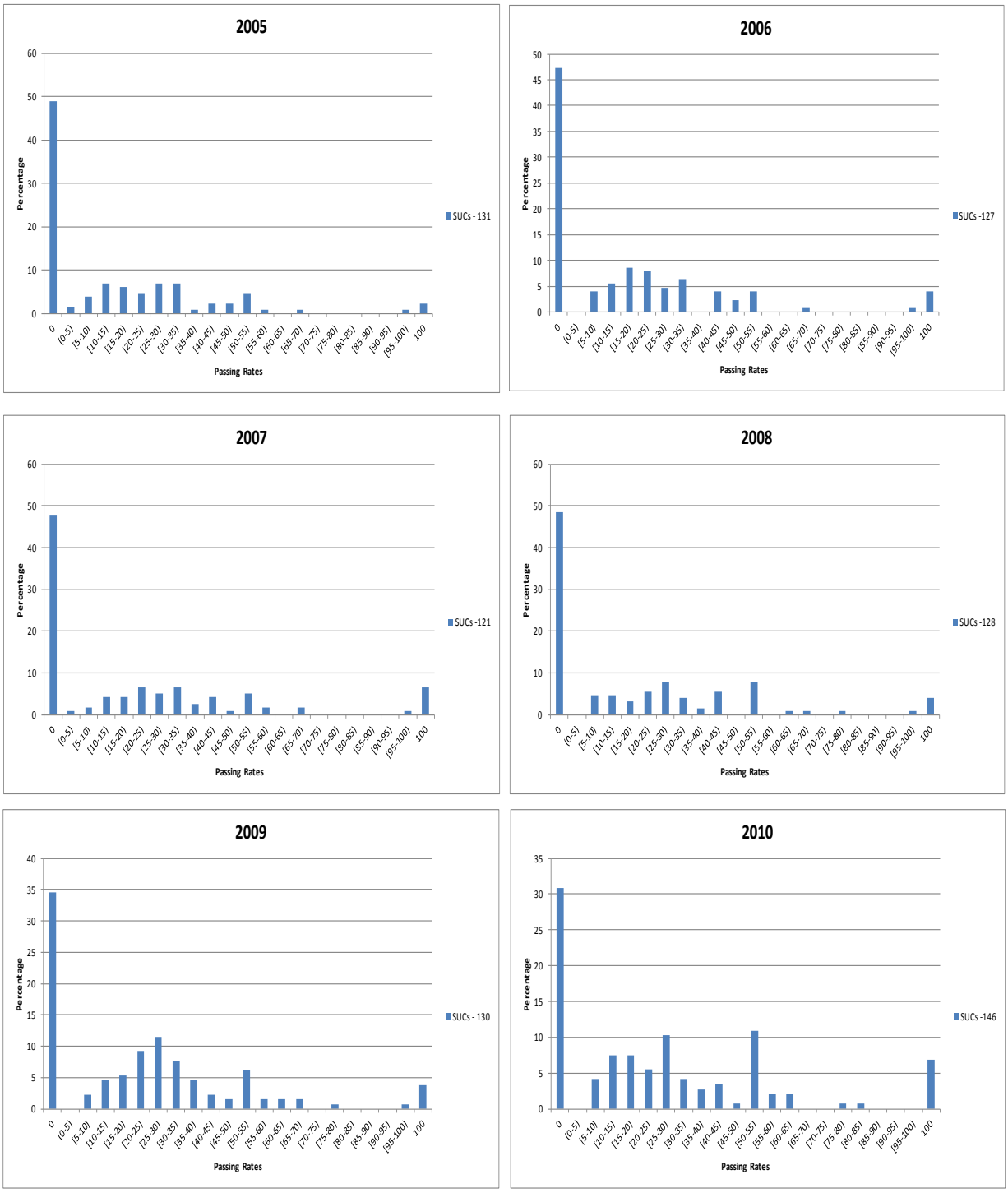

Figure 1b. Percentage Distribution of PHEIs classified as to passing rate in agriculture PBE, 2005-2010

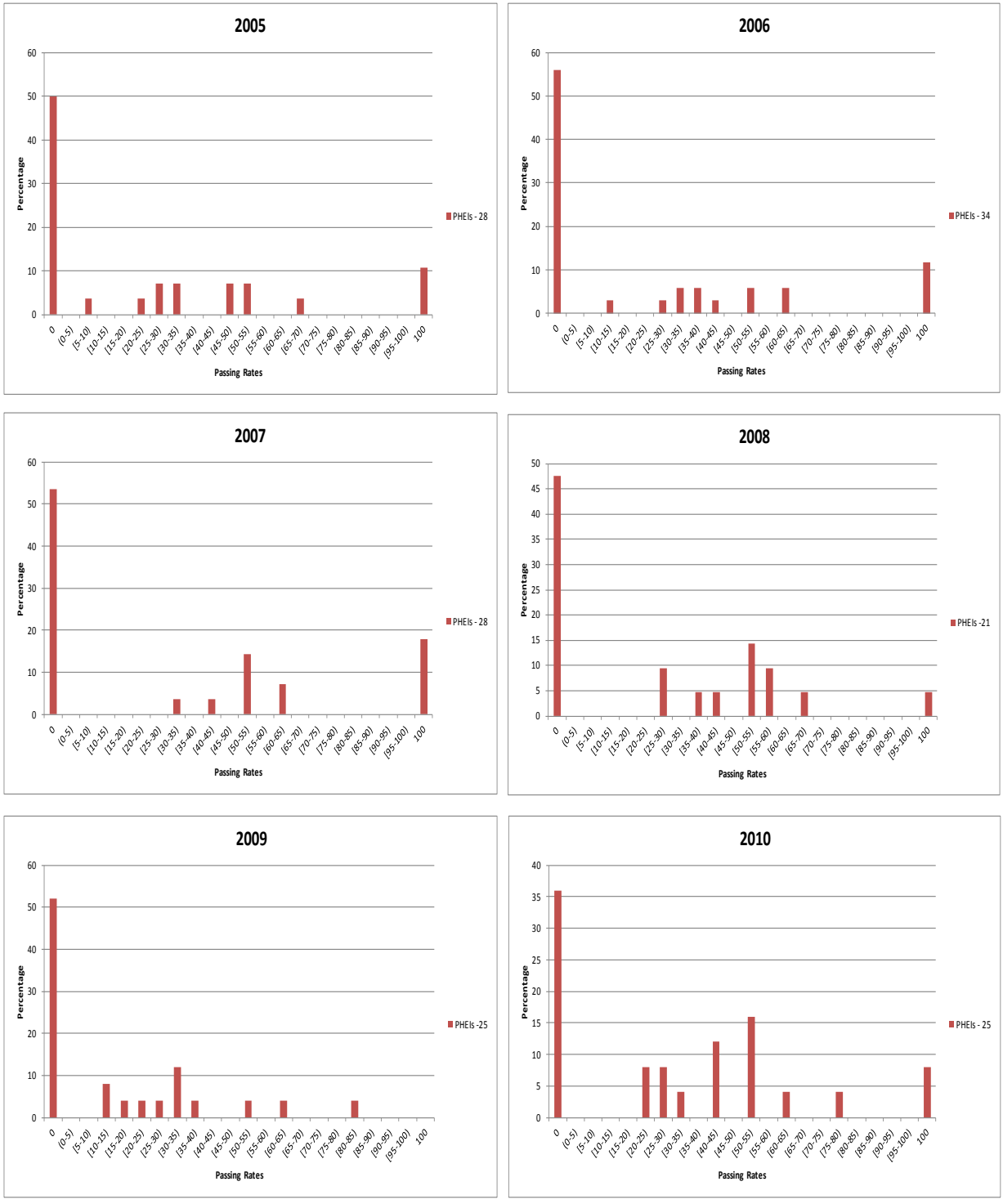

Figure 2a. Percentage Distribution of SUCs classified as to passing rate in accountancy PBE, 2005-2010

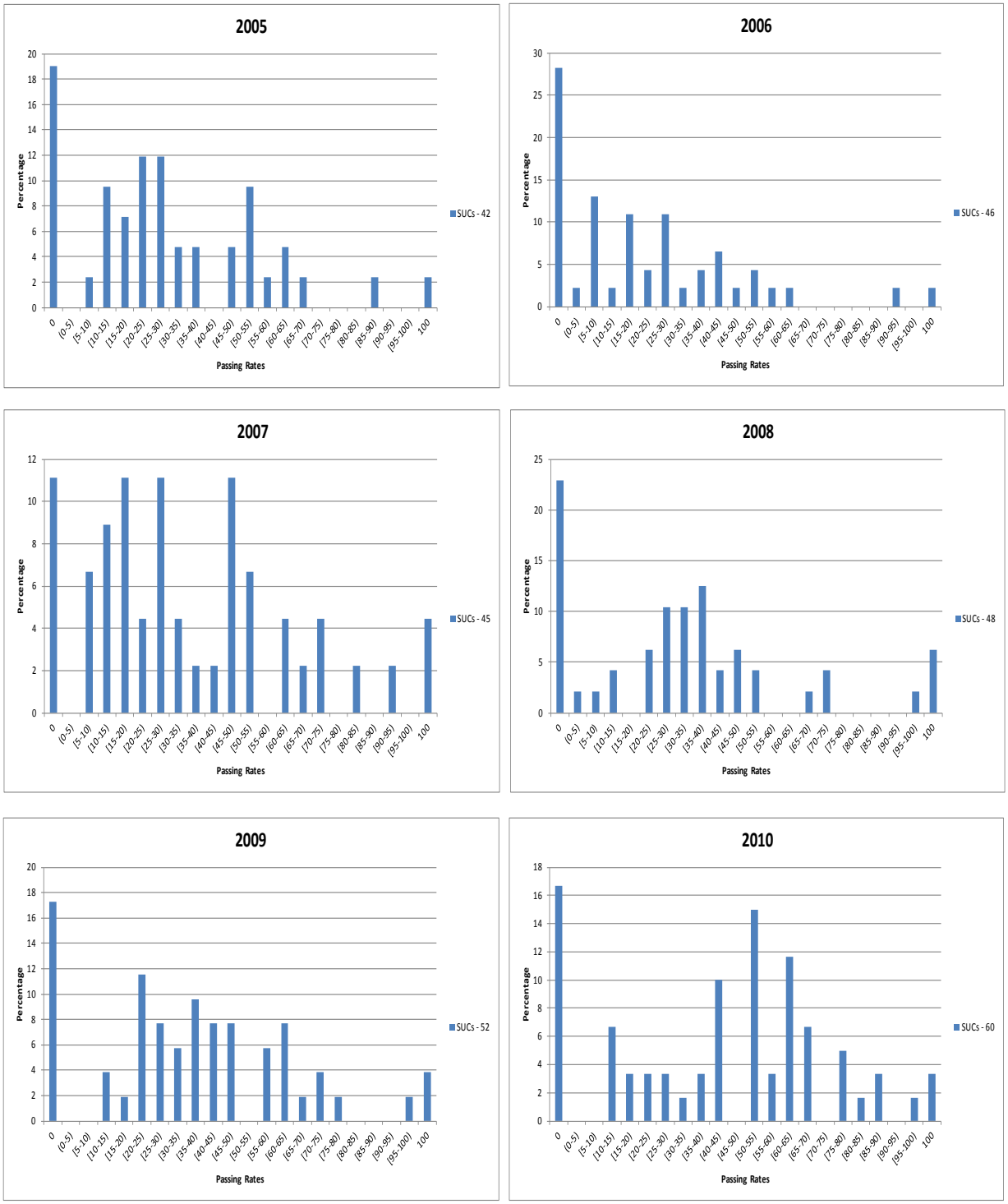

Figure 2b. Percentage Distribution of PHEIs classified as to passing rate in accountancy PBE, 2005-2010

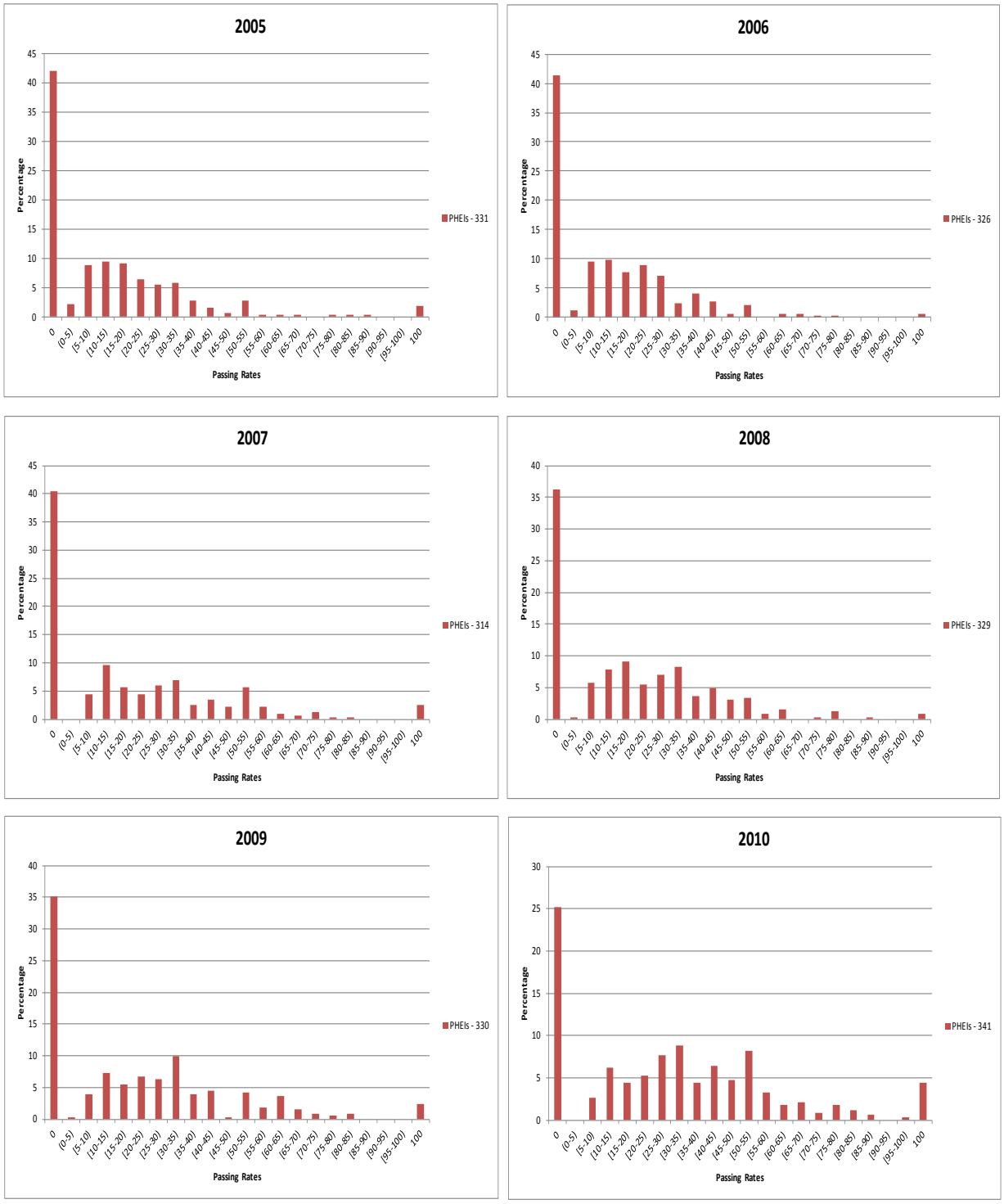

Table 11. Passing rate in Licensure Examination for Teachers in secondary education, 2005-2010

	2005	2006	2007	2008	2009	2010
Aklan State University	**17.2**	**28.4**	**20.9**	**27.6**	**17.9**	**18.8**
Main Campus	18.6	34.5	22.6	31.3	21.5	21.3
Kalibo Campus	19.9	29.0	19.8	27.0	12.3	11.5
Ibajay Campus	14.3	23.8	26.3	28.6	26.9	30.2
Makato	11.8	8.7	17.7	20.0	16.3	19.3
New Washington	9.4	21.6	14.6	21.2	9.1	14.5
Batangas State University	**33.3**	**36.2**	**31.1**	**31.1**	**20.6**	**23.5**
Main Campus	36.7	38.4	34.1	34.9	24.7	25.7
Apolinario R. Apacible School of Fisheries-Nasugb	19.3	24.7	19.0	18.2	21.9	13.2
Jose P. Laurel Polytechnic College-Malvar	42.9	50.0	20.0	33.3	18.2	13.6
Bohol Island State University	**30.2**	**33.3**	**42.6**	**41.6**	**42.7**	**33.3**
Main Campus - Bilar	38.9	48.0	44.4	54.5	56.5	47.1
Calape Polytechnic College	20.9	21.6	38.5	23.6	23.7	32.4
Candijay	16.2	6.8	13.2	27.0	20.6	12.8
Clarin	12.5	5.9	20.7	32.4	25.6	34.5
Tagbilaran	55.6	56.5	68.9	61.9	64.6	40.6
Capiz State University	**6.8**	**17.9**	**11.6**	**14.1**	**17.5**	**16.3**
Main Campus - Roxas City	13.6	20.0	11.2	15.6	16.5	18.0
Dayao	2.2	18.8	20.0	15.0	5.9	11.1
Dumarao Campus	10.0	8.3	0.0	0.0	0.0	0.0
Pilar Campus	0.0	0.0		0.0		0.0
Poblacion Mambusao	7.7	20.0	13.6	7.5	28.0	18.0
Pontevedra Campus	10.0	22.7	10.0	18.4	25.0	19.7
Sapian Campus	0.0		100.0	33.3		0.0
Sigma Campus	3.1	0.0	0.0	20.0	12.5	0.0
Tapaz Campus	0.0	6.7	0.0	0.0	0.0	0.0
Carlos Hilado Memorial State College	**24.3**	**32.5**	**24.1**	**19.5**	**26.5**	**22.8**
Main Campus	30.7	36.2	27.1	26.9	30.0	28.7
College of Fisheries-Binalbagan	8.1	26.8	16.7	14.2	22.9	14.1
Bacolod Campus	30.0	25.0	0.0	14.3	20.0	25.0
Cavite State University	**15.4**	**28.9**	**18.3**	**29.3**	**19.5**	**21.0**
Main Campus	16.1	31.1	20.9	30.0	19.8	22.5
Carmona					33.3	14.8
Cavite City		64.3	15.8	47.8	44.4	42.1
Naic	10.8	21.1	17.5	17.9	10.1	23.4
Rosario	16.2	23.2	12.9	31.7	18.4	13.0
Cebu Normal University	**49.6**	**62.7**	**56.9**	**64.1**	**52.3**	**53.1**
Cebu Technological University	**18.0**	**25.5**	**25.8**	**28.1**	**25.4**	**25.3**
Main Campus	21.7	29.8	26.9	30.5	31.9	29.8
Argao	48.3	71.4	66.7	62.1	40.6	58.8
College of Agriculture-Sudlon/Barili	7.3	7.1	18.2	22.2	15.8	21.1
College of Fisheries Technology - Carmen	25.6	21.6	16.3	19.1	17.6	14.3
Daanbantayan	12.5	13.6	20.5	20.5	11.4	13.3
Danao City	23.5	40.0	44.4	40.0	44.7	59.4
Mandaue City	0.0	0.0			0.0	0.0
Moalboal	0.0	10.6	11.6	12.7	11.9	5.9
San Francisco	25.0	25.0	0.0	42.9	16.7	27.3
Tuburan	14.0	15.8	27.0	27.6	17.5	23.2
Davao del Norte State College	**21.2**	**40.0**	**56.3**	**60.0**	**46.8**	**30.0**
Davao Oriental State College of Science and	**35.3**	**46.4**	**54.0**	**43.9**	**56.7**	**45.3**
Guimaras State College	**30.2**	**42.9**	**32.9**	**26.5**	**20.5**	**29.2**
Iloilo State College of Fisheries	**15.5**	**22.9**	**17.8**	**20.8**	**20.9**	**18.8**
Main Campus	16.1	18.3	16.7	19.3	18.6	15.6
Dingle Campus	5.6	38.5	11.1	11.1	20.0	15.0
Dumangas Campus	14.9	22.4	4.5	16.7	20.8	23.5
San Enrique Campus	19.4	30.8	28.8	32.0	25.0	23.5
Laguna State Polytechnic University	**18.5**	**24.8**	**20.4**	**23.0**	**17.4**	**15.5**
Main Campus	16.9	27.7	20.0	24.0	16.2	12.9
Los Baños College of Fisheries	19.8	23.4	14.5	32.5	19.0	15.7
Laguna College of Arts and Trades-Sta. Cruz	16.9	24.0	21.5	21.0	16.0	13.8
San Pablo City	23.5	19.8	20.6	21.5	20.2	21.3
Northern Negros State College of Science and Technology	**5.5**	**12.0**	**11.9**	**16.8**	**13.2**	**9.9**
National Passing Rate	**25.9**	**32.5**	**29.1**	**33.1**	**26.8**	**24.9**

Table 11. Passing rate in Licensure Examination for Teachers in secondary education, 2005-2010 (continuation 1)

	2005	2006	2007	2008	2009	2010
Negros Oriental State University	**13.2**	**19.4**	**15.7**	**21.7**	**12.4**	**14.2**
Main Campus	15.8	23.8	20.4	31.8	17.6	16.4
Bais1	3.1	20.2	16.5	16.7	10.8	
Bayawan	6.8	14.0	17.0	22.5	12.1	12.9
Genaro Goñi Memorial College	14.3	33.3	20.0	9.1	0.0	16.7
Guihulngan	10.3	9.4	7.1	9.2	7.2	10.9
Mabinay Institute of Technology			0.0			
Siaton Community College	18.2	46.7	33.3	19.0	10.0	0.0
Negros State College of Agriculture	**15.4**	**26.3**	**30.4**	**22.4**	**25.6**	**10.9**
Northern Iloilo Polytechnic State College	**10.4**	**14.1**	**11.7**	**19.0**	**12.7**	**11.5**
Main Campus - Estancia, Iloilo	9.8	18.9	11.4	19.6	13.7	15.4
Ajuy Campus	20.0	25.0	21.7	44.4	20.0	7.7
Barotac Viejo Campus	11.9	8.1	10.0	9.4	20.0	11.4
Batad Campus	13.6	20.0	7.7	30.0	12.5	5.3
Concepcion Campus	16.2	14.8	14.6	21.2	7.1	9.8
Lemery Campus	6.7	0.0	7.1	21.4	11.1	7.7
Victorino Salcedo Polytechnic College	0.0	0.0	0.0	10.0	15.0	12.0
Philippine Normal University	**69.5**	**76.1**	**78.5**	**79.2**	**73.0**	**71.3**
Main Campus - Manila	76.6	84.0	87.3	88.0	84.3	83.3
PNU - Alicia	57.3	67.5	62.5	70.0	50.9	65.9
Agusan Campus	75.7	74.2	73.0	77.3	65.2	44.7
Cadiz	32.8	33.3	36.0	59.0	50.5	48.3
Lopez	24.4	19.5	22.5	7.0	9.1	10.0
Philippine State College of Aeronautics	**25.8**	**19.5**	**10.0**	**11.8**	**12.3**	**27.5**
Main Campus	15.4	31.6	5.6	17.4	13.2	14.3
Fernando Air Base	66.7	0.0	0.0	7.1	5.6	14.3
Mactan Air Base	37.5	20.0	37.5	10.0	18.8	25.0
Pampanga Extension	14.3	0.0	0.0	0.0	11.1	54.5
Polytechnic University of the Philippines	**39.3**	**50.0**	**42.6**	**45.3**	**41.2**	**34.6**
Main Campus - Sta. Mesa	53.5	64.8	58.1	60.3	58.0	47.7
Main (San Pedro)				53.3	45.6	49.2
Sta. Rosa			50.0	67.9	53.6	58.7
Commonwealth						43.2
Lopez	14.3	19.1	19.7	24.0	28.4	17.7
Maragondon	25.4	27.8	29.0	33.6	26.3	19.0
Mariveles	27.3	31.5	18.2	25.4	24.7	16.8
Mulanay	5.9	14.3	8.2	16.3	8.9	6.5
Open University	16.7	55.2	27.8	57.6	38.1	
Ragay	18.5	18.4	6.9	13.7	10.7	13.5
Sto. Tomas	23.7	43.8	35.3	33.8	33.8	42.2
Taguig	50.0	55.0	74.5	74.0	66.2	60.3
Unisan	1.7	13.1	6.1	7.5	6.3	11.7
Sta. Maria, Bulacan						80.0
Siquijor State College	**21.3**	**28.2**	**0.0**	**32.7**	**29.6**	**20.0**
Southern Luzon State University	**32.1**	**31.0**	**31.6**	**36.9**		**33.2**
Main Campus	37.0	36.2	38.2	49.8		44.1
Judge Guillermo Eleazar Polytechnic College -Tagl	15.4	13.8	3.2	13.1		11.5
Alabat		0.0	25.0	25.8		22.7
Infanta	0.0	16.0	10.0	11.8		8.7
Polilio						100.0
Southern Philippines Agriculture, Business, Marine and Aquatic School of Technology	**11.2**	**19.6**	**19.8**	**21.6**	**21.8**	**17.8**
Main Campus	11.2	19.6	20.1	21.1	23.1	20.2
Digos			12.5	23.7	12.9	7.8
Technological University of the Philippines	**30.2**	**38.7**	**33.9**	**43.7**	**39.3**	**34.9**
Main Campus - Ayala Blvd., Manila	27.8	36.6	30.4	39.8	35.5	29.3
Cavite	43.8	55.3	51.6	64.5	54.3	55.1
Taguig	50.0		0.0	100.0		50.0
Visayas	75.0	50.0	40.0	40.0	66.7	80.0
National Passing Rate	**25.9**	**32.5**	**29.1**	**33.1**	**26.8**	**24.9**

Table 11. Passing rate in Licensure Examination for Teachers in secondary education, 2005-2010 (continuation 2)

	2005	2006	2007	2008	2009	2010
University of Antique	**19.4**	**42.6**	**34.3**	**34.8**	**24.6**	**31.6**
Main Campus	15.7	44.1	31.1	33.3	17.0	32.5
Hamtic	16.7	50.0	0.0	0.0	33.3	100.0
Tario Lim Antique School of Fisheries	42.9	30.8	66.7	53.3	63.2	21.4
University of Rizal System	**21.0**	**25.6**	**22.2**	**28.8**	**24.0**	**20.3**
Main Campus - Tanay	30.7	40.8	24.7	34.9	21.8	12.5
Angono	25.9	33.9	18.8	24.7	24.5	18.5
Antipolo			0.0	50.0	40.3	31.7
Binangonan		0.0	66.7	33.3	0.0	12.5
Cainta	13.3	14.3	4.7	23.4	24.6	14.3
Morong	19.6	20.9	21.3	28.4	22.8	18.9
Pililia	20.5	20.0	37.8	25.8	25.4	15.8
Rodriguez	16.0	42.2	27.5	26.7	21.1	28.2
Taytay						30.8
University of Southeastern Philippines	**40.6**	**45.8**	**42.0**	**48.6**	**43.3**	**41.0**
Main Campus	42.4	48.7	44.1	54.3	46.5	44.6
Bislig Campus		0.0	0.0	0.0	0.0	
College of Agriculture-Tagum	0.0	28.6	33.3	27.3	14.3	29.2
Mabini	35.9	31.8	33.3	28.8	28.3	21.3
University of the Philippines	**96.8**	**98.2**	**98.0**	**95.5**	**95.5**	**95.1**
Main Campus - Diliman	97.4	98.2	99.1	98.0	97.6	97.3
Diliman (Pampanga)	75.0	100.0	71.4	80.0	100.0	
Los Baños	96.4	97.6	97.5	96.8	94.1	94.9
Visayas Tacloban College	94.7	100.0	88.9	100.0	88.9	72.2
Baguio	97.0	100.0	96.2	100.0	100.0	100.0
College of Cebu	88.2	94.1	100.0	80.7	72.7	75.0
Manila	100.0	100.0	100.0	100.0	100.0	100.0
Manila (Palo Leyte)				33.3		
Mindanao	100.0	100.0	85.7	80.0	100.0	100.0
Visayas	100.0	100.0	100.0	97.6	100.0	100.0
West Visayas State University	**40.5**	**48.6**	**42.7**	**47.1**	**44.0**	**38.5**
Main Campus	62.3	71.8	62.2	62.6	60.8	52.9
Calinog Campus	6.0	13.3	15.1	14.6	18.2	10.5
Janiuay Campus	27.1	18.3	28.4	32.2	22.0	38.9
Lambunao Campus	5.2	17.3	16.7	21.4	25.4	15.0
Pototan Campus	19.5	30.3	18.2	20.8	21.2	17.6
Western Visayas College of Science and Technolog	**26.4**	**35.0**	**29.4**	**35.2**	**28.8**	**31.8**
Main Campus	27.5	38.8	32.8	40.1	26.5	30.4
Barotac Nuevo Campus	19.4	27.8	15.0	44.8	17.9	14.3
Leon Campus	20.9	10.3	18.8	18.9	21.9	25.0
Miagao Campus	27.6	31.8	26.5	29.1	34.8	38.2
National Passing Rate	**25.9**	**32.5**	**29.1**	**33.1**	**26.8**	**24.9**

This finding appears to resonate with the HEI participants in the FGDs. Several SUC officials say that they do recognize the need to upgrade facilities and improve faculty capability but are unable to do so because of resource constraints. They also report that some of their faculty are part-time lecturers who do not have the advance degrees required of tenured faculty members.

HEI officials who participated in the FGDs conducted under this study also point out that two of the key factors that influence passing rates in PBEs are the admission and retention policies. By

allowing the school to pre-select the students who are better prepared for higher education and to retain only those students who perform consistently during the course of their stay in the university (i.e., by ensuring that the university/ college has better material to work with), these policies obviously contribute to their good performance in PBEs. SUC officials note, however, that because their commitment to access and equity goals of public HEIs, they opt for open admissions and lenient retention policies. It also begs that the following question be asked: what are the minimum performance standards that HEIs should be expected to comply with? Are HEIs not giving students and their parents false hopes if they accept students who they do not expect to perform up to standards after graduation. This discussion underscores the need to measure the value added of HEIs to the knowledge, skills and productivity of students.

Admittedly, the passing rate in PBEs is not a sufficient measure of quality of instruction. One, graduates of many courses/ programs are not required to take PBEs. Two, many experts point out that employability and trainability are the acid test of the quality of instruction in higher education institution. Others further break this down into: (i) good communication skills, (ii) problem solving skills, and (iii) critical thinking skills. They further note that PBEs are necessarily good in tracking down these skills among graduates of HEIs. However, because employability is not easy to track, passing rate in PBEs is oftentimes used as a proxy measure of quality of instruction in HEIs. Nonetheless, this highlights the need for graduate tracer studies on a more regular basis.

3. CONCLUSION AND RECOMMENDATIONS

A review of the mandates of the various SUCs in the selected regions covered by this study indicates that the mandates of a number of SUCs (as spelled out in their Charters) are fairly broad to start with. But beyond this, the Charters of most SUCs allow them to offer programs outside of their *core* mandates. Thus, it is not surprising to see many SUCs offering programs outside of their core mandates.

Given the broad mandates of SUCs, it is not surprising that there is substantial duplication in their program offerings relative to those of PHEIs and other SUCs in the same region where they operate. Over half of all the SUCs covered under this study and for which there is data registered duplication rates (computed based on number of programs offered) that are upwards of 75% in 2005-2010. The duplication rate is generally higher when computed based on total enrollment rather than on total number of programs offered. On the average, the program duplication rate for the SUCs covered under this study varies from 79%-82% if computed based on total number of program offerings and 93%-95% if computed based on total enrollment. Moreover, high rates of program duplication appeared to be associated by an increase in the number of programs offered by SUCs during the period. Thus, about two-thirds of the SUCs covered by this study are found to have increased the number of programs they are offering in 2005-2010.

While some SUC officials raised the view that the number of programs that SUCs offer and program duplication among SUCs and PHEIs are non-issues, program duplication may be considered a problem for a number of reasons. One, the number of programs offered by SUCs has been found empirically to tend to increase per student cost of SUCs (Manasan 2011). Two, when SUCs offer programs that PHEIs traditionally offer, PHEIs are effectively crowded out because the tuition fees charged by SUCs is significantly lower than that of PHEIs.

Moreover, PHEI officials lament not so much the competition but the fact that the competition is unfair. Many PHEI officials report that while the CHED strictly enforces its Policies, Standards and Guidelines (PSG) on PHEIs, the same rules are not applied as strictly on SUCs. Thus, they

observe that some SUCs are allowed to offer courses despite the fact that said SUCs do not have the requisite facilities and qualified faculty.

There appears to be a lack of clarity on the supervisory and regulatory powers of the CHED on SUCs. Some CHED regional officials say that CHED law (Republic Act 7722) gives the CHED supervisory and regulatory powers over all higher education institutions, including SUCs. However, other CHED regional officials admit that CHED has difficulty applying the same standards on SUCs because of the so-called "autonomy" that their Charters vest on SUCs.

At the same time, the quality of instruction in Philippine higher education has remained stagnant at a low level over the years. To wit, the median passing rate for 36 PBEs for which we have data for 2005-2010 ranged from 40% to 45% during the period. Also, only 7 out of these 36 PBEs had average passing rates above 60% and only 2 have passing rates above 70%.

Although SUCs perform better than PHEIs in over 80% of PBEs, SUCs have been able to improve their advantage further relative to PHEIs in the last 6 years in about 17% of the PBEs where SUCs have an edge over PHEIs but the edge that SUCs used to enjoy in the early part of the period has been eroded in over 38% of these PBEs. But perhaps more worrisome than the persistently low overall average passing rate in PBEs is the preponderance of SUCs/ PHEIs with zero passing rate in many PBEs in 2005-2010. Furthermore, closer scrutiny of SUCs' passing rate in PBEs indicate that a good number of them post passing rates that are well below the national average passing rate year after year.

To help rationalize program offerings of SUCs and improve quality of instruction, it is recommended that CHED enforces more vigorously its policy of closing existing programs of SUCs and PHEIs alike where these HEIs' performance is under par year after year. Given the persistent poor performance of some satellite campuses of SUCs, the CHED should also consider applying this rule to satellite campuses independently of main campuses.

There is also a need to improve CHED's ability to ensure that SUCs' program offerings comply with its Policies, Standards and Guidelines (PSGs) for these programs. On paper at least, CHED's policy on this matter appears clear and well-laid out. CHED Memorandum Order (CMO) No. 30, Series of 2009 provides that the Manual of Regulations on Private Higher Education (MORPHE) of 2008 (as laid out in CMO No. 40, Series of 2008) to SUCs and Local Universities and Colleges (LUCs) mandates all SUCs and LUCs to comply with its provisions. At the same time, CMO No. 17, Series of 2009 directed SUCs to ensure that the degree programs they offer comply with the PSGs. It also directs SUCs Presidents to submit all proposals related to the opening of new programs, revision of curriculum and establishment of extension programs to the Office of the CHED Chairman prior to the submission to the Governing Board. It further provides that CHED's Office of Programs and Standards will conduct the evaluation/ assessment of the proposed program offering to ensure compliance with the PSGs and that the SUCs Governing Board shall not approve the opening or offering of degree programs without the recommendation of the CHED.

However, the FGDs conducted under this study indicate that these PSGs have not always been strictly enforced in the case of SUCs. Thus, it is apparent that there is a need for greater clarity in CHED's supervisory and regulatory authority over SUCs.

Who is responsible for monitoring SUCs compliance with the PSGs? On the one hand, the evaluation/ assessment of the proposed program offerings of SUCs is highly centralized at present as it is supposed to be done by the Office of Programs and Standards at the CHED central office (as per CMO No. 17, s2009). On the other hand, while CMO 30, s2009 does not

explicitly state which unit in CHED is tasked to monitor and ensure the effective application of the MORPHE on SUCs, it is implied by CMO No. 40, s2008 that it is the CHED regional office which will do this as it is the CHED regional office which takes on this responsibility in the case of private higher education institutions. Note that the application of the MORPHE on SUCs involves not just the evaluation and assessment of *proposed* program offerings but also the monitoring and enforcement of the PSGs with respect to *existing* program offerings of SUCs. Apparently, it is this ambiguity in the official issuances of the CHED which gives rise to the confusion in the field. Thus, the ability of CHED's regional offices to monitor SUCs' compliance to the PSGs has been patchy at present. To resolve this uncertainty, the CHED has to weigh the advantages/ disadvantages of centralization over decentralization with respect to the monitoring of SUCs.

Who is responsible for enforcing compliance of SUCs to the PSGs? CHED's Strategic Plan for 2011-2016 states that "in the case of SUCs, the Commissioners who sit as Chairmen of the SUCs' Board of Trustees/ Regents shall ensure that SUCs' program offerings meet set standards." However, the FGDs conducted under this study suggest that the Commissioners who sit as Chairmen of the SUCs' Board have not always been successful in carrying out this task. It is not clear whether the Commissioners have not been sufficiently briefed regarding the findings of the monitoring of SUCs' compliance to the PSGs or whether they have not been able to sufficiently influence the discussion in the Board. SUCs officials and CHED regional officials note that the Commissioner has only one vote in the Board. Related to this, it should be noted that CHED regional director likewise sits as a non-voting member (i.e., observer/ resource person) in the SUCs' Board. In this regard, CHED regional officials say that their opinions are not always sought during the Board meetings. A suggestion made during the FGDs to make the CHED regional director a regular member of the SUCs' Board is worth considering.

Issue of incentives. As discussed above, the FGDs also indicate that offering of programs that are popular or in-demand is seen by a number of SUC officials as a form of income generating project (IGP). Note that increased enrollment is likely to lead to higher subsidy from the national government because the NG subsidy is basically driven by enrollment. Moreover, higher enrollment also results in higher income from student fees other things being equal.

In order to correct for this unintended consequence of the normative funding formula, there is a need to adjust the formula so that SUCs do not get an additional subsidy from the national government for the additional enrollment resulting from their offering popular programs. That is, SUCs may be allowed to offer popular programs provided they meet CHED standards and provided they shoulder the full cost of doing so.

One of the SUCs in Visayas revealed that when it was pressured to offer Nursing when the course was very much in demand, they did so but charged higher tuition per unit for the course compared to the tuition per unit charged for their other programs. Officials of the SUC narrate that when the program had to be downsized later on, the adjustment cost was not as difficult.

Improving quality of instruction. During the FGDs, SUC officials relate some of the measures they have implemented to improve their passing rate in PBEs. These measures include the conduct of review classes and the administration of pre-board examinations where non-passers are not given certification needed to take the PBE. Many of these measures will certainly improve the passing rate but will not necessarily improve or uplift the quality of instruction. The more effective measures to improve quality of instruction based on evidence available to date include faculty development and facilities upgrading.

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Appendix Tables and Figures

Appendix Table 1a. Percent Distribution of enrollment and SUC program offerings, Region IV-A

	Cavite State University						Laguna State Polytechnic University						Batangas State University						University of Rizal System					Southern Luzon State University					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Program offerings																													
Programs unique to SUC	11.3	10.6	12.5	8.5	9.8	11.3	7.1	7.1	5.6	5.6	4.8	4.5	25.6	42.9	25.4	15.2	14.3	16.7	5.0	5.0	5.6	5.3	5.0	6.7	10.3	6.3	15.2	14.7	14.3
Programs offered by SUC that are also offered by a PHEI or any other SUC	88.7	89.4	87.5	91.5	90.2	88.7	92.9	92.9	94.4	94.4	95.2	95.5	74.4	57.1	74.6	84.8	85.7	83.3	95.0	95.0	94.4	94.7	95.0	93.3	89.7	93.8	84.8	85.3	85.7
Programs common to SUC and PHEIs only	3.8	6.4	3.6	4.3	4.9	4.8	7.1	7.1	5.6	5.6	0.0	0.0	15.1	4.8	10.2	10.9	8.2	6.3	0.0	0.0	0.0	0.0	0.0	3.3	3.4	3.1	3.0	2.9	2.9
Programs common to SUC and other SUCs only	18.9	23.4	21.4	19.1	23.0	22.6	14.3	21.4	27.8	27.8	23.8	18.2	9.3	19.0	13.6	8.7	14.3	8.3	20.0	20.0	22.2	21.1	20.0	13.3	10.3	12.5	6.1	8.8	8.6
Program common to SUC, other SUCs and PHEIs	66.0	59.6	62.5	68.1	62.3	61.3	71.4	64.3	61.1	61.1	71.4	77.3	50.0	33.3	50.8	65.2	63.3	68.8	75.0	75.0	72.2	73.7	75.0	76.7	75.9	78.1	75.8	73.5	74.3
Total number of programs offered by SUC	53	47	56	47	61	62	14	14	18	18	21	22	86	21	59	46	49	48	20	20	18	19	20	30	29	32	33	34	35
Enrollment																													
Programs unique to SUC	0.5	1.2	0.6	1.4	1.4	1.2	4.5	5.0	5.7	4.3	5.8	6.6	3.4	16.8	1.3	1.0	1.2	0.7	1.2	1.3	1.2	0.3	0.1	0.5	0.5	0.5	0.7	0.9	1.1
Programs offered by SUC that are also offered by a PHEI or any other SUC	99.5	98.8	99.4	98.6	98.6	98.8	95.5	95.0	94.3	95.7	94.2	93.4	96.6	83.2	98.7	99.0	98.8	99.3	98.8	98.7	98.8	99.7	99.9	99.5	99.5	99.5	99.3	99.1	98.9
Programs common to SUC and PHEIs only	0.2	0.7	1.0	1.6	2.2	2.1	0.2	0.0	0.0	0.5	0.0	0.0	4.9	2.9	1.1	10.0	5.5	4.8	0.0	0.0	0.0	0.0	0.0	4.3	3.3	2.6	1.9	1.6	2.2
Programs common to SUC and other SUCs only	6.9	16.7	10.9	9.4	9.8	10.2	3.7	16.4	21.1	19.8	15.9	9.7	19.8	7.7	2.0	0.9	0.8	0.3	6.3	5.4	5.8	10.6	11.9	1.4	14.0	1.1	0.7	0.8	1.1
Program common to SUC, other SUCs and PHEIs	92.4	81.3	87.5	87.6	86.6	86.5	91.6	78.6	73.1	75.4	78.3	83.7	71.9	72.6	95.7	88.1	92.6	94.1	92.5	93.3	93.0	89.1	88.0	93.8	82.1	95.9	96.7	96.7	95.6
Total enrollment	4,221	4,936	4,599	5,194	5,804	6,472	1,190	956	1,009	1,138	1,381	1,512	5,482	208	1,109	2,463	2,758	4,308	492	541	655	641	764	6,148	5,959	6,473	7,776	7,940	7,975

Appendix Table 1b. Percent Distribution of enrollment and SUC program offerings, Region IV-A

	Philippine Normal University-Lopez						Technological University of the Philippines-Cavite						University of the Philippines - Los Baños						Polytechnic University of the Philippines - Main (San Pedro)					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Program offerings																								
Programs unique to SUC	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	65.0	69.9	66.7	68.3	65.3	63.6	0.0	0.0	0.0	0.0	0.0	0.0
Programs offered by SUC that are also offered by a PHEI or any other SUC	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	35.0	30.1	33.3	31.7	34.7	36.4	100.0	100.0	100.0	100.0	100.0	100.0
Programs common to SUC and PHEIs only	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	3.2	2.2	2.0	1.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0
Programs common to SUC and other SUCs only	33.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	13.0	9.7	11.8	11.9	16.3	16.2	33.3	33.3	33.3	0.0	0.0	0.0
Program common to SUC, other SUCs and PHEIs	66.7	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	20.0	17.2	19.4	17.8	17.3	18.2	66.7	66.7	66.7	100.0	100.0	100.0
Total number of programs offered by SUC	3	2	3	2	2	2	1	1	1	4	5	5	100	93	93	101	98	99	3	3	3	4	4	4
Enrollment																								
Programs unique to SUC	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	13.3	17.2	15.4	16.5	17.9	20.5	0.0	0.0	0.0	0.0	0.0	0.0
Programs offered by SUC that are also offered by a PHEI or any other SUC	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	86.7	82.8	84.6	83.5	82.1	79.5	100.0	100.0	100.0	100.0	100.0	100.0
Programs common to SUC and PHEIs only	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	5.8	1.5	1.6	0.2	1.3	0.0	0.0	0.0	0.0	0.0	0.0
Programs common to SUC and other SUCs only	3.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	17.0	19.5	19.9	18.3	18.3	16.0	53.9	44.3	44.3	0.0	0.0	0.0
Program common to SUC, other SUCs and PHEIs	96.6	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	68.1	57.5	63.2	63.6	63.6	62.2	46.1	55.7	55.7	100.0	100.0	100.0
Total enrollment	593	573	534	531	531	790	275	275	275	413	402	432	10,107	9,757	9,757	9,934	10,361	9,370	694	722	722	934	1,111	1,321

Appendix Table 2a. Percent Distribution of SUC program offerings, Region VI

	Aklan State University						Carlos C. Hilado Memorial State College						Guimaras State College						Iloilo State College of Fisheries					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Program offerings																								
Programs unique to SUC	7.1	14.3	14.3	5.0	9.5	9.5	0.0	0.0	8.3	7.7	6.7	13.3	0.0	0.0	0.0	0.0	0.0	0.0	38.5	38.5	38.5	27.3	25.0	25.0
Programs offered by SUC that are also offered by a PHEI or any other SUC	92.9	85.7	85.7	95.0	90.5	90.5	100.0	100.0	91.7	92.3	93.3	86.7	100.0	100.0	100.0	100.0	100.0	100.0	61.5	61.5	61.5	72.7	75.0	75.0
Programs common to SUC and PHEIs only	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.0	10.0	0.0	0.0	0.0	7.7	7.7	7.7	9.1	8.3	0.0
Programs common to SUC and other SUCs only	35.7	28.6	7.1	25.0	23.8	23.8	22.2	20.0	16.7	15.4	20.0	13.3	27.3	30.0	30.0	10.0	25.0	16.7	23.1	23.1	23.1	27.3	33.3	33.3
Program common to SUC, other SUCs and PHEIs	57.1	57.1	78.6	70.0	66.7	66.7	77.8	80.0	75.0	76.9	73.3	73.3	72.7	60.0	60.0	90.0	75.0	83.3	30.8	30.8	30.8	36.4	33.3	41.7
Total number of programs offered by SUC	14	14	14	20	21	21	9	10	12	13	15	15	11	10	10	10	12	12	13	13	13	11	12	12
Enrollment																								
Programs unique to SUC	24.00	24.52	0.45	18.80	15.47	14.60	0.00	0.00	0.57	1.19	0.88	1.13	0.00	0.00	0.00	0.00	0.00	0.00	17.64	20.67	20.67	4.20	1.26	2.70
Programs offered by SUC that are also offered by a PHEI or any other SUC	76.00	75.48	99.55	81.20	84.53	85.40	100.00	100.00	99.43	98.81	99.12	98.87	100.00	100.00	100.00	100.00	100.00	100.00	82.36	79.33	79.33	95.80	98.74	97.30
Programs common to SUC and PHEIs only	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.87	2.21	0.00	0.00	0.00	46.45	42.37	42.37	57.87	64.94	0.00
Programs common to SUC and other SUCs only	14.73	14.21	0.15	7.18	6.31	1.25	36.73	35.70	33.32	28.95	25.15	25.29	23.83	33.46	39.62	14.47	11.76	11.42	11.82	7.20	7.20	9.62	8.13	6.77
Program common to SUC, other SUCs and PHEIs	61.27	61.27	99.40	74.02	78.22	84.15	63.27	64.30	66.11	69.86	73.97	73.59	76.17	64.68	58.17	85.53	88.24	88.58	24.09	29.76	29.76	28.32	25.67	90.53
All programs	1,154	1,154	663	1,505	1,823	1,836	2,336	2,524	2,617	2,442	2,962	3,555	726	804	679	1,057	1,318	1,348	1,565	1,166	1,166	1,144	1,426	1,890

Appendix Table 2b. Percent Distribution of SUC program offerings, Region VI

	Northern Negros State College of Science and Technology						Negros State College of Agriculture						Northern Iloilo Polytechnic State College						Capiz State University					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Program offerings																								
Programs unique to SUC	0.0	0.0	0.0	0.0	0.0	0.0	25.0	26.7	26.7	17.9	7.4	11.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Programs offered by SUC that are also offered by a PHEI or any other SUC	100.0	100.0	100.0	100.0	100.0	100.0	75.0	73.3	73.3	82.1	92.6	88.9	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Programs common to SUC and PHEIs only	11.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.6	0.0	0.0	14.3	7.7	7.7	12.5	11.8	11.8	9.1	0.0	0.0	7.7	7.7	7.7
Programs common to SUC and other SUCs only	11.1	11.1	11.1	8.3	18.2	16.7	31.3	26.7	26.7	21.4	29.6	25.9	28.6	30.8	30.8	18.8	17.6	17.6	27.3	22.2	33.3	23.1	30.8	30.8
Program common to SUC, other SUCs and PHEIs	77.8	88.9	88.9	91.7	81.8	83.3	43.8	46.7	46.7	57.1	63.0	63.0	57.1	61.5	61.5	68.8	70.6	70.6	63.6	77.8	66.7	69.2	61.5	61.5
Total number of programs offered by SUC	9	9	9	12	11	12	16	15	15	28	27	27	14	13	13	16	17	17	11	9	9	13	13	13
Enrollment																								
Programs unique to SUC	0.00	0.00	0.00	0.00	0.00	0.00	6.92	5.70	5.70	3.87	2.48	3.27	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Programs offered by SUC that are also offered by a PHEI or any other SUC	100.00	100.00	100.00	100.00	100.00	100.00	93.08	94.30	94.30	96.13	97.52	96.73	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Programs common to SUC and PHEIs only	4.73	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.15	0.00	0.00	12.41	0.23	0.23	13.49	5.36	11.50	0.00	0.00	0.00	3.73	0.00	0.00
Programs common to SUC and other SUCs only	4.28	4.28	4.28	1.97	4.12	2.57	20.93	20.67	20.67	15.38	15.82	17.55	40.56	39.19	39.19	27.25	22.04	20.54	50.00	24.19	55.50	1.63	32.10	33.04
Program common to SUC, other SUCs and PHEIs	90.98	95.72	95.72	98.03	95.88	97.43	72.15	73.64	73.64	80.60	81.71	79.18	47.03	60.58	60.58	59.25	72.59	67.95	50.00	75.81	44.50	94.65	67.90	66.96
All programs	1,564	1,564	1,564	1,779	898	1,871	1,185	1,229	1,229	4,135	2,908	2,901	2,273	2,164	2,164	2,253	2,536	2,721	1,790	1,054	1,054	1,476	1,514	2,412

Appendix Table 2c. Percent Distribution of SUC program offerings, Region VI

	University of Antique (Polytechnic State College of Antique)						West Visayas State University						Western Visayas College of Science & Technology					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Program offerings																		
Programs unique to SUC	3.7	0.0	0.0	3.4	3.4	0.0	42.5	30.0	32.5	27.8	27.9	28.6	8.7	0.0	4.3	8.3	7.7	8.0
Programs offered by SUC that are also offered by a PHEI or any other SUC	96.3	100.0	100.0	96.6	96.6	100.0	57.5	70.0	67.5	72.2	72.1	71.4	91.3	100.0	95.7	91.7	92.3	92.0
Programs common to SUC and PHEIs only	7.4	10.0	10.0	6.9	6.9	5.4	7.5	10.0	7.5	5.6	9.3	10.2	4.3	4.3	4.3	12.5	7.7	12.0
Programs common to SUC and other SUCs only	18.5	23.3	23.3	13.8	13.8	8.1	5.0	20.0	20.0	16.7	16.3	12.2	34.8	39.1	34.8	29.2	26.9	24.0
Program common to SUC, other SUCs and PHEIs	70.4	66.7	66.7	75.9	75.9	86.5	45.0	40.0	40.0	50.0	46.5	49.0	52.2	56.5	56.5	50.0	57.7	56.0
Total number of programs offered by SUC	27	30	30	29	29	37	40	40	40	36	43	49	23	23	23	24	26	25
Enrollment																		
Programs unique to SUC	4.89	0.00	0.00	0.18	0.18	0.00	20.55	17.46	17.48	17.12	17.82	13.74	12.10	0.00	3.83	0.77	0.90	0.83
Programs offered by SUC that are also offered by a PHEI or any other SUC	95.11	100.00	100.00	99.82	99.82	100.00	79.45	82.54	82.52	82.88	82.18	86.26	87.90	100.00	96.17	99.23	99.10	99.17
Programs common to SUC and PHEIs only	3.50	5.33	6.31	6.87	6.87	5.55	9.61	0.56	0.54	5.71	5.31	10.18	1.25	1.20	1.20	5.49	4.07	5.58
Programs common to SUC and other SUCs only	16.18	18.84	18.27	9.67	9.67	5.32	0.71	6.48	6.48	3.04	3.16	3.17	12.40	12.13	8.30	15.47	9.25	8.77
Program common to SUC, other SUCs and PHEIs	75.42	75.83	75.41	83.29	83.29	89.13	69.13	75.50	75.50	74.13	73.71	72.92	74.26	86.67	86.67	78.27	85.78	84.82
All programs	3,596	3,529	3,929	4,511	4,511	5,998	5,455	4,983	4,983	5,863	6,082	6,632	4,977	3,578	3,578	3,769	3,979	4,103

Appendix Table 2d. Percent Distribution of SUC program offerings, Region VI

	Philippine Normal University-Cadiz						Technological University of the Philippines-Visayas						University of The Philippines-Visayas					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Program offerings																		
Programs unique to SUC	0.0	0.0	0.0	25.0	25.0	12.5	25.0	25.0	25.0	0.0	33.3	33.3	0.0	26.5	26.5	26.7	21.4	24.1
Programs offered by SUC that are also offered by a PHEI or any other SUC	100.0	100.0	100.0	75.0	75.0	87.5	75.0	75.0	75.0	100.0	66.7	66.7	100.0	73.5	73.5	73.3	78.6	75.9
Programs common to SUC and PHEIs only	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	20.6	20.6	20.0	21.4	17.2
Programs common to SUC and other SUCs only	0.0	0.0	0.0	0.0	0.0	0.0	25.0	25.0	25.0	33.3	0.0	0.0	0.0	20.6	20.6	23.3	21.4	27.6
Program common to SUC, other SUCs and PHEIs	100.0	100.0	100.0	75.0	75.0	87.5	50.0	50.0	50.0	66.7	66.7	66.7	0.0	32.4	32.4	30.0	35.7	31.0
Total number of programs offered by SUC	6	6	6	8	8	8	4	4	4	3	3	3	56	34	34	30	28	29
Enrollment																		
Programs unique to SUC	0.00	0.00	0.00	0.00	0.00	0.00	9.14	9.14	9.14	0.00	5.18	4.96	na	15.08	15.08	12.32	10.37	13.40
Programs offered by SUC that are also offered by a PHEI or any other SUC	100.00	100.00	100.00	100.00	100.00	100.00	90.86	90.86	90.86	100.00	94.82	95.04	na	84.92	84.92	87.68	89.63	86.60
Programs common to SUC and PHEIs only	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	na	12.60	12.60	12.45	12.92	8.71
Programs common to SUC and other SUCs only	0.00	0.00	0.00	0.00	0.00	0.00	11.68	11.68	11.68	9.09	0.00	0.00	na	25.03	25.03	25.19	25.47	28.92
Program common to SUC, other SUCs and PHEIs	100.00	100.00	100.00	100.00	100.00	100.00	79.19	79.19	79.19	90.91	94.82	95.04	na	47.30	47.30	50.04	51.23	48.98
All programs	1,419	1,556	1,556	3,038	1,529	1,312	394	394	394	319	193	141	na	4,835	4,835	2,338	2,430	2,642

Appendix Table 3a. Percent Distribution of SUC program offerings, Region VII

	Cebu Normal University						Cebu Technological University						Negros Oriental State University					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Programs offered																		
Programs unique to SUC	16.7	13.0	25.0	12.9	27.9	26.8	6.7	0.0	19.0	9.5	3.8	7.1	12.7	10.0	12.5	6.8	6.8	3.1
Programs offered by SUC that are also offered by a PHEI or any other SUC	83.3	87.0	75.0	87.1	72.1	73.2	93.3	100.0	81.0	90.5	96.2	92.9	87.3	90.0	87.5	93.2	93.2	96.9
Programs common to SUC and PHEIs only	33.3	34.8	28.1	32.3	27.9	26.8	0.0	0.0	0.0	0.0	3.8	3.6	27.0	26.7	18.8	23.7	23.7	9.2
Programs common to SUC and other SUCs only	4.2	4.3	6.3	0.0	4.7	2.4	20.0	33.3	19.0	19.0	19.2	14.3	7.9	8.3	12.5	8.5	10.2	15.4
Program common to SUC, other SUCs and PHEIs	45.8	47.8	40.6	54.8	39.5	43.9	73.3	66.7	61.9	71.4	73.1	75.0	52.4	55.0	56.3	61.0	59.3	72.3
Total number of programs offered by SUC	24	23	32	31	43	41	15	15	21	21	26	28	63	60	64	59	59	65
Enrollment																		
Programs unique to SUC	1.0	0.5	2.6	0.8	2.6	2.5	1.4	0.0	3.7	1.0	3.5	2.8	6.3	8.3	0.6	0.3	0.3	1.3
Programs offered by SUC that are also offered by a PHEI or any other SUC	99.0	99.5	97.4	99.2	97.4	97.5	98.6	100.0	96.3	99.0	96.5	97.2	93.7	91.7	99.4	99.7	99.7	98.7
Programs common to SUC and PHEIs only	9.3	10.2	12.6	15.0	21.5	23.6	0.0	0.0	0.0	0.0	0.3	0.4	2.5	3.9	1.9	4.2	4.1	4.1
Programs common to SUC and other SUCs only	3.2	2.5	2.9	0.0	0.0	0.0	19.8	22.0	17.8	6.4	4.2	2.9	26.4	21.2	28.6	8.6	8.6	8.4
Program common to SUC, other SUCs and PHEIs	86.5	86.8	81.9	84.2	75.9	73.9	78.8	78.0	78.5	92.6	92.0	93.9	64.7	66.5	68.9	86.9	87.0	86.1
All programs	5,099	5,514	5,762	6,753	7,015	7,306	2,702	2,161	2,305	2,305	4,919	6,332	8,107	7,080	7,246	7,246	7,246	8,668

Appendix Table 3b. Percent Distribution of SUC program offerings, Region VII

	Siquijor State College						Bohol Island State University						University of the Philippines-College of Cebu					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Programs offered																		
Programs unique to SUC	14.3	14.3	14.3	5.9	5.9	5.9	10.0	8.3	23.1	15.4	13.3	6.7	0.0	0.0	0.0	16.7	15.4	14.3
Programs offered by SUC that are also offered by a PHEI or any other SUC	85.7	85.7	85.7	94.1	94.1	94.1	90.0	91.7	76.9	84.6	86.7	93.3	100.0	100.0	100.0	83.3	84.6	85.7
Programs common to SUC and PHEIs only	0.0	0.0	0.0	0.0	0.0	0.0	10.0	8.3	0.0	7.7	6.7	6.7	100.0	100.0	100.0	25.0	23.1	28.6
Programs common to SUC and other SUCs only	7.1	7.1	7.1	0.0	0.0	0.0	20.0	16.7	15.4	7.7	6.7	13.3	0.0	0.0	0.0	0.0	0.0	0.0
Program common to SUC, other SUCs and PHEIs	78.6	78.6	78.6	94.1	94.1	94.1	60.0	66.7	61.5	69.2	73.3	73.3	0.0	0.0	0.0	58.3	61.5	57.1
Total number of programs offered by SUC	14	14	14	17	17	17	10	12	13	13	15	15	69	67	69	12	13	14
Enrollment																		
Programs unique to SUC	10.0	9.8	na	0.2	0.0	0.2	6.3	5.7	8.3	7.0	4.4	0.7	na	na	na	23.1	26.0	19.1
Programs offered by SUC that are also offered by a PHEI or any other SUC	90.0	90.2	na	99.8	100.0	99.8	93.7	94.3	91.7	93.0	95.6	99.3	na	na	na	76.9	74.0	80.9
Programs common to SUC and PHEIs only	0.0	0.0	na	0.0	0.0	0.0	0.7	0.8	0.0	3.3	1.2	1.9	na	na	na	12.9	4.6	10.9
Programs common to SUC and other SUCs only	14.8	14.4	na	0.0	0.0	0.0	16.2	19.9	22.3	3.1	1.4	3.5	na	na	na	0.0	0.0	0.0
Program common to SUC, other SUCs and PHEIs	75.2	75.8	na	99.8	100.0	99.8	76.8	73.5	69.4	86.6	93.0	93.8	na	na	na	64.0	69.4	70.0
All programs	1,356	1,228	na	1,243	1,652	2,144	1,018	943	870	902	1,180	1,607	na	na	na	1,138	1,157	1,224

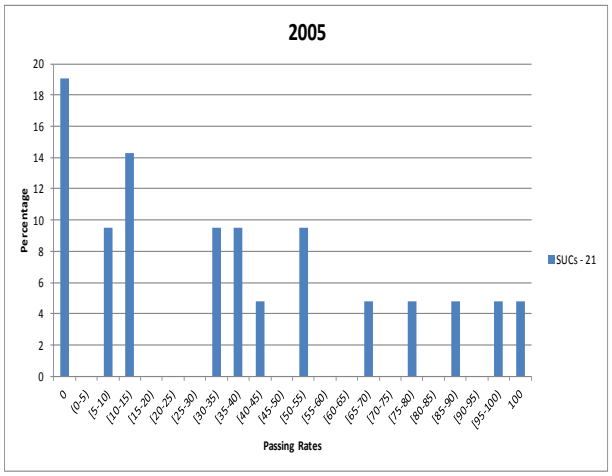
Appendix Table 4a. Percent Distribution of SUC program offerings, Region XI

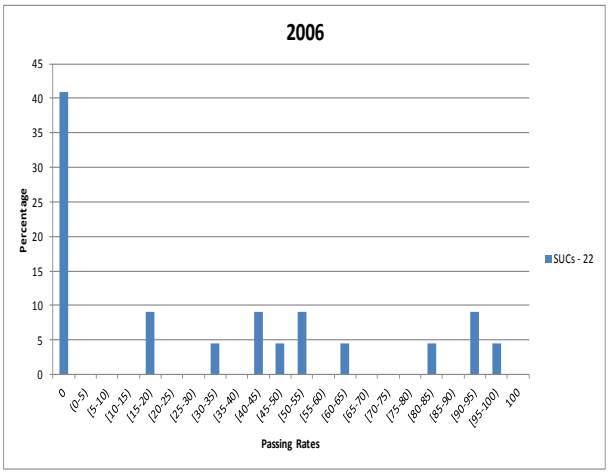
	Davao del Norte State College						Davao Oriental State College of Science and Technology						Southern Ph Agri-Business, Marine & Aquatic School of Tech.					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Programs offered																		
Programs unique to SUC	28.6	28.6	28.6	21.4	26.7	31.3	13.3	13.3	14.3	14.3	11.8	11.8	12.5	12.5	0.0	12.5	10.0	10.0
Programs offered by SUCs that are also offered by any other SUC or PHEIs	71.4	71.4	71.4	78.6	73.3	68.8	86.7	86.7	85.7	85.7	88.2	88.2	87.5	87.5	100.0	87.5	90.0	90.0
Programs common to SUC and PHEIs only	14.3	14.3	14.3	14.3	20.0	12.5	13.3	13.3	14.3	14.3	23.5	23.5	0.0	0.0	12.5	12.5	0.0	0.0
Programs common to SUC and other SUCs only	21.4	21.4	21.4	21.4	20.0	31.3	13.3	13.3	14.3	14.3	11.8	11.8	37.5	37.5	37.5	25.0	40.0	50.0
Programs common to SUC, other SUCs and PHEIs	35.7	35.7	35.7	42.9	33.3	25.0	60.0	60.0	57.1	57.1	52.9	52.9	50.0	50.0	50.0	50.0	50.0	40.0
Total number of programs offerred by SUC	14	14	14	14	15	16	15	15	14	14	17	17	8	8	8	8	10	10
Enrollment																		
Programs unique to SUC	6.0	6.0	6.0	4.3	1.9	5.1	3.1	3.1	4.6	4.6	6.7	6.0	6.7	6.7	0.0	2.6	0.5	0.4
Programs offered by SUCs that are also offered by any other SUC or PHEIs	94.0	94.0	94.0	95.7	98.1	94.9	96.9	96.9	95.4	95.4	93.3	94.0	93.3	93.3	100.0	97.4	99.5	99.6
Programs common to SUC and PHEIs only	7.2	7.2	7.2	13.7	30.6	10.4	15.5	15.5	15.2	15.2	21.6	24.2	0.0	0.0	6.7	0.6	0.0	0.0
Programs common to SUC and other SUCs only	12.2	12.2	12.2	0.9	0.5	19.3	16.6	16.6	13.8	13.8	11.5	10.5	56.7	56.7	56.7	50.4	41.5	46.9
Programs common to SUC, other SUCs and PHEIs	74.6	74.6	74.6	81.2	66.9	65.2	64.8	64.8	66.4	66.4	60.1	59.3	36.6	36.6	36.6	46.4	58.0	52.7
All programs	500	500	500	329	366	747	1,849	1,849	1,902	1,902	2,808	3,433	716	716	716	718	602	740

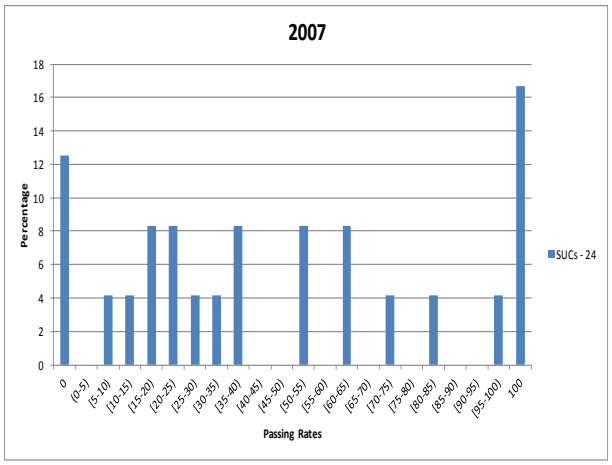
Appendix Table 4b. Percent Distribution of SUC program offerings, Region XI

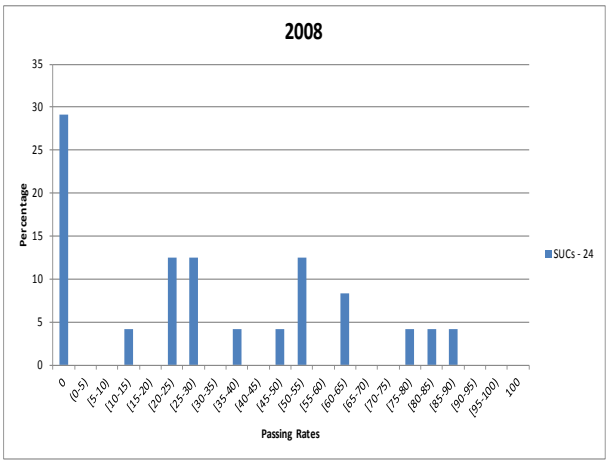
	University of Southeastern Philippines						University of the Philippines-Mindanao					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Programs offered												
Programs unique to SUC	36.4	36.4	36.4	36.6	29.5	37.8	43.8	42.9	35.7	37.5	36.4	20.0
Programs offerred by SUCs that are also offerred by any other SUC or PHEIs	63.6	63.6	63.6	63.4	70.5	62.2	56.3	57.1	64.3	62.5	63.6	80.0
Programs common to SUC and PHEIs only	9.1	9.1	9.1	22.0	31.8	24.4	25.0	21.4	28.6	25.0	27.3	30.0
Programs common to SUC and other SUCs only	6.1	6.1	6.1	4.9	4.5	4.4	0.0	0.0	0.0	6.3	9.1	20.0
Programs common to SUC, other SUCs and PHEIs	48.5	48.5	48.5	36.6	34.1	33.3	31.3	35.7	35.7	31.3	27.3	30.0
Total number of programs offerred by SUC	33	33	33	41	44	45	16	14	14	16	11	10
Enrollment												
Programs unique to SUC	12.1	12.1	12.1	11.3	11.0	12.7	20.2	24.4	19.3	9.7	17.1	8.7
Programs offerred by SUCs that are also offerred by any other SUC or PHEIs	87.9	87.9	87.9	88.7	89.0	87.3	79.8	75.6	80.7	90.3	82.9	91.3
Programs common to SUC and PHEIs only	9.6	9.6	9.6	14.3	23.3	25.8	34.2	37.7	33.7	36.7	27.9	39.2
Programs common to SUC and other SUCs only	5.7	5.7	5.7	4.6	3.8	3.6	0.0	0.0	0.0	5.1	5.7	18.9
Programs common to SUC, other SUCs and PHEIs	72.6	72.6	72.6	69.8	61.8	57.8	45.6	37.9	47.0	48.5	49.3	33.2
All programs	5,858	5,858	5,858	5,895	8,181	8,482	872	780	914	845	753	909

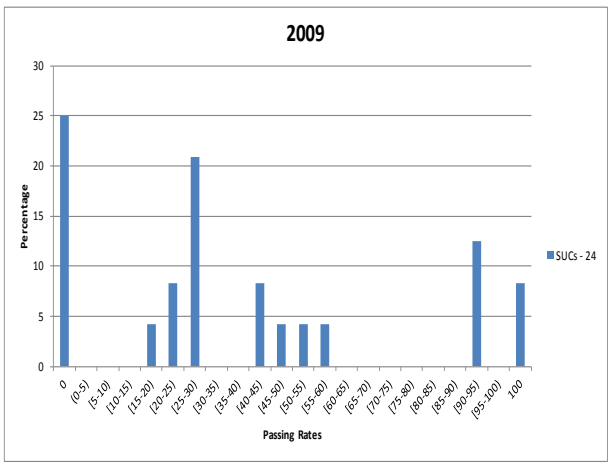
Appendix Figure 1a. Percentage Distribution of SUCs classified as to passing rate in chemisty PBE, 2005-2010

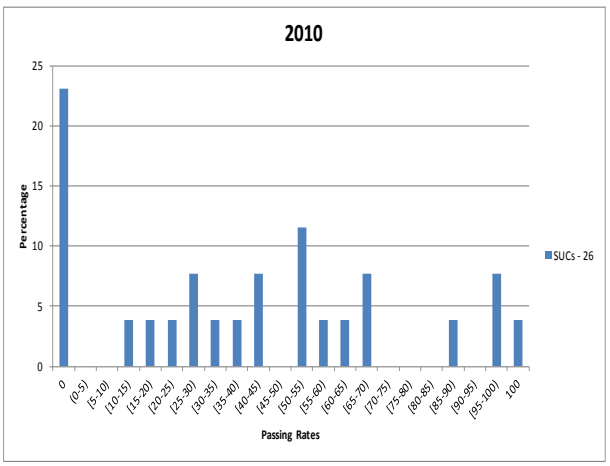




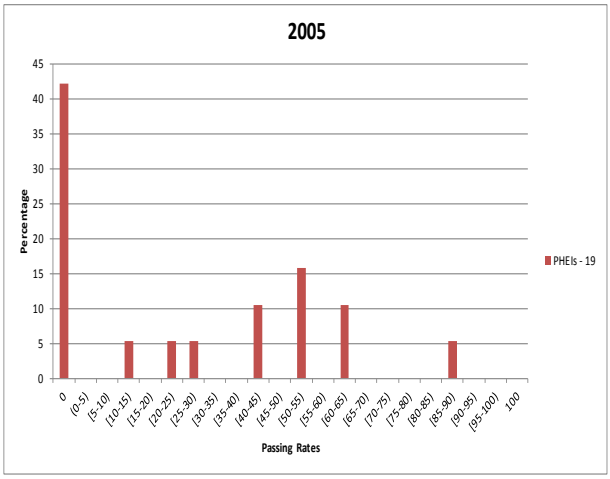


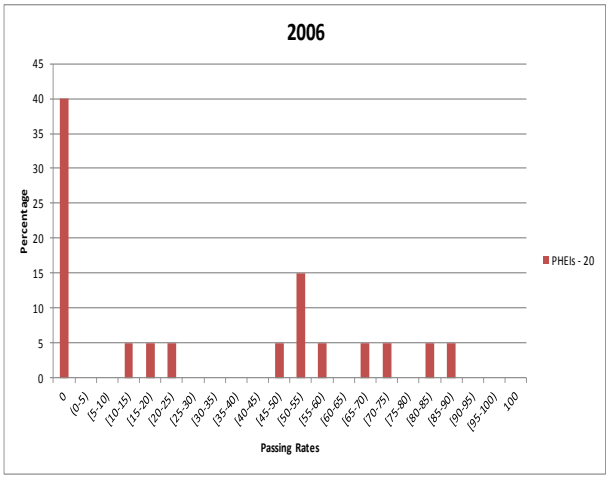


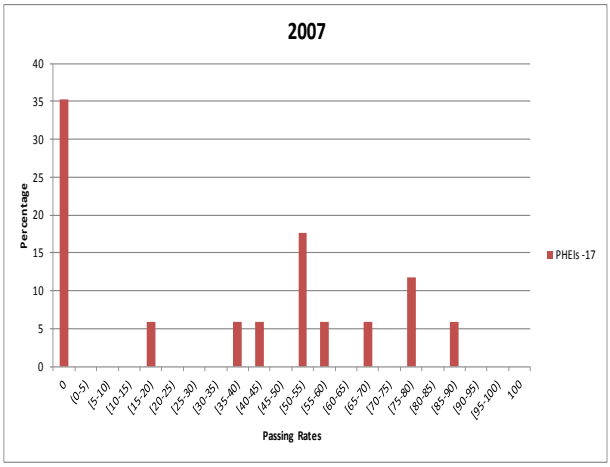


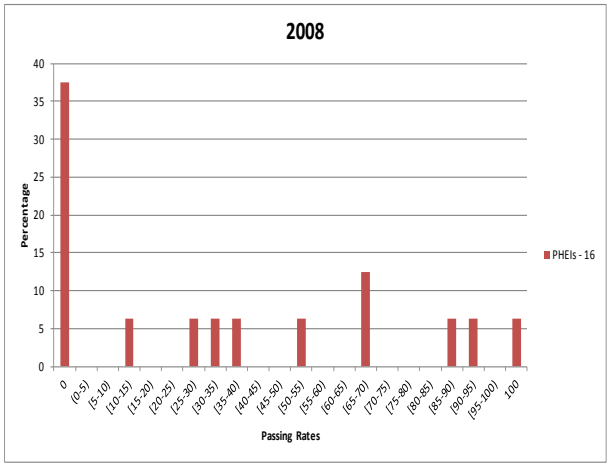


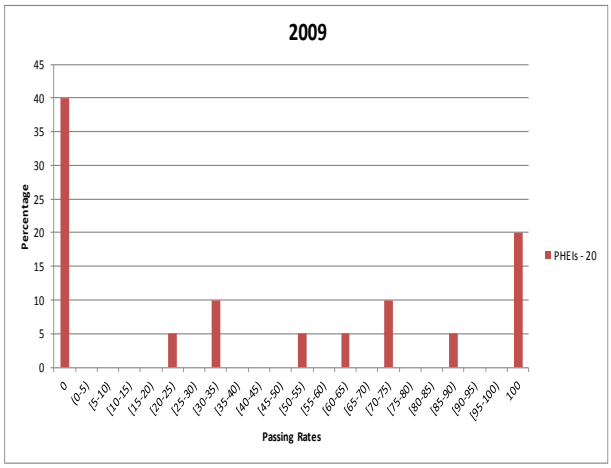
Appendix Figure 1b. Percentage Distribution of PHEIs classified as to passing rate in chemisty PBE, 2005-2010

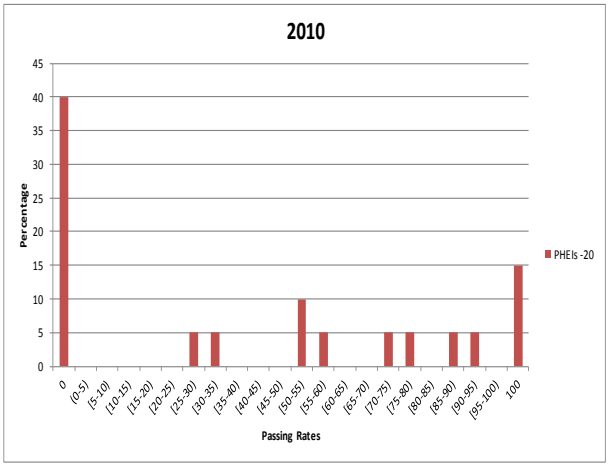




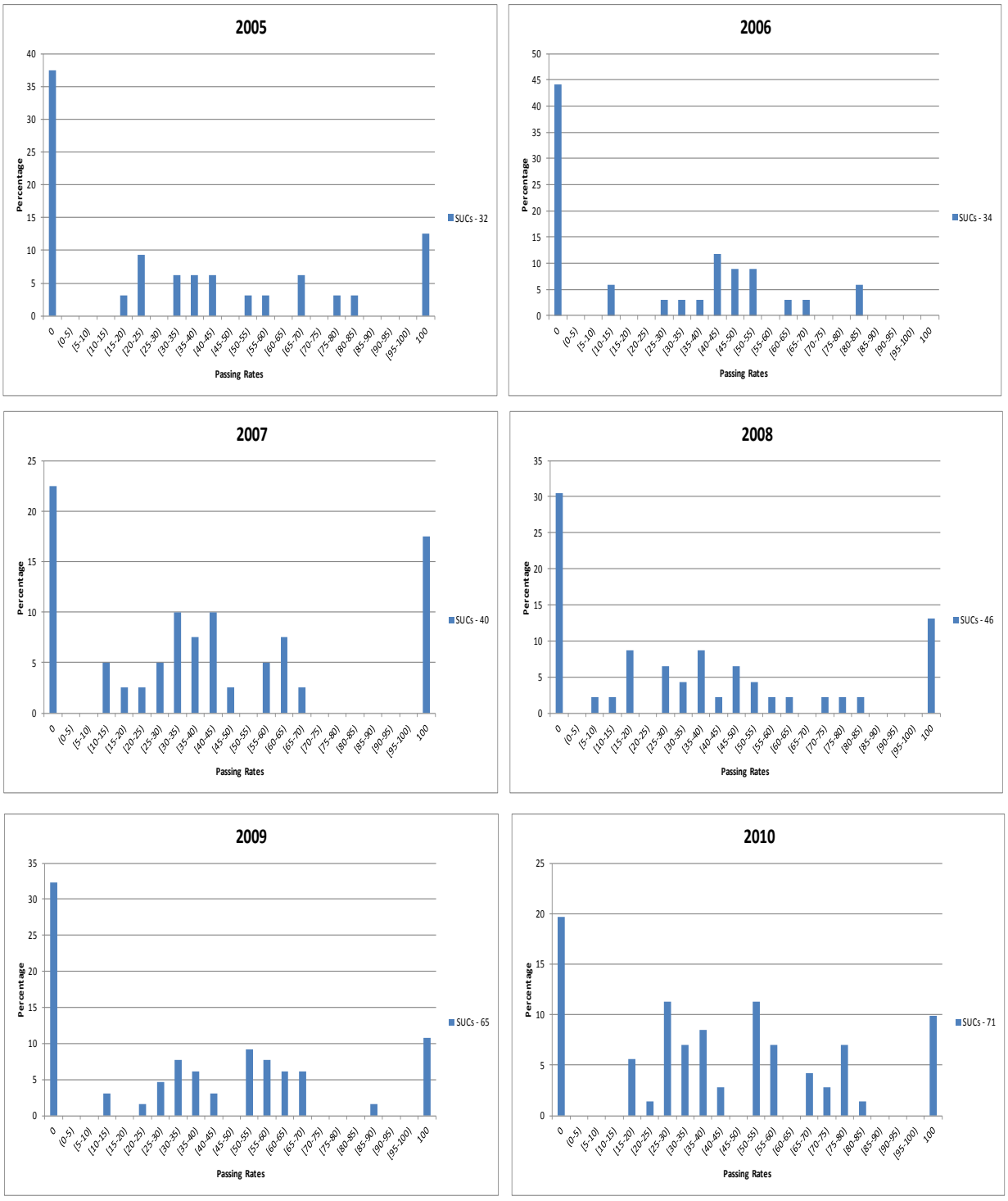




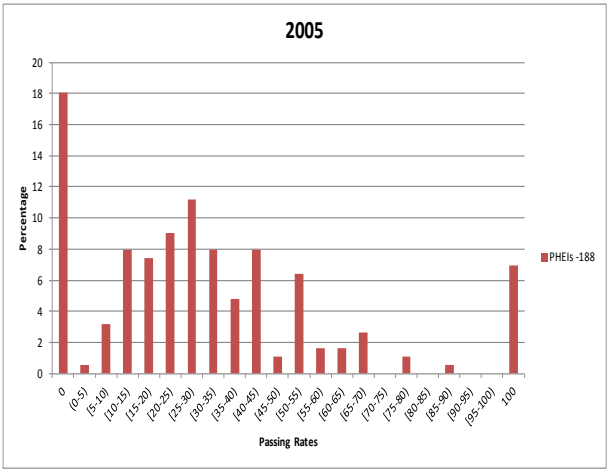


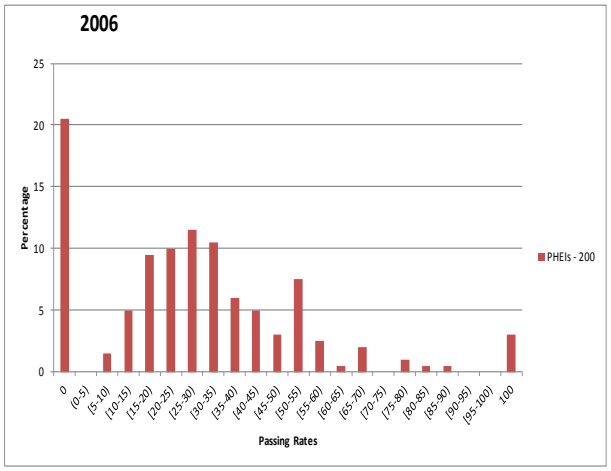


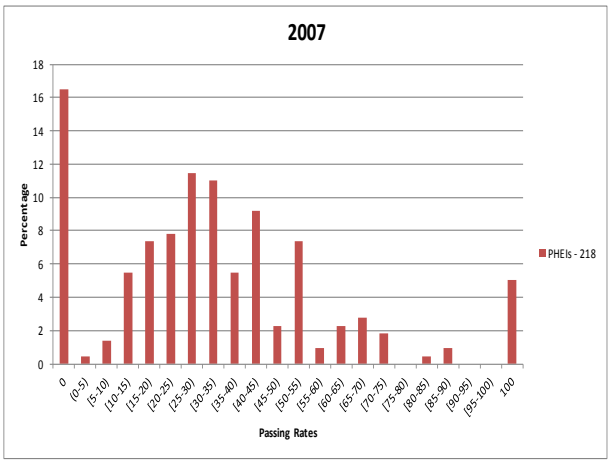
Appendix Figure 2a. Percentage Distribution of SUCs classified as to passing rate in criminoloy PBE, 2005-2010

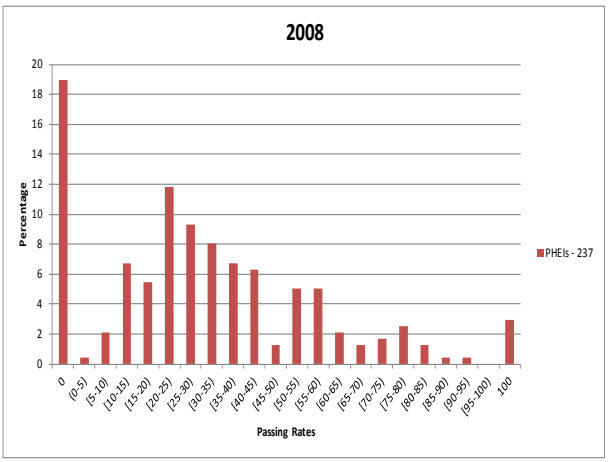


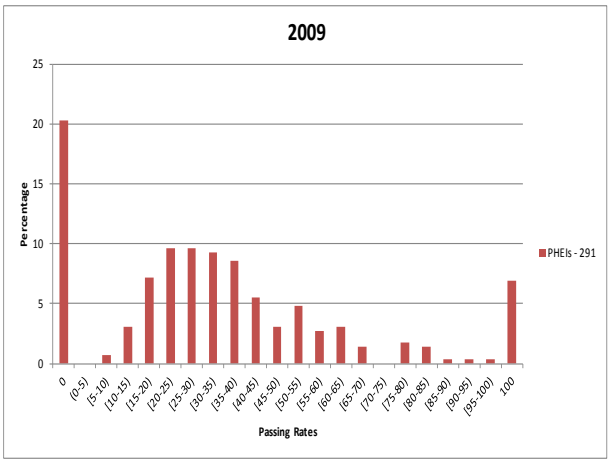
Appendix Figure 2b. Percentage Distribution of PHEIs classified as to passing rate in criminoloy PBE, 2005-2010

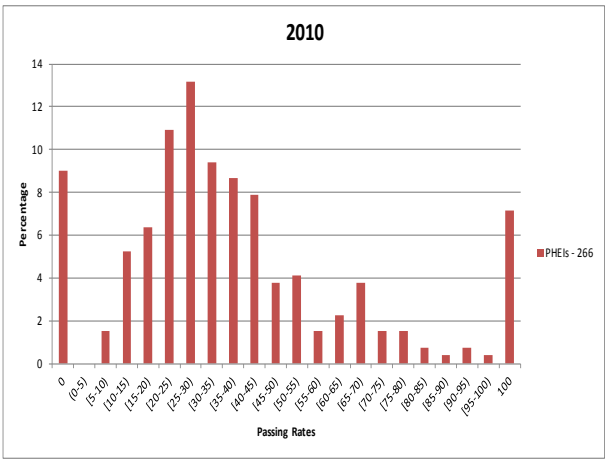




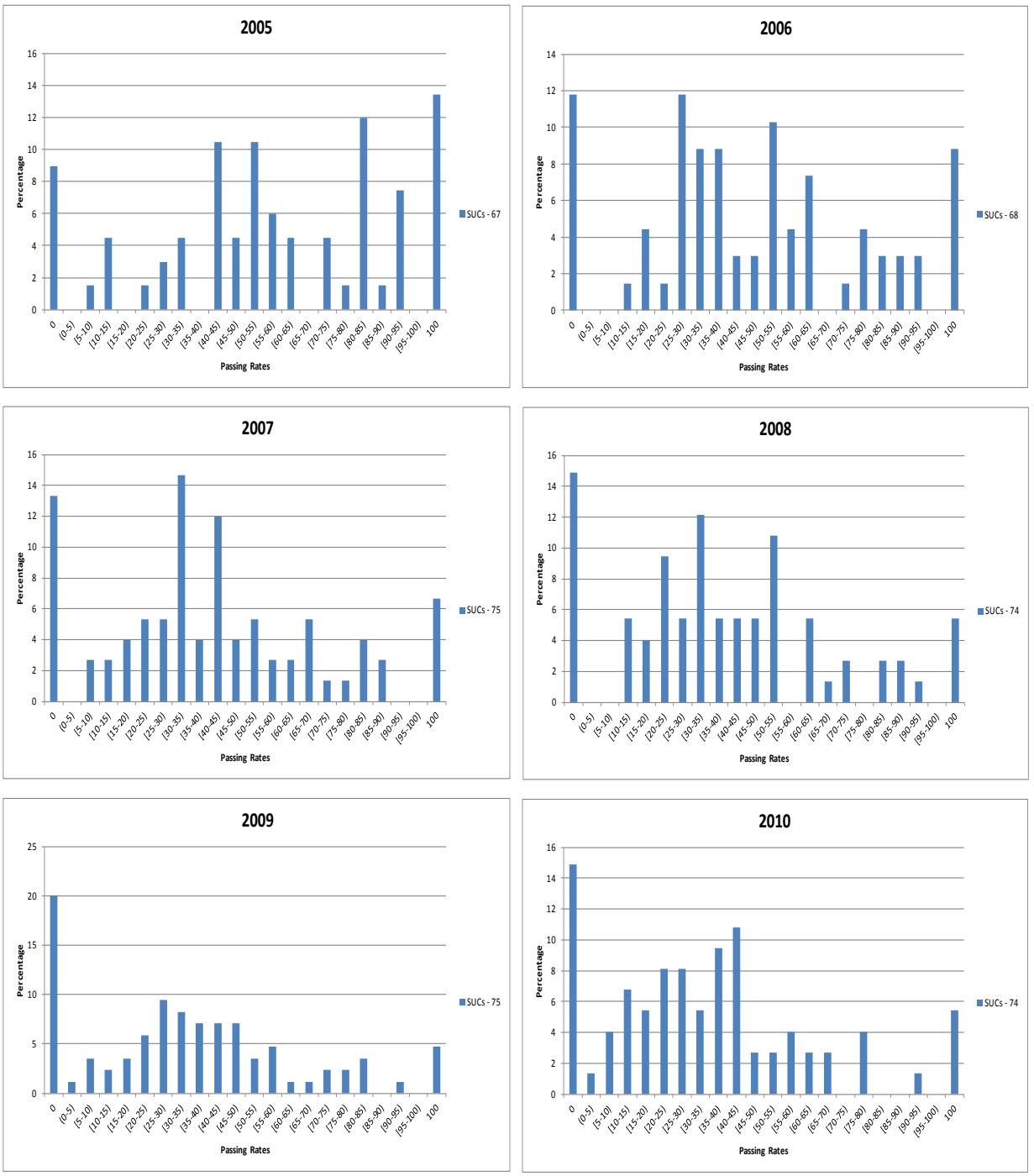




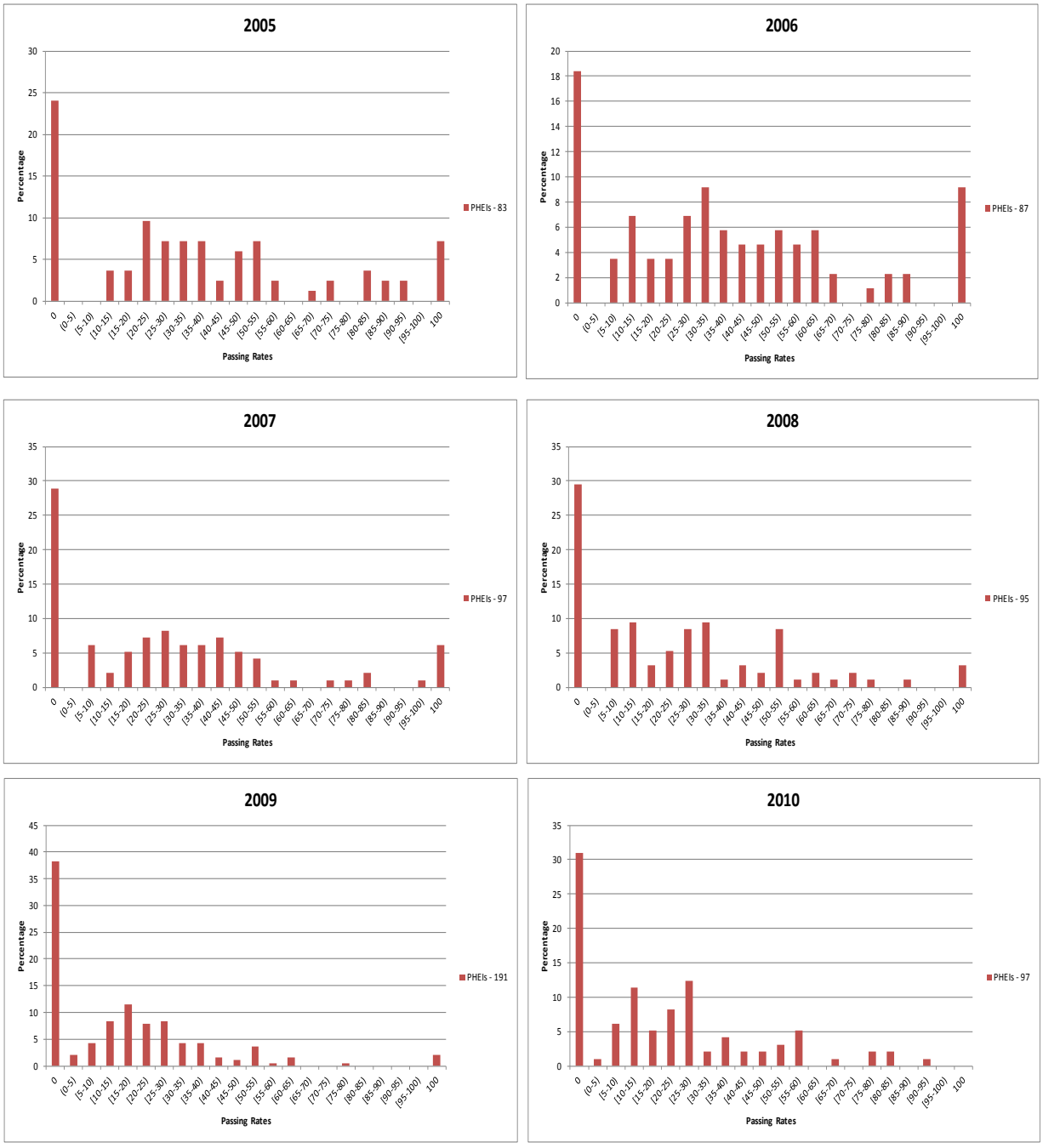




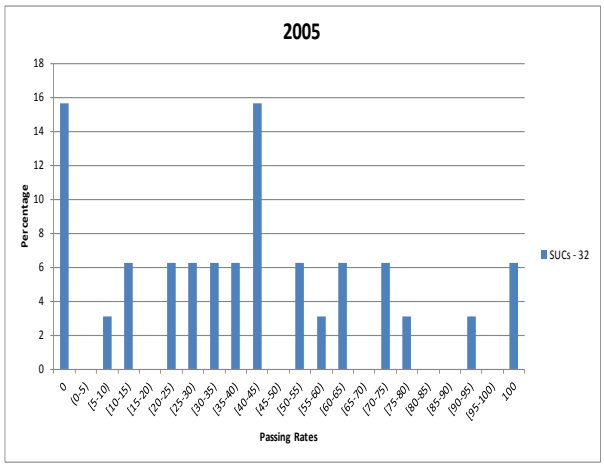
Appendix Figure 3a. Percentage Distribution of SUCs classified as to passing rate in electrical engineering PBE, 2005-2010

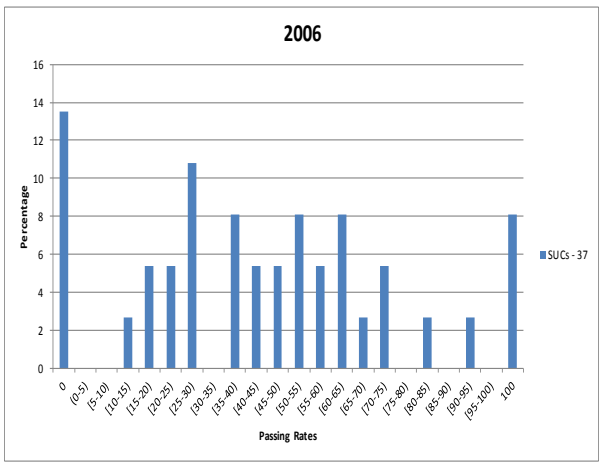


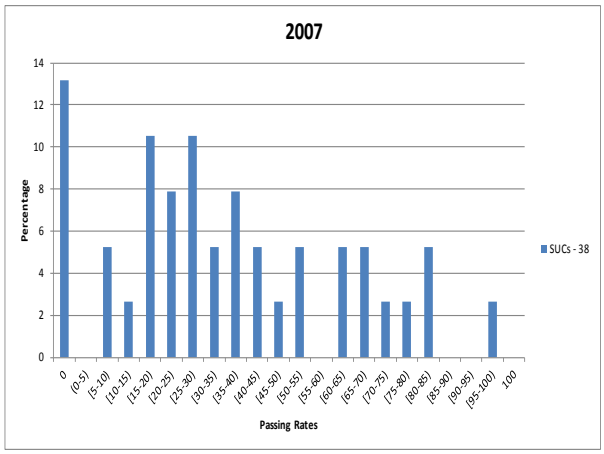
Appendix Figure 3b: Percentage Distribution of PHEIs classified as to passing rate in electrical engineering PBE, 2005-2010

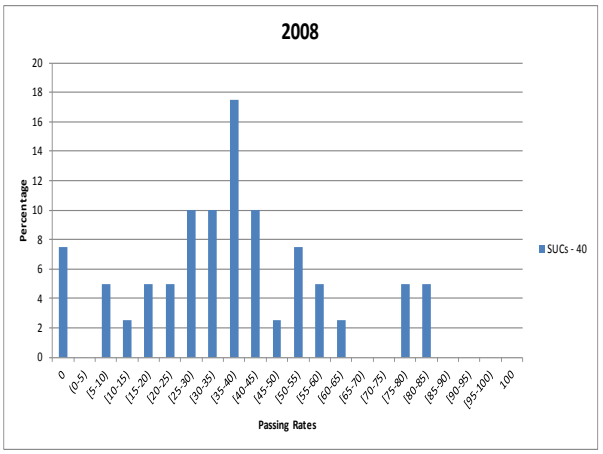


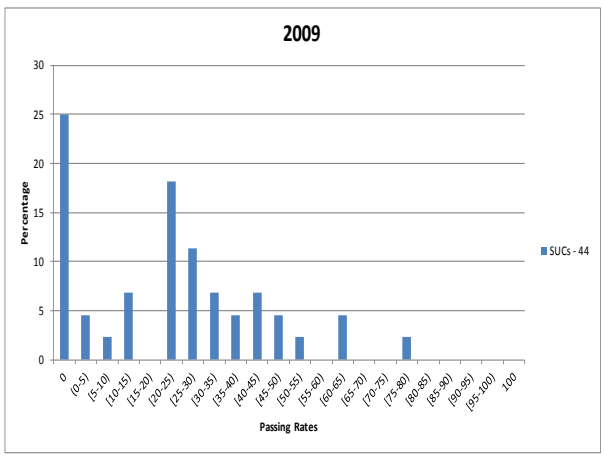
Appendix Figure 4a. Percentage Distribution of SUCs classified as to passing rate in electronics and communications engineering PBE, 2005-2010

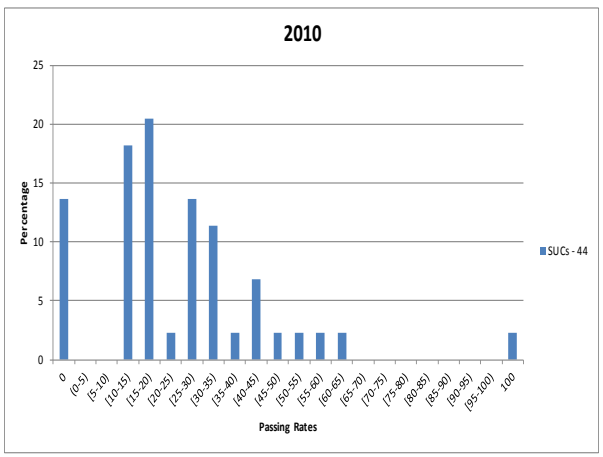




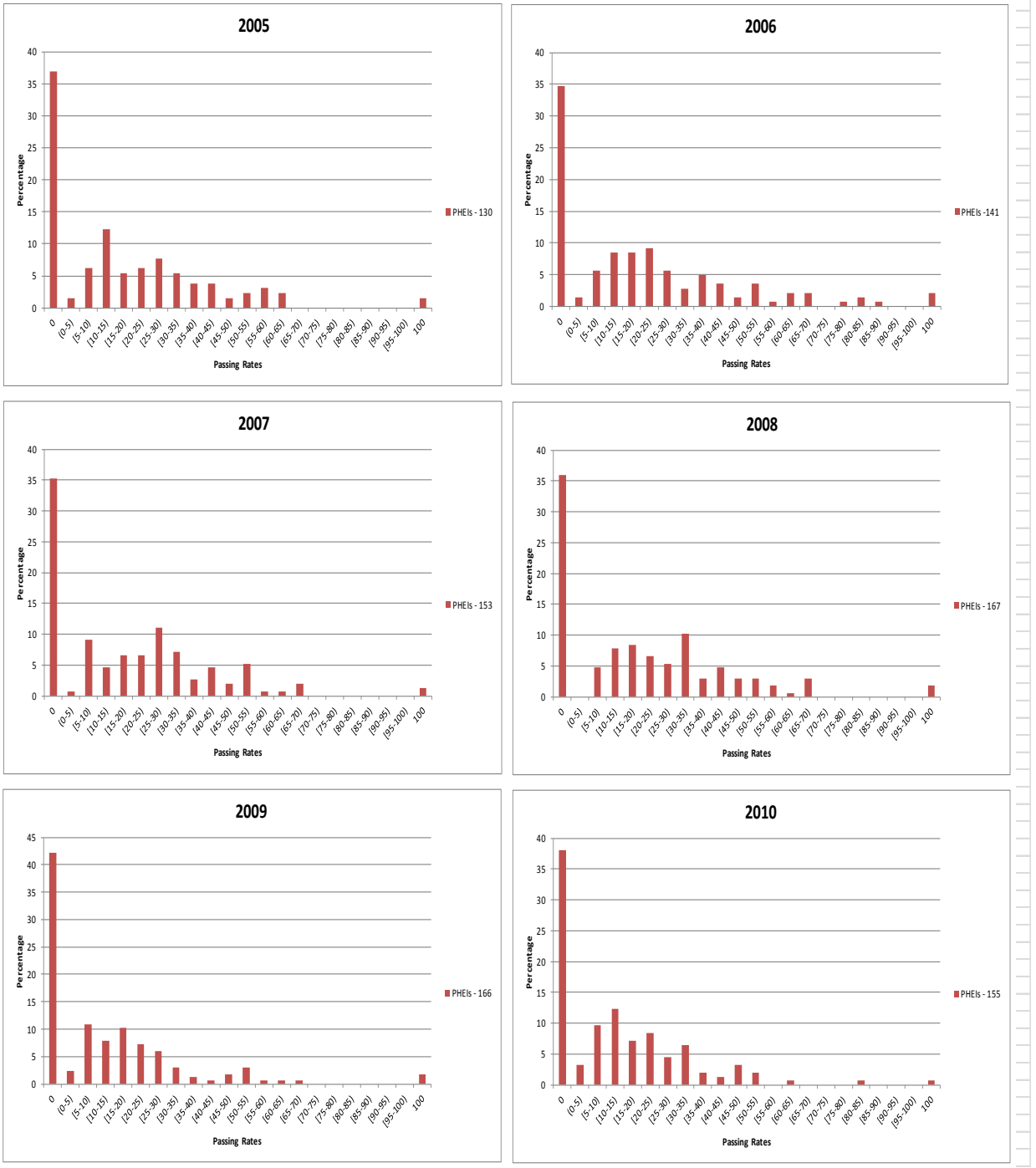




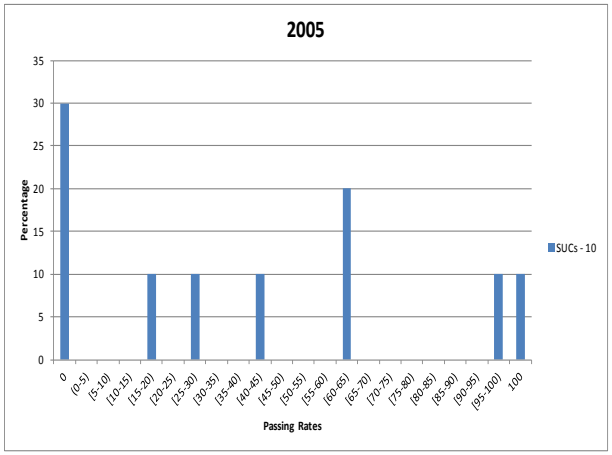


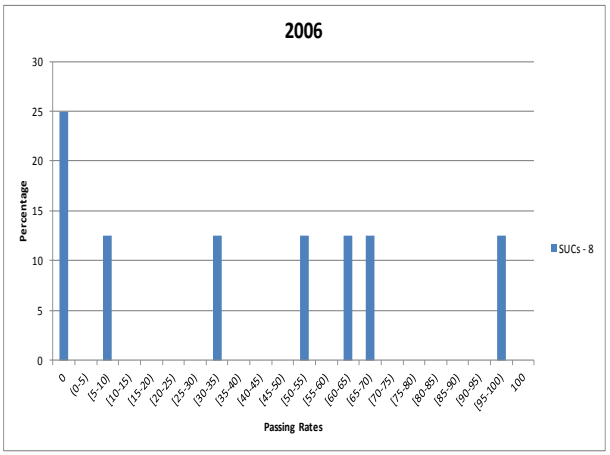


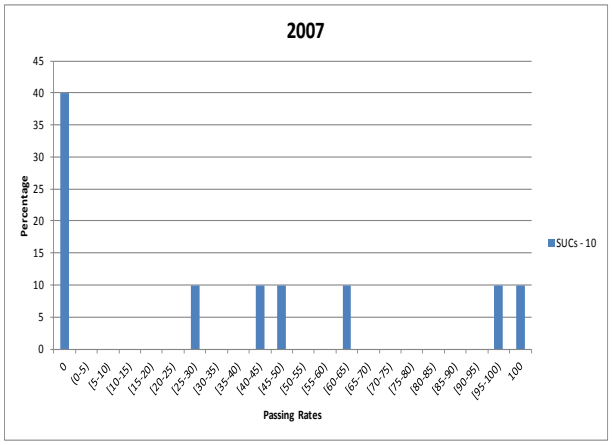
Appendix Figure 4b. Percentage Distribution of PHEIs classified as to passing rate in electronics and communications engineering PBE, 2005-2010

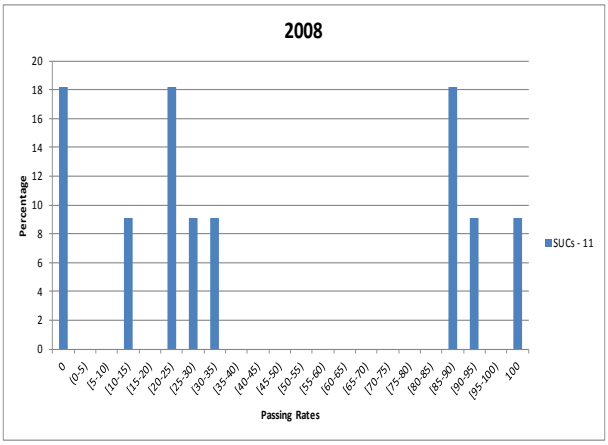


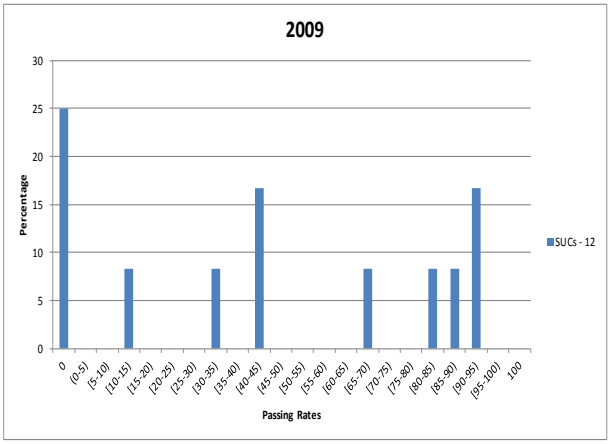
Appendix Figure 5a. Percentage Distribution of SUCs classified as to passing rate in geodetic engineering PBE, 2005-2010

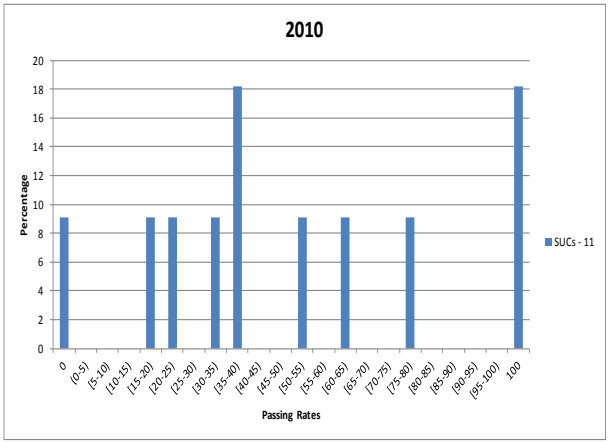




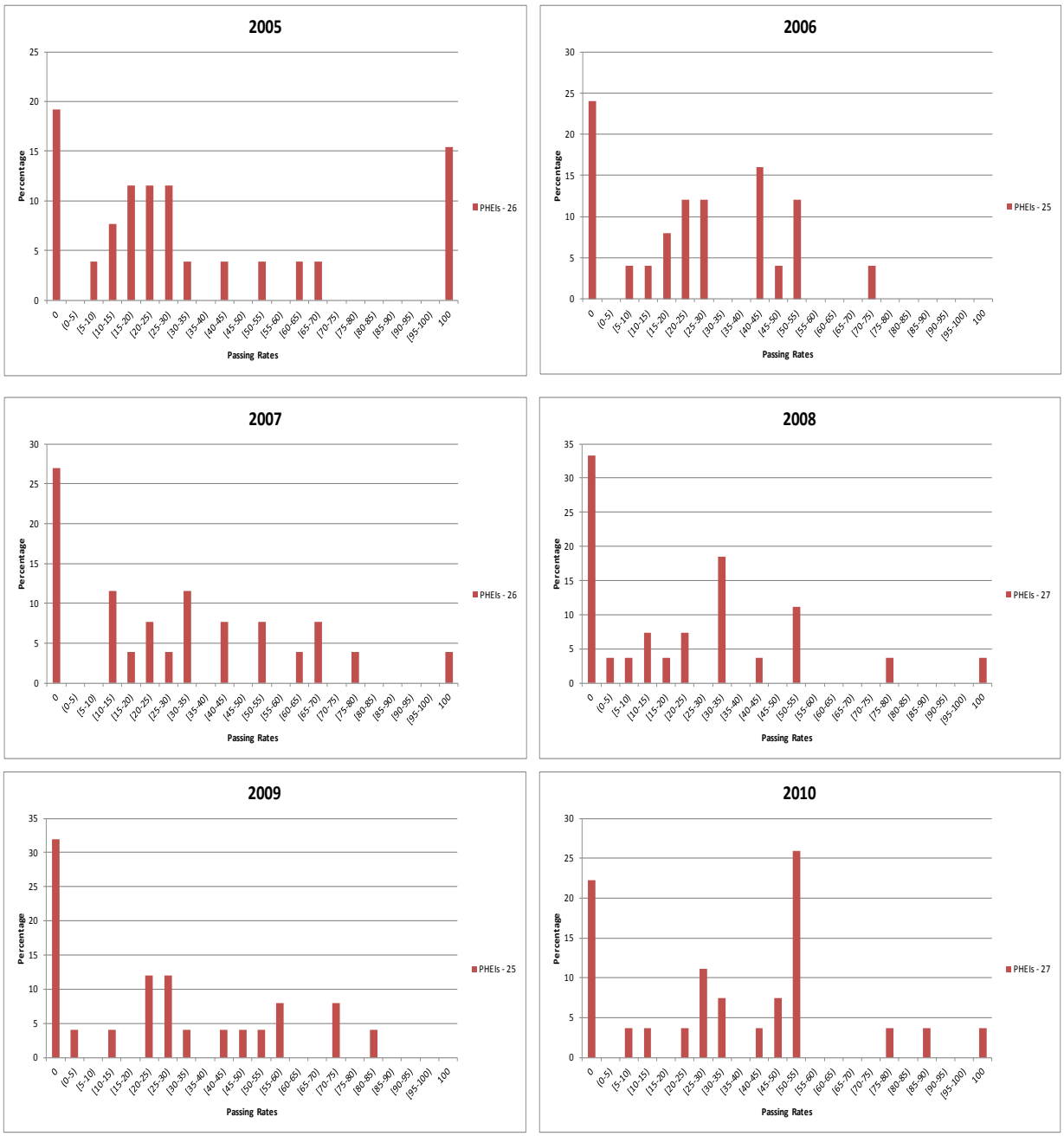




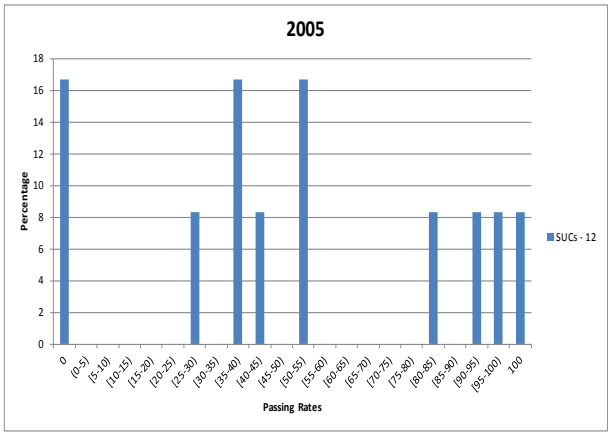


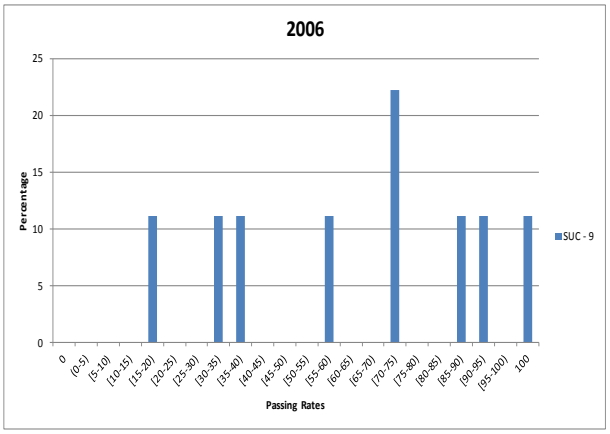


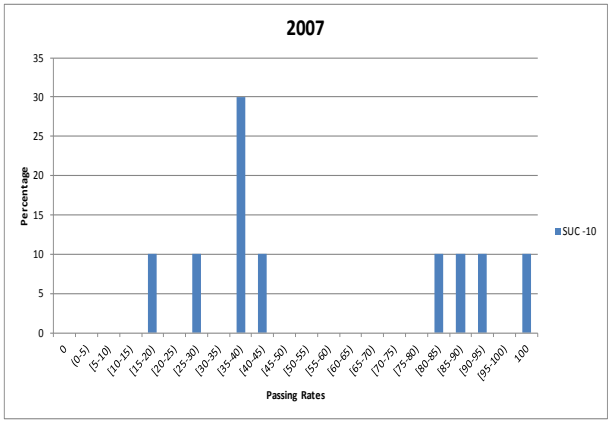
Appendix Figure 5b. Percentage Distribution of PHEIs classified as to passing rate in geodetic engineering PBE, 2005-2010

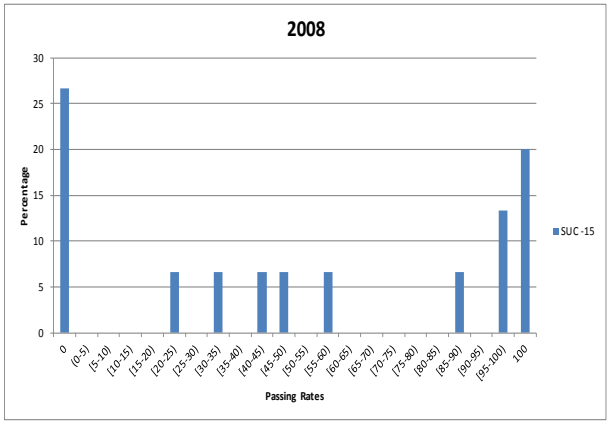


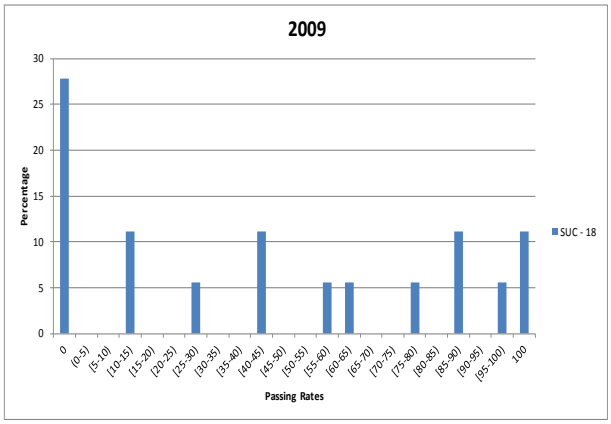
Appendix Figure 6a. Percentage Distribution of SUCs classified as to passing rate in social work PBE, 2005-2010

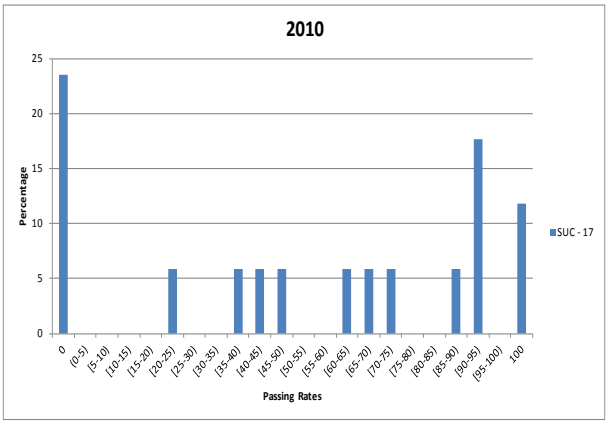




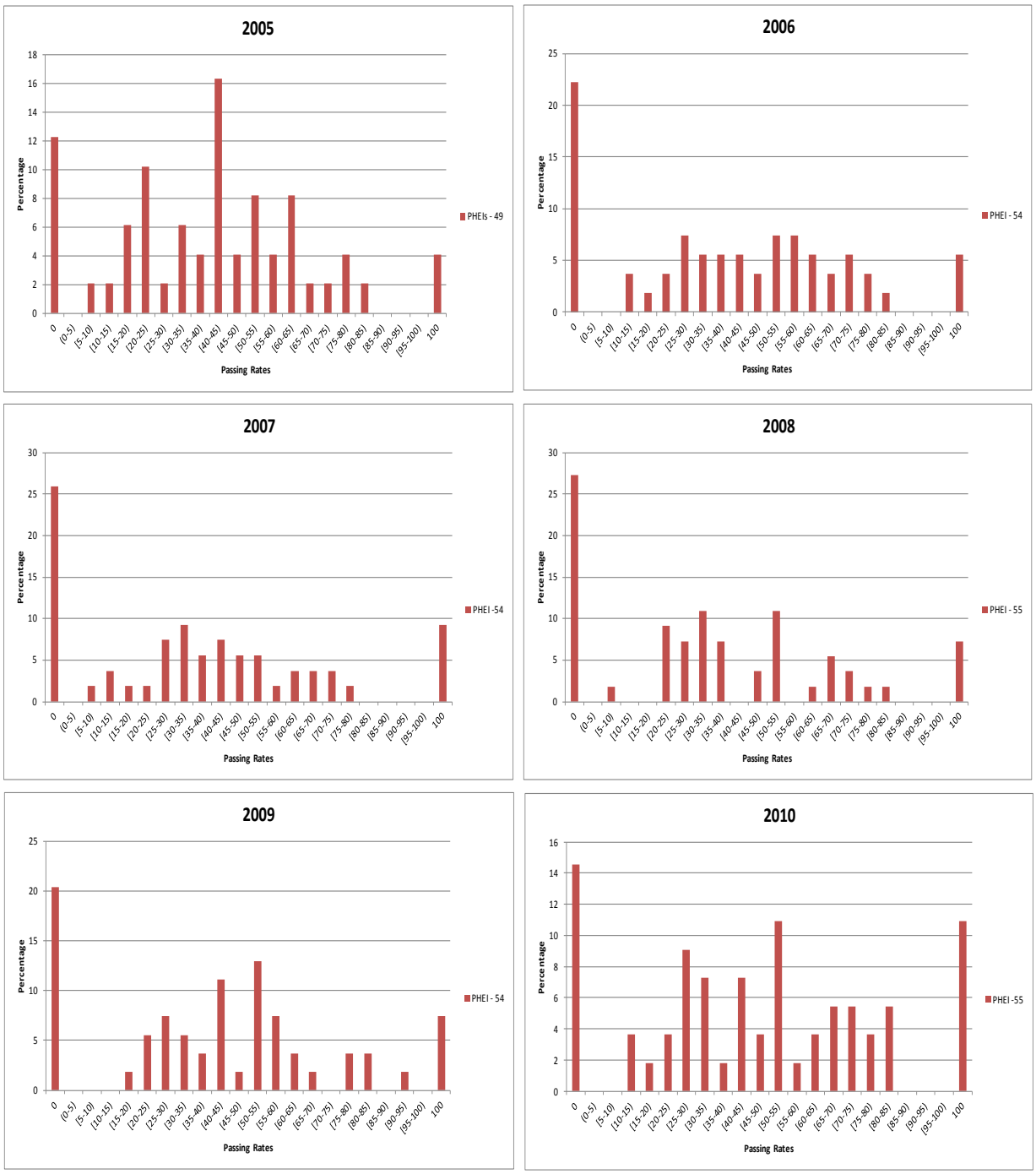




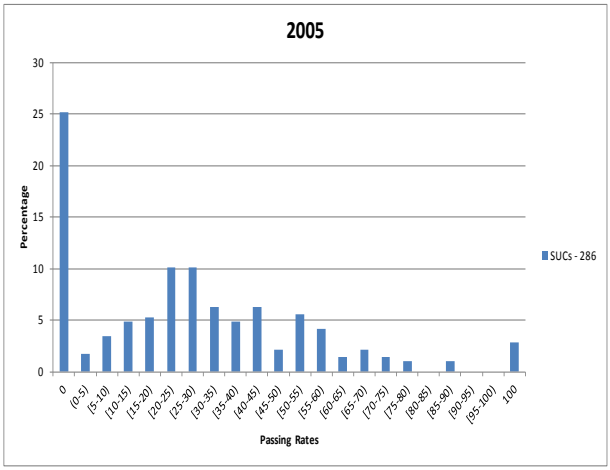


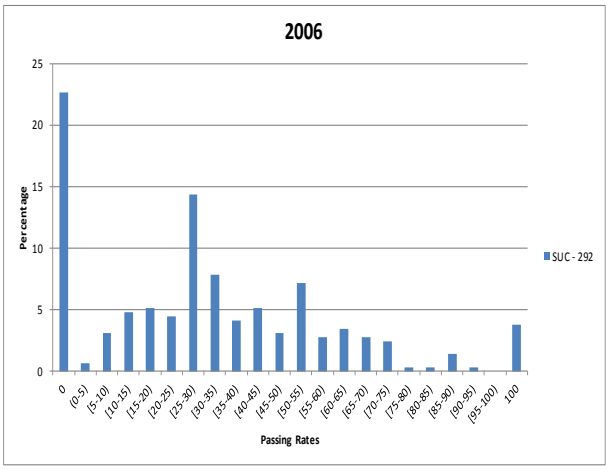


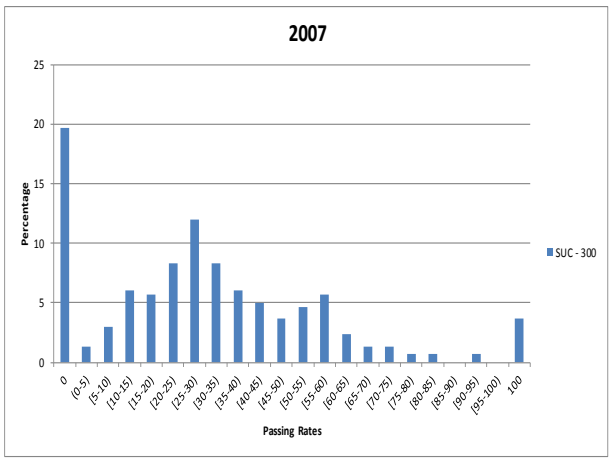
Appendix Figure 6b. Percentage Distribution of PHEIs classified as to passing rate in social work PBE, 2005-2010

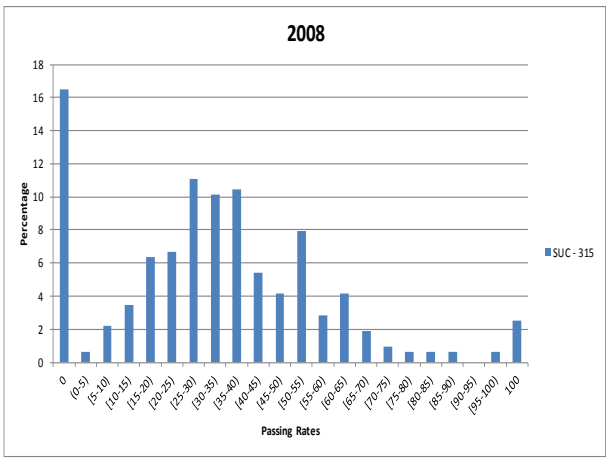


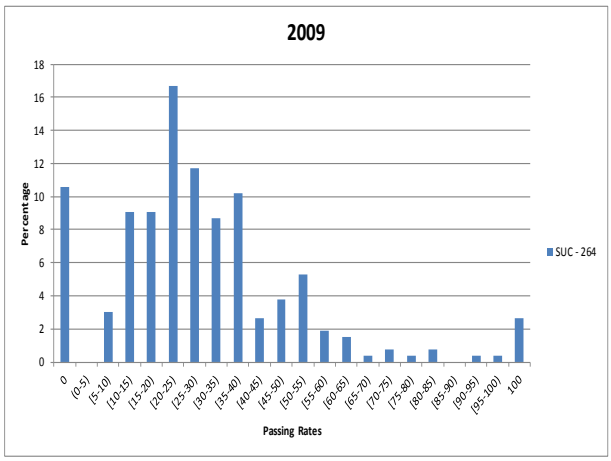
Appendix Figure 7a. Percentage Distribution of SUCs classified as to passing rate in elementary education PBE, 2005-2010

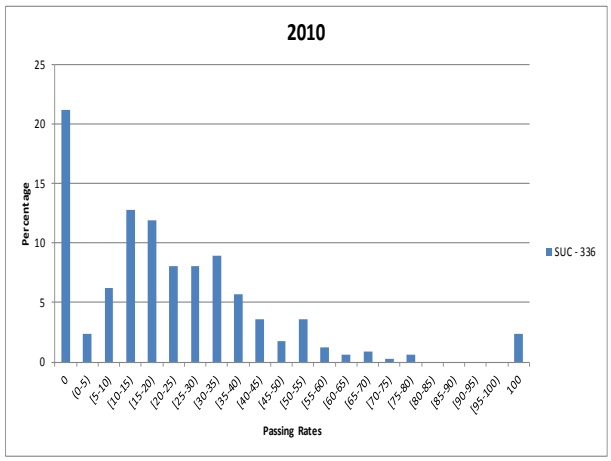




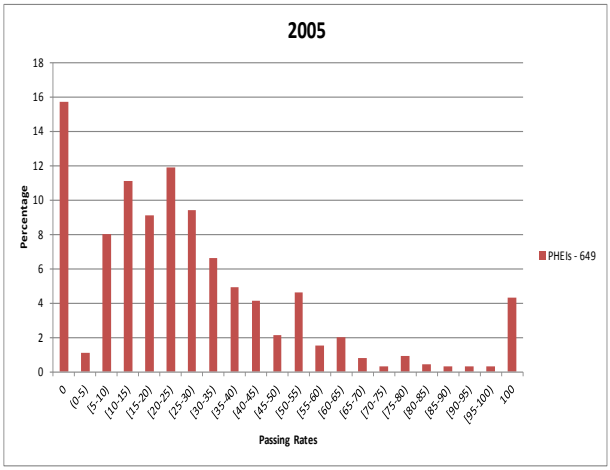


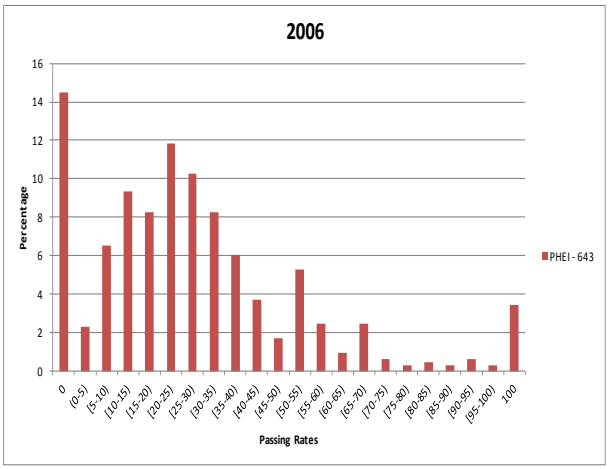


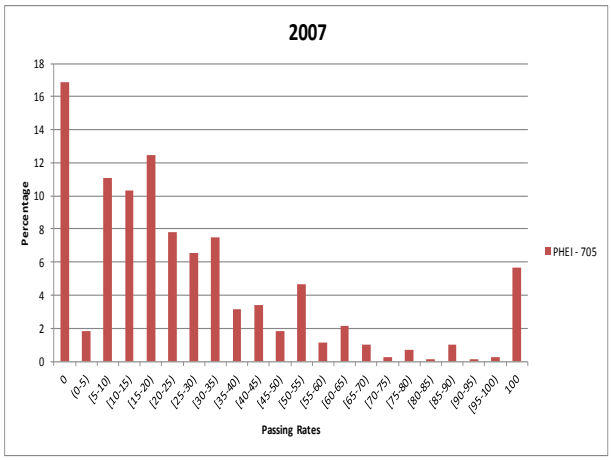


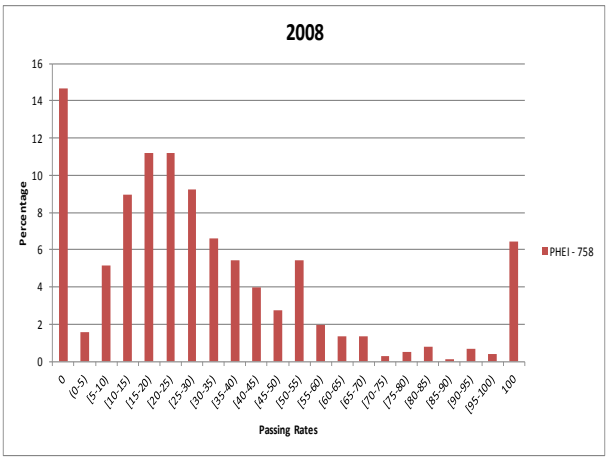


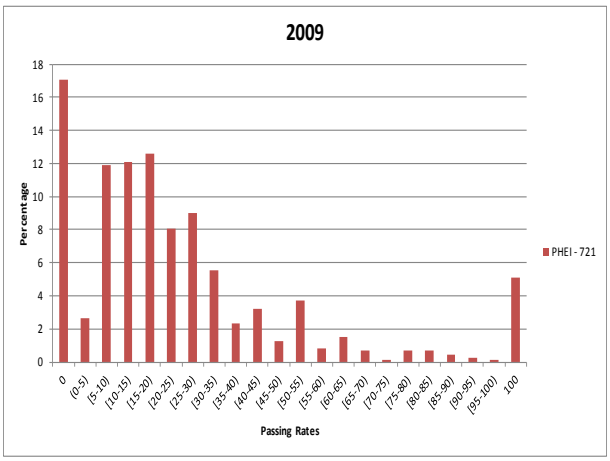
Appendix Figure 7b. Percentage Distribution of PHEIs classified as to passing rate in elementary education PBE, 2005-2010

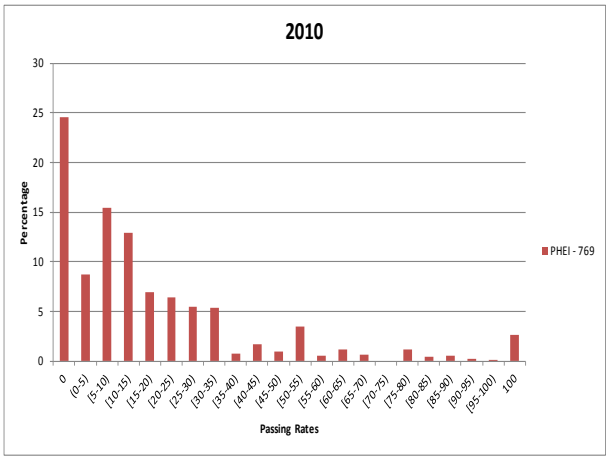




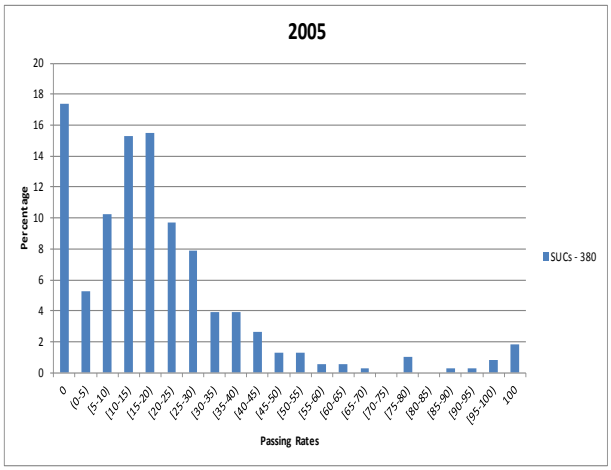


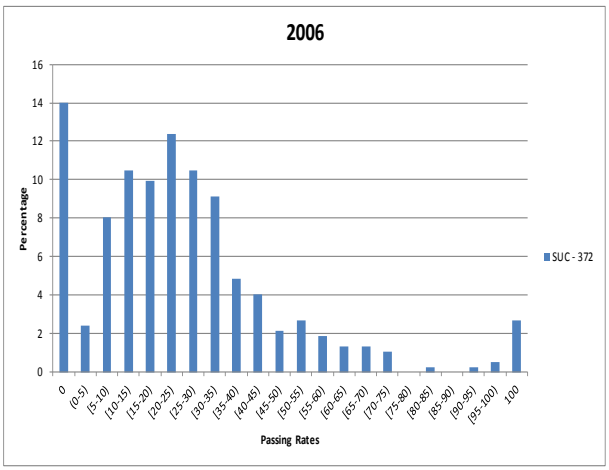


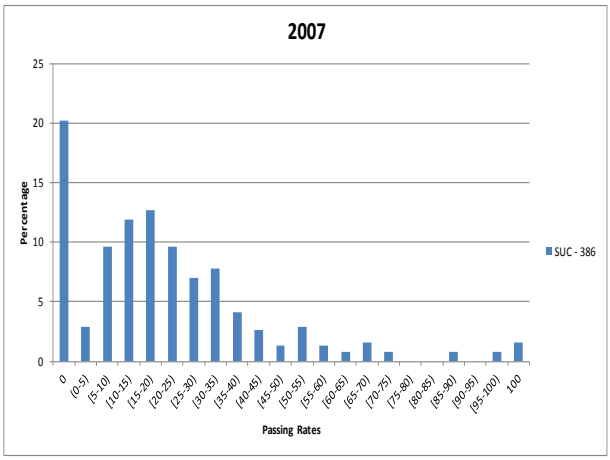


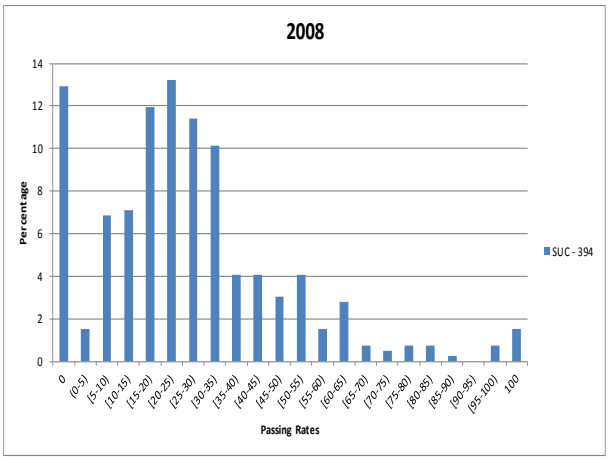


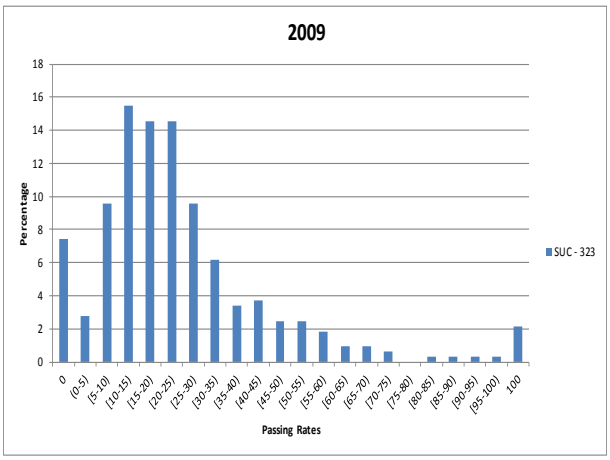
Appendix Figure 8a. Percentage Distribution of SUCs classified as to passing rate in secondary education PBE, 2005-2010

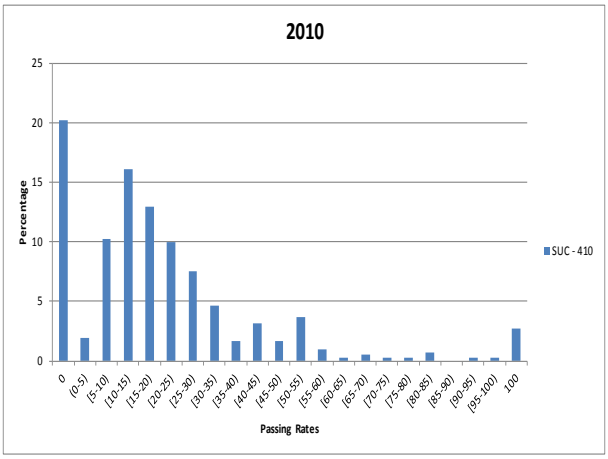




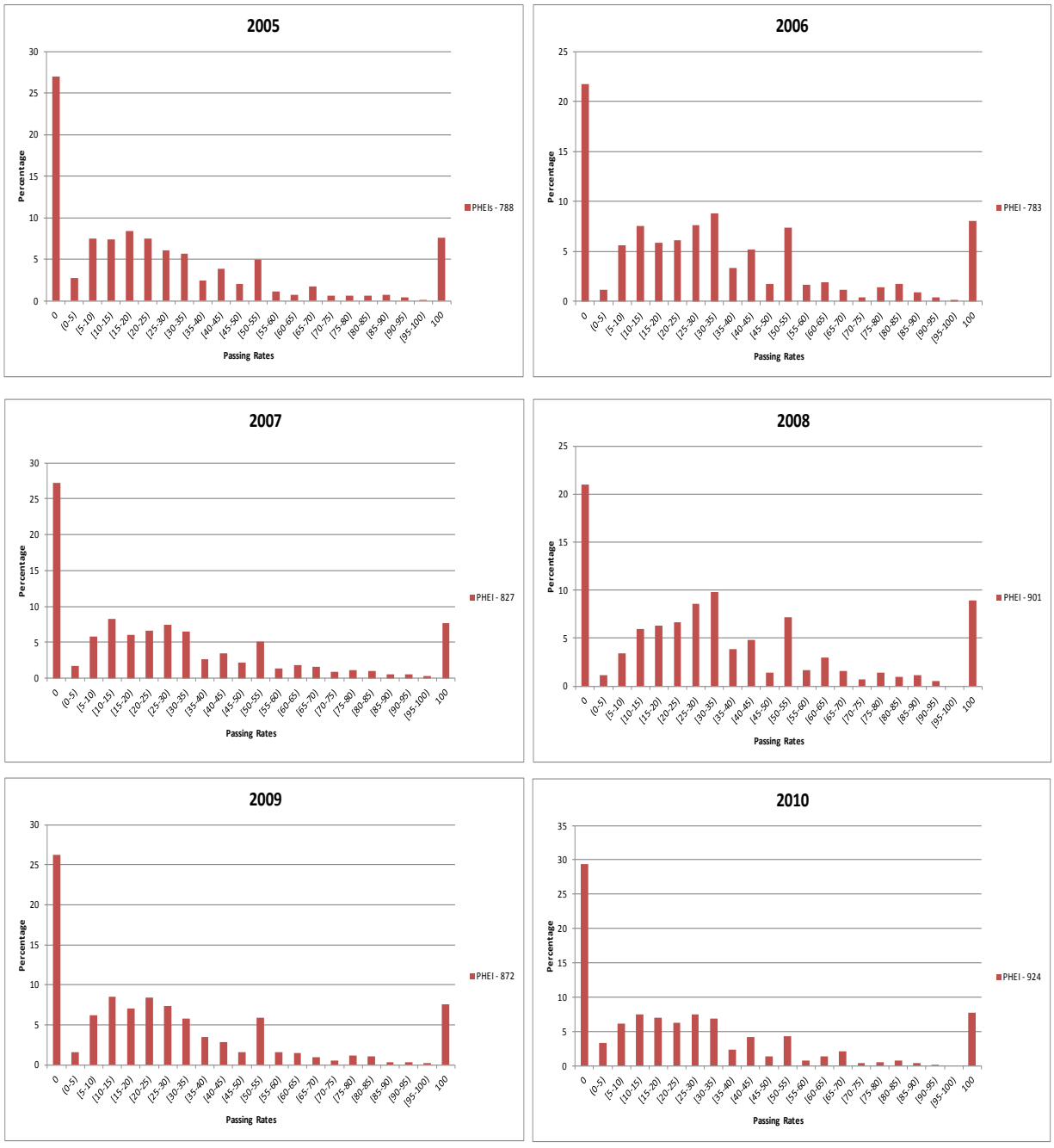




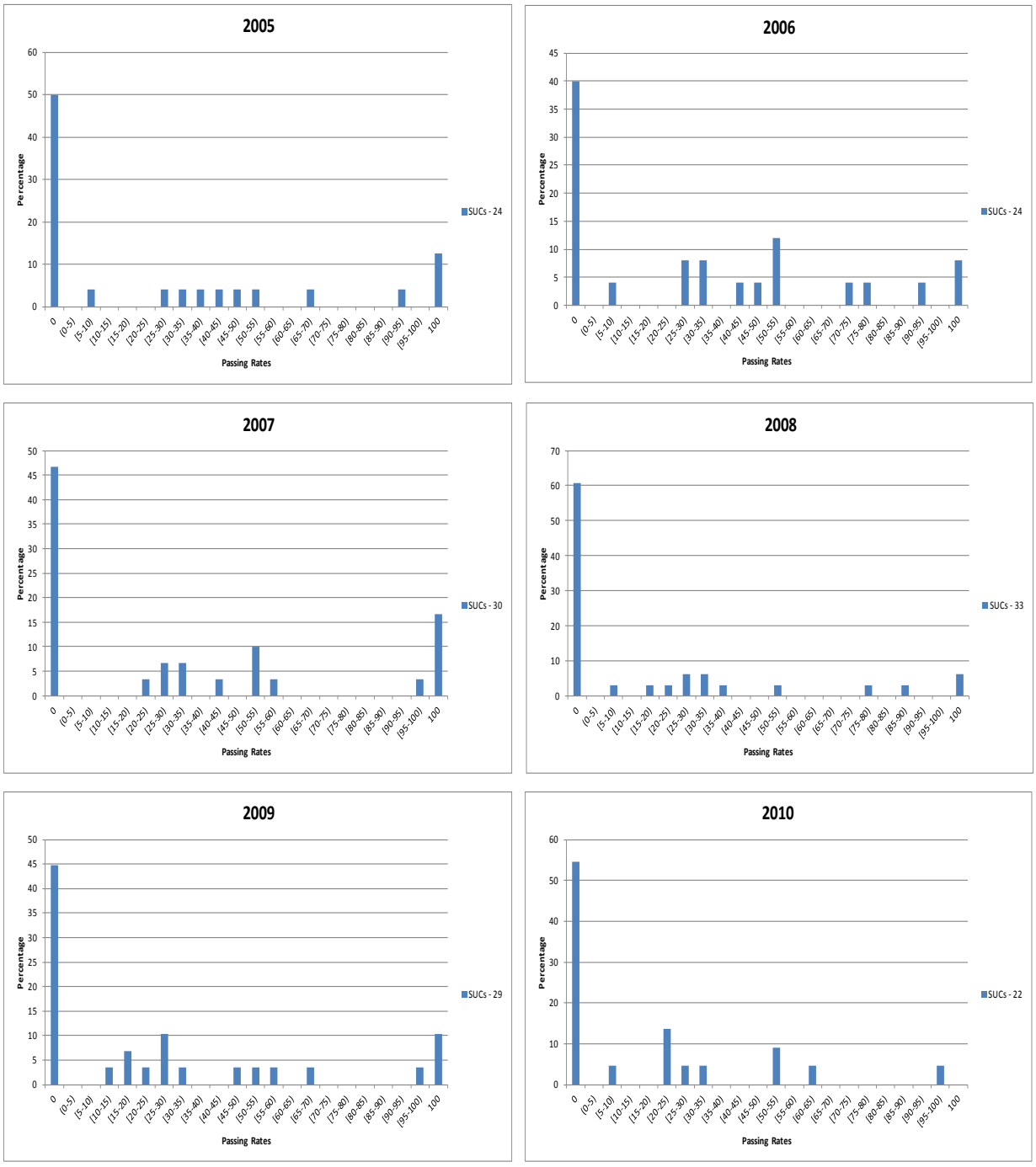




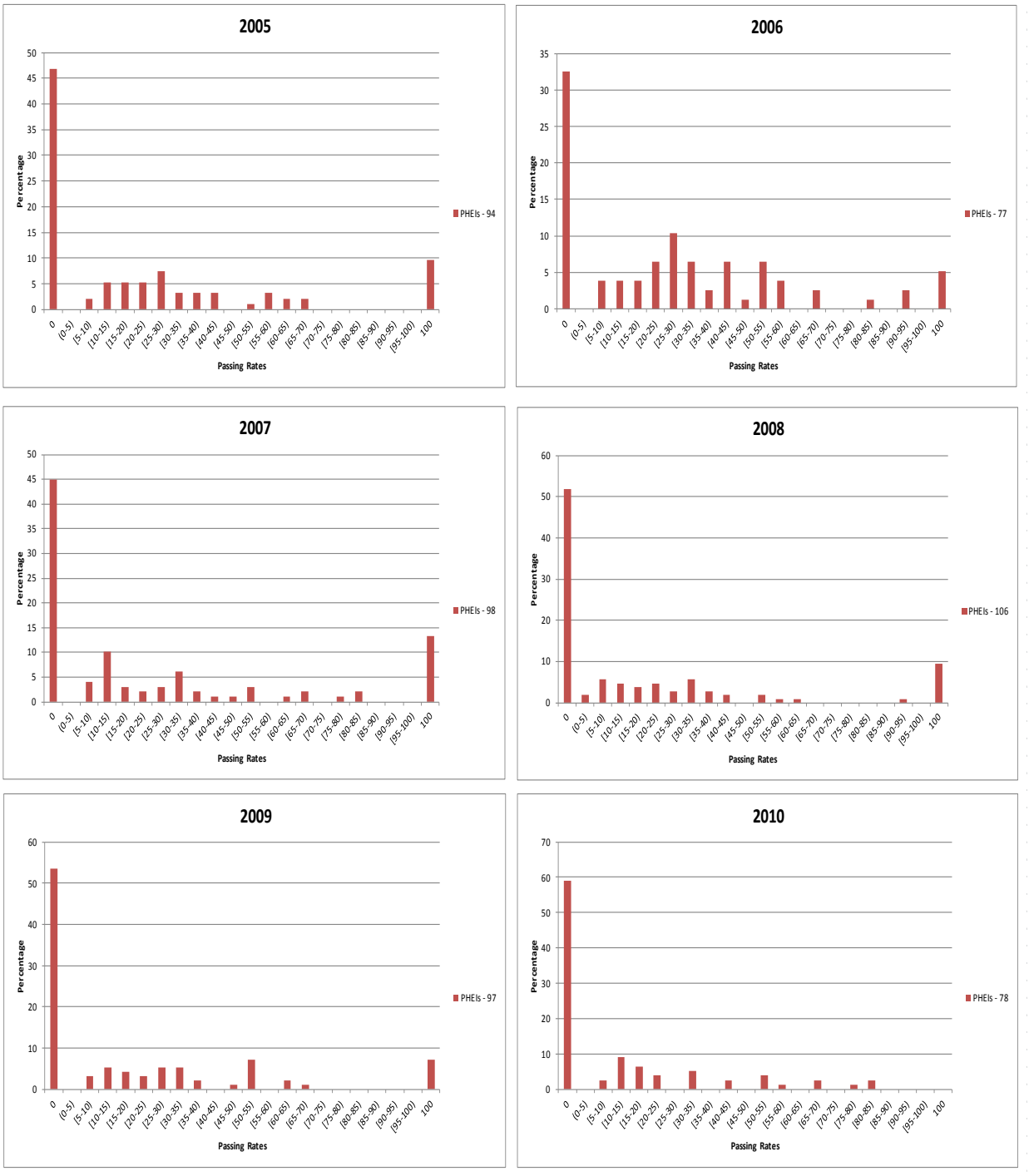
Appendix Figure 8b. Percentage Distribution of PHEIs classified as to passing rate in secondary education PBE, 2005-2010



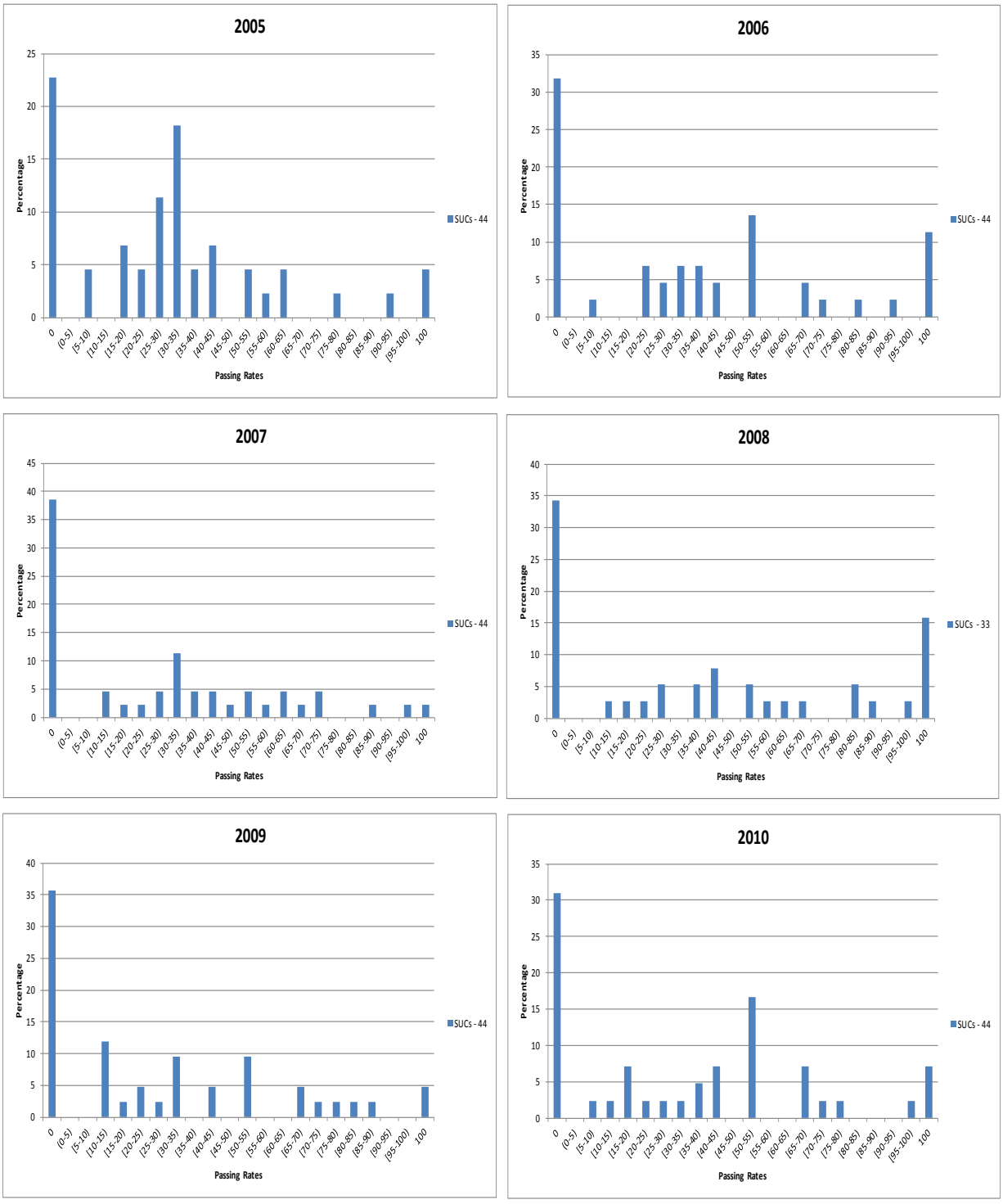
Appendix Figure 9a. Percentage Distribution of SUCs classified as to passing rate in library science PBE, 2005-2010



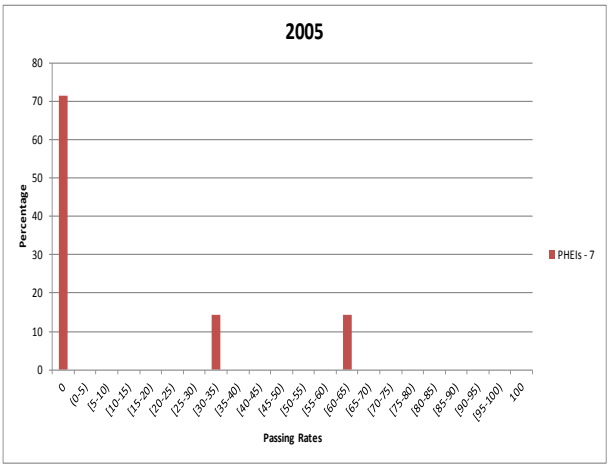
Appendix Figure 9b. Percentage Distribution of PHEIs classified as to passing rate in library science PBE, 2005-2010

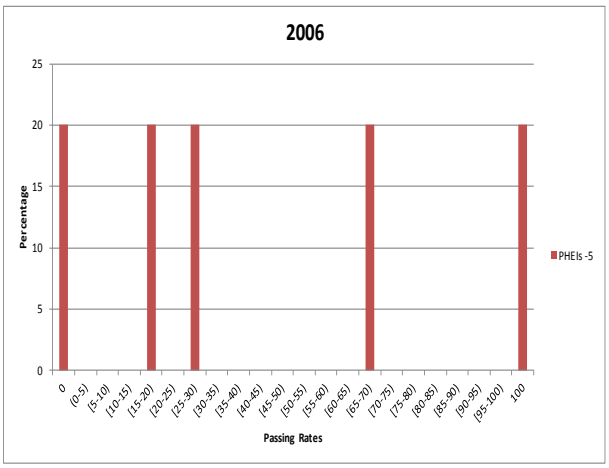


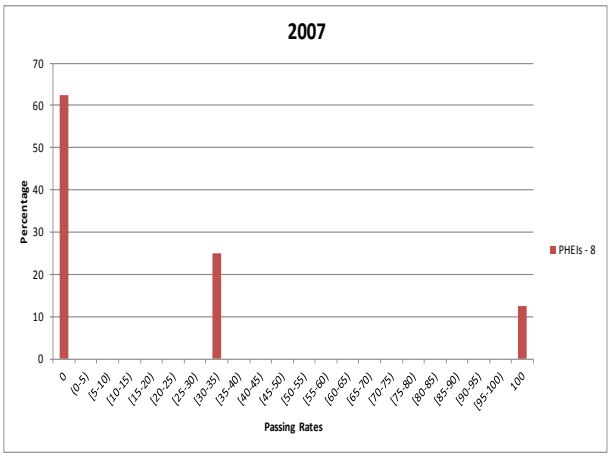
Appendix Figure 10a. Percentage Distribution of SUCs classified as to passing rate in forestry PBE, 2005-2010

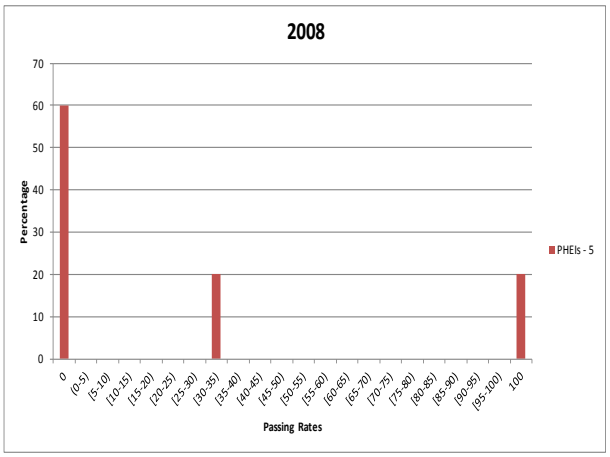


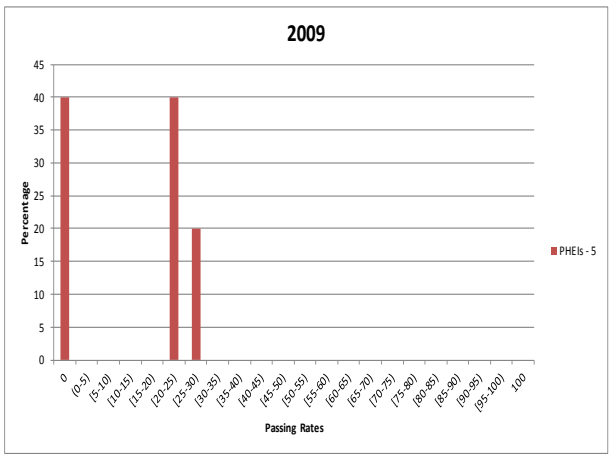
Appendix Figure 10b. Percentage Distribution of PHEIs classified as to passing rate in forestry PBE, 2005-2010

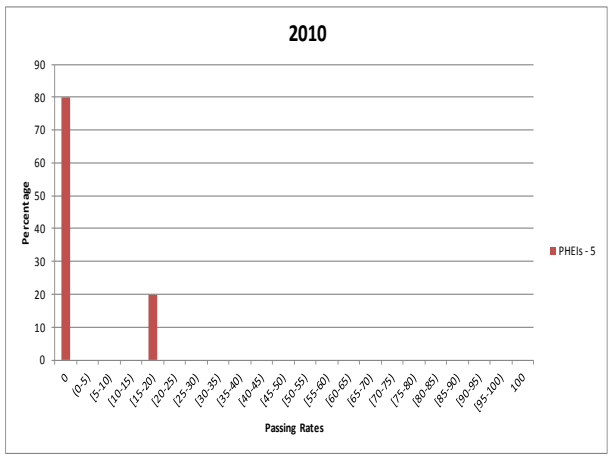




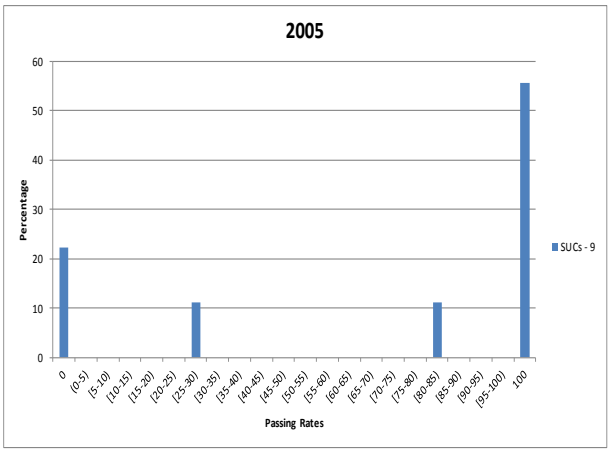


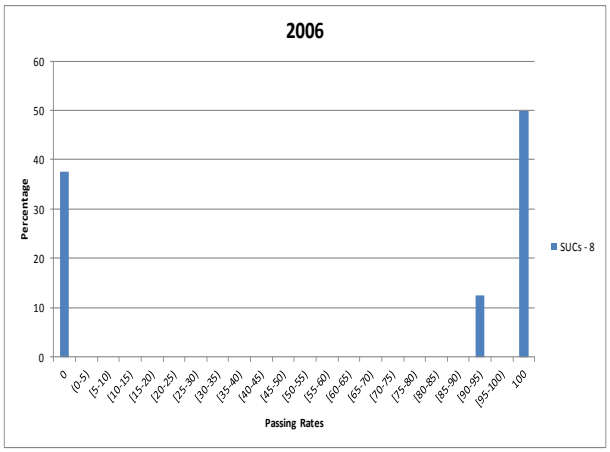


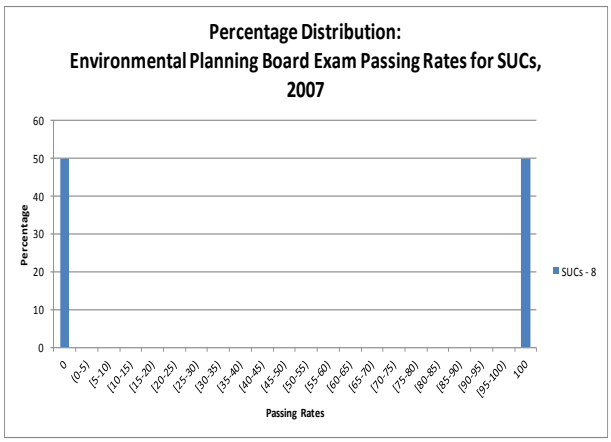


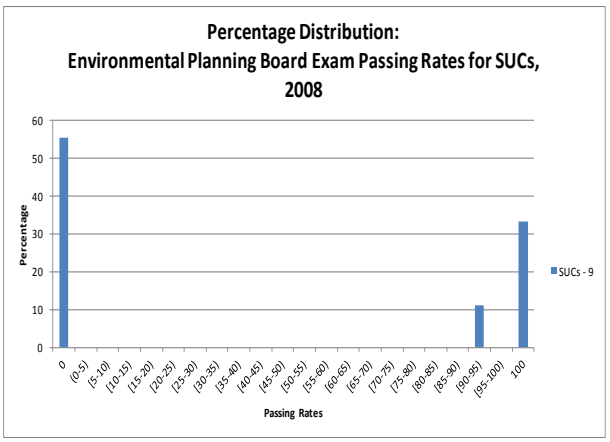


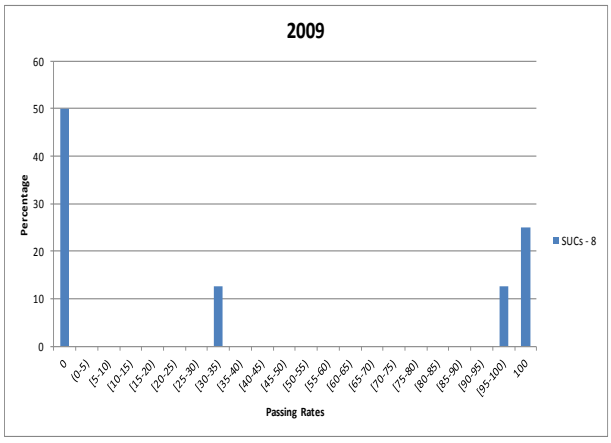
Appendix Figure 11a. Percentage Distribution of SUCs classified as to passing rate in environmental planning PBE, 2005-2010

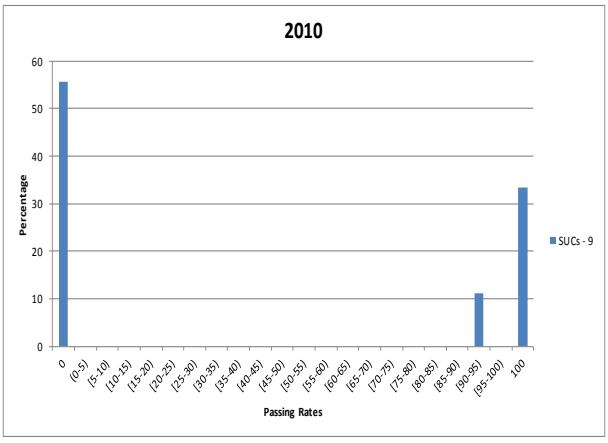




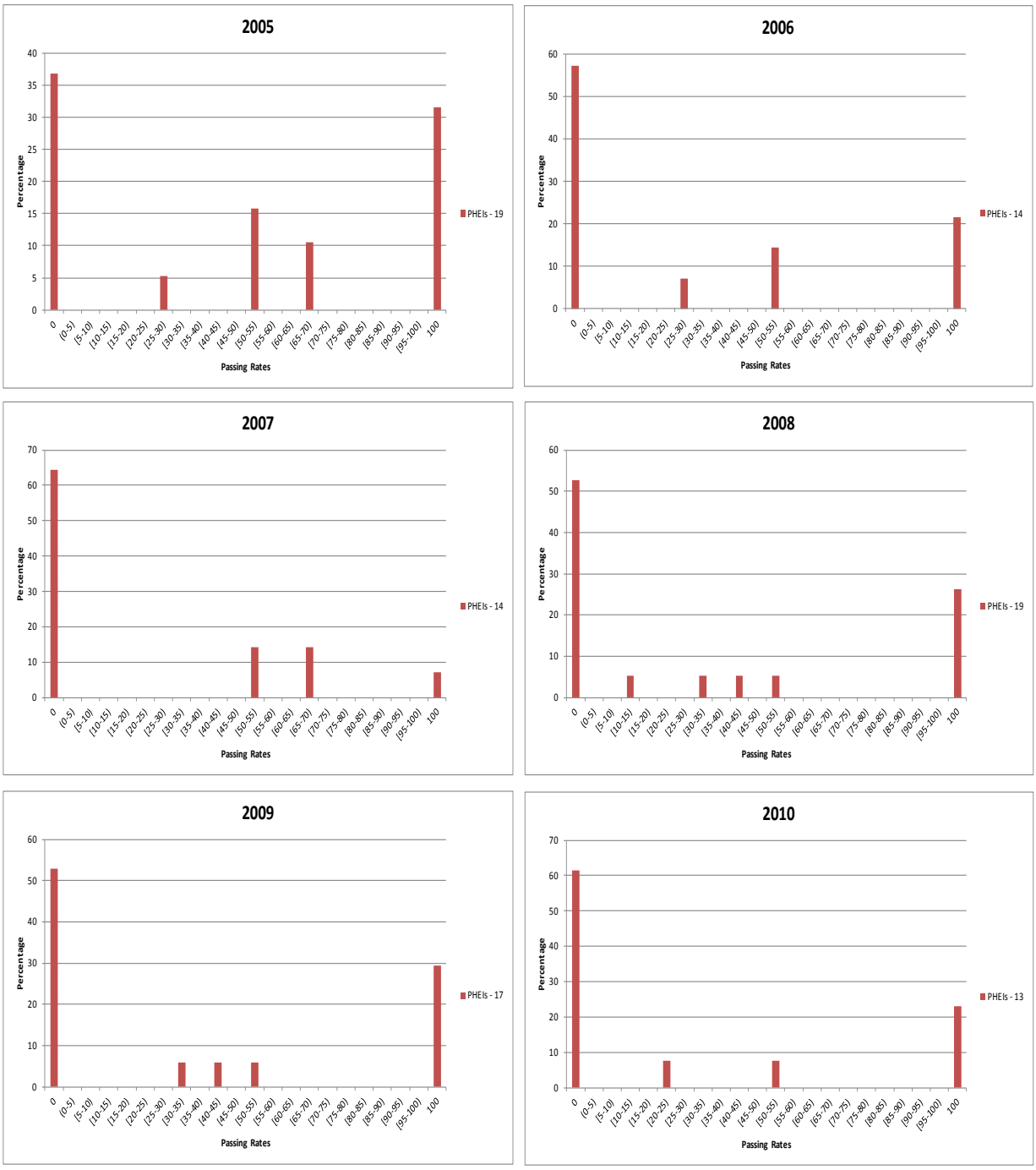




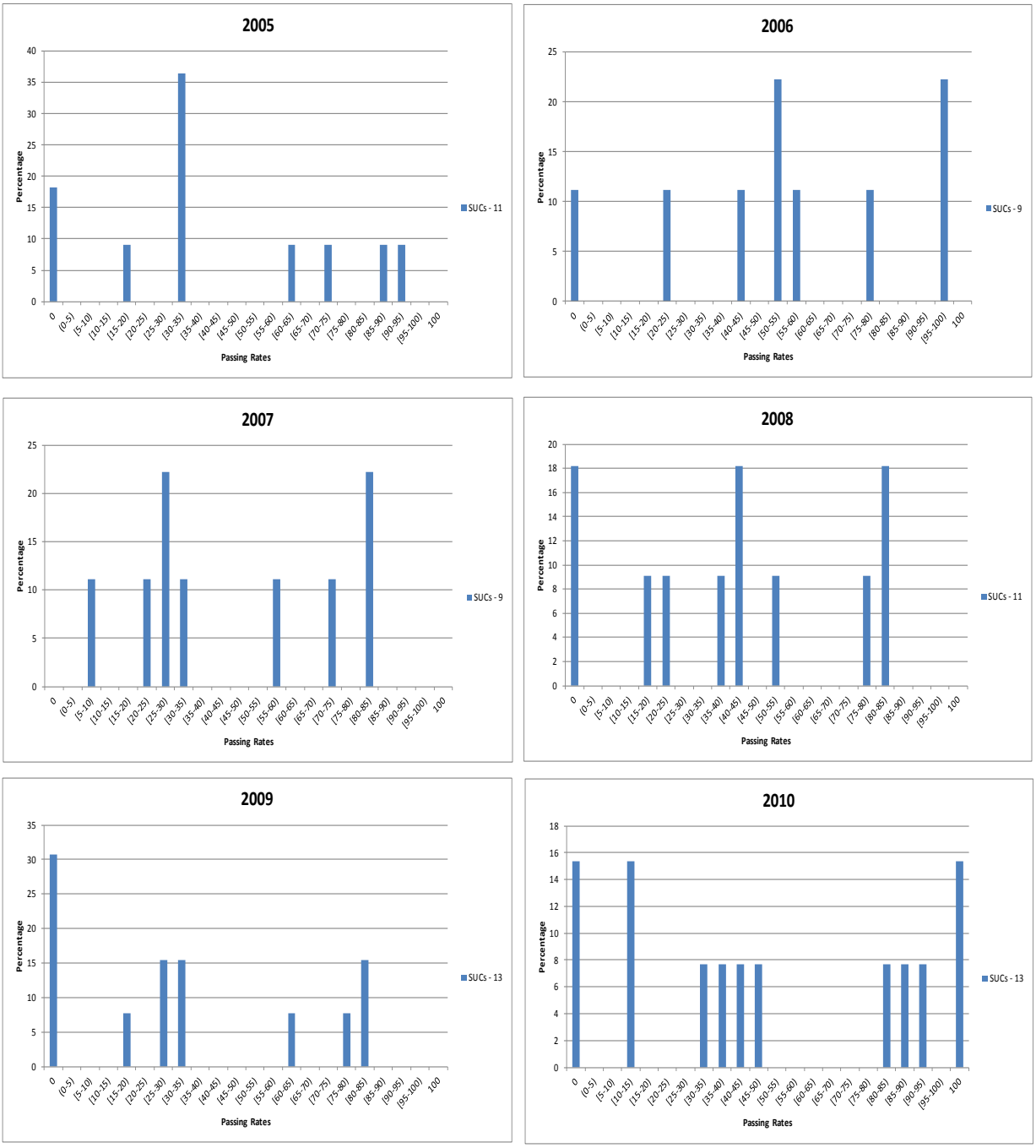




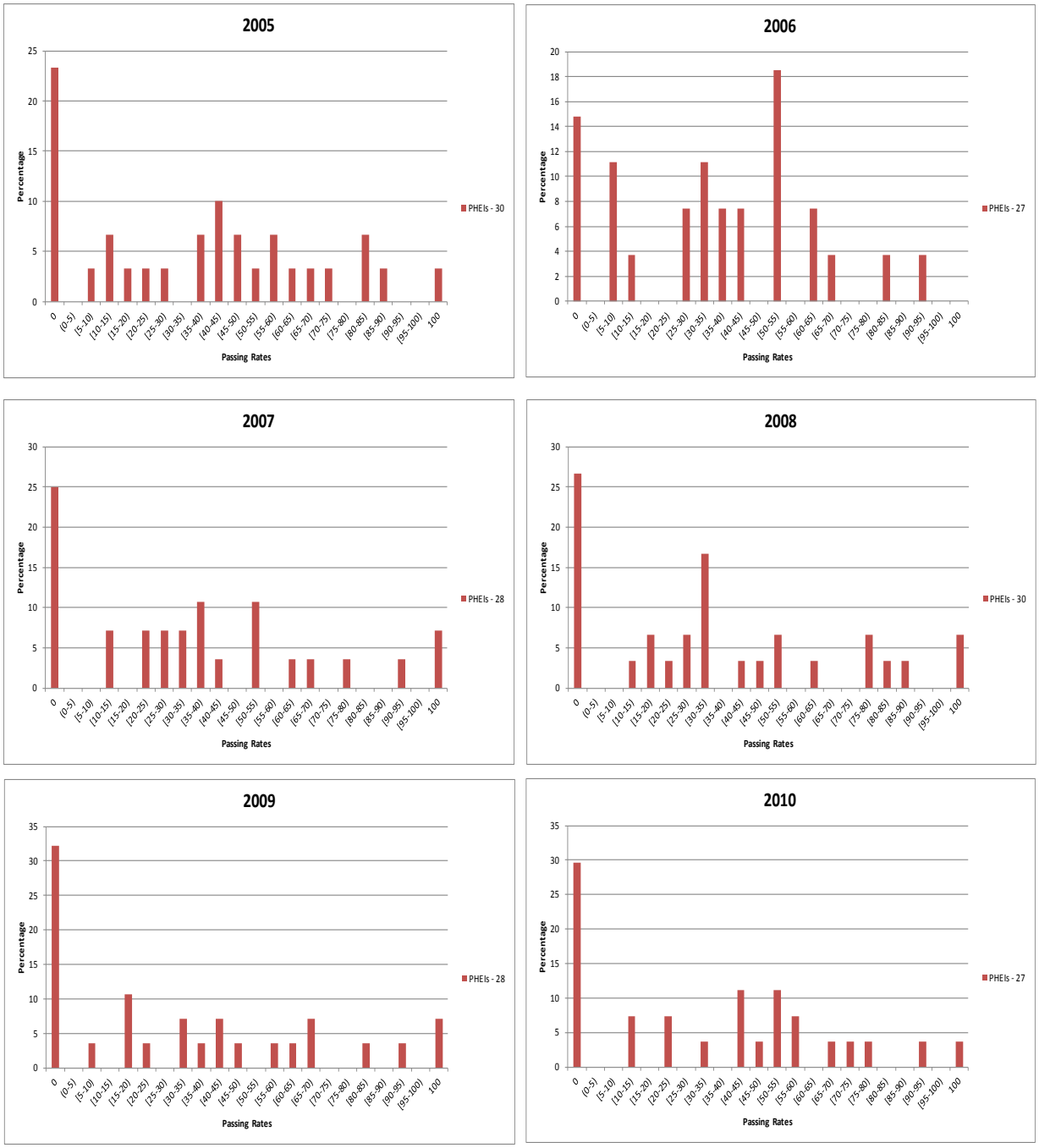
Appendix Figure 11b. Percentage Distribution of PHEIs classified as to passing rate in environmental planning PBE, 2005-2010



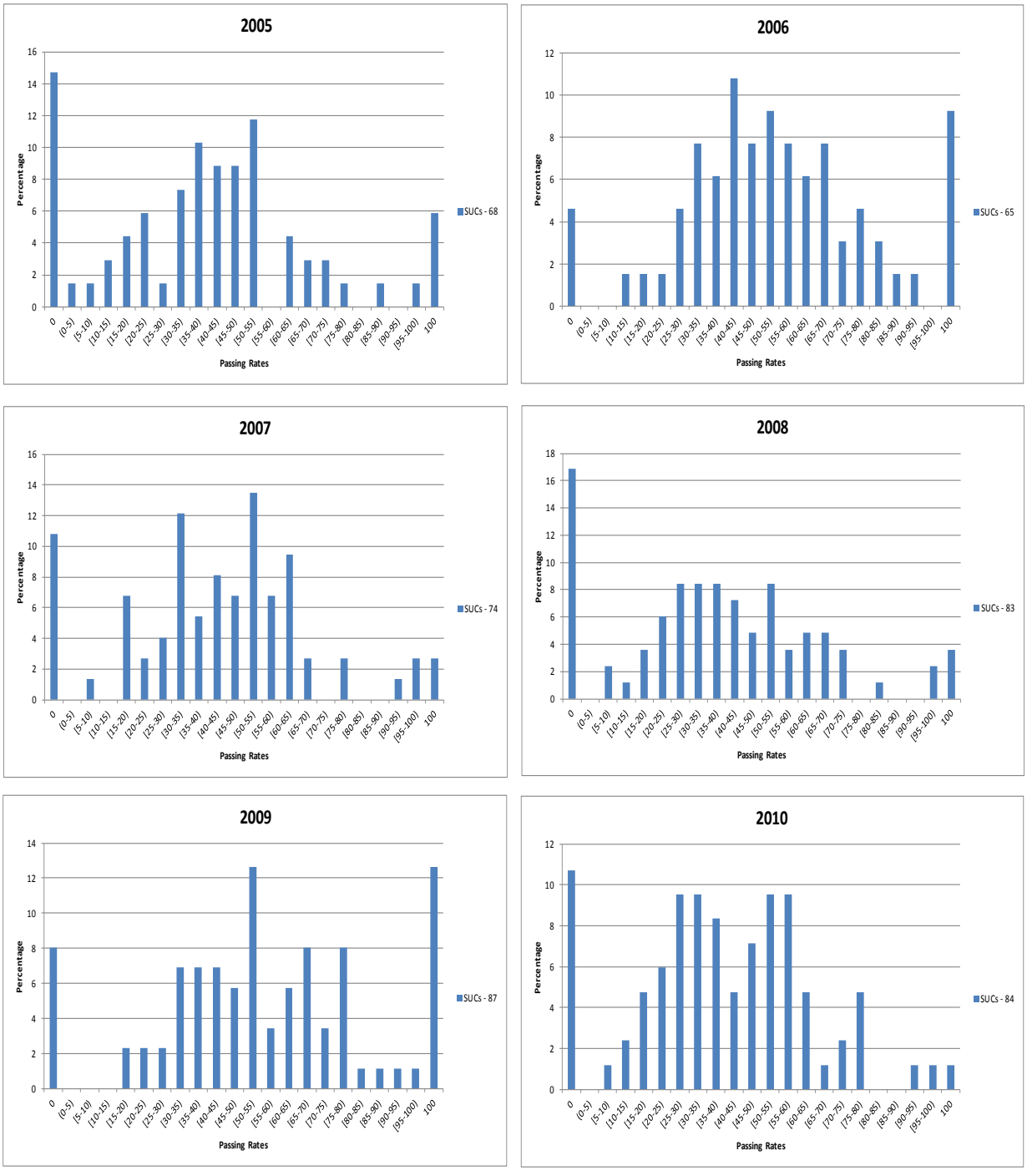
Appendix Figure 12a. Percentage Distribution of SUCs classified as to passing rate in chemical engineering PBE, 2005-2010



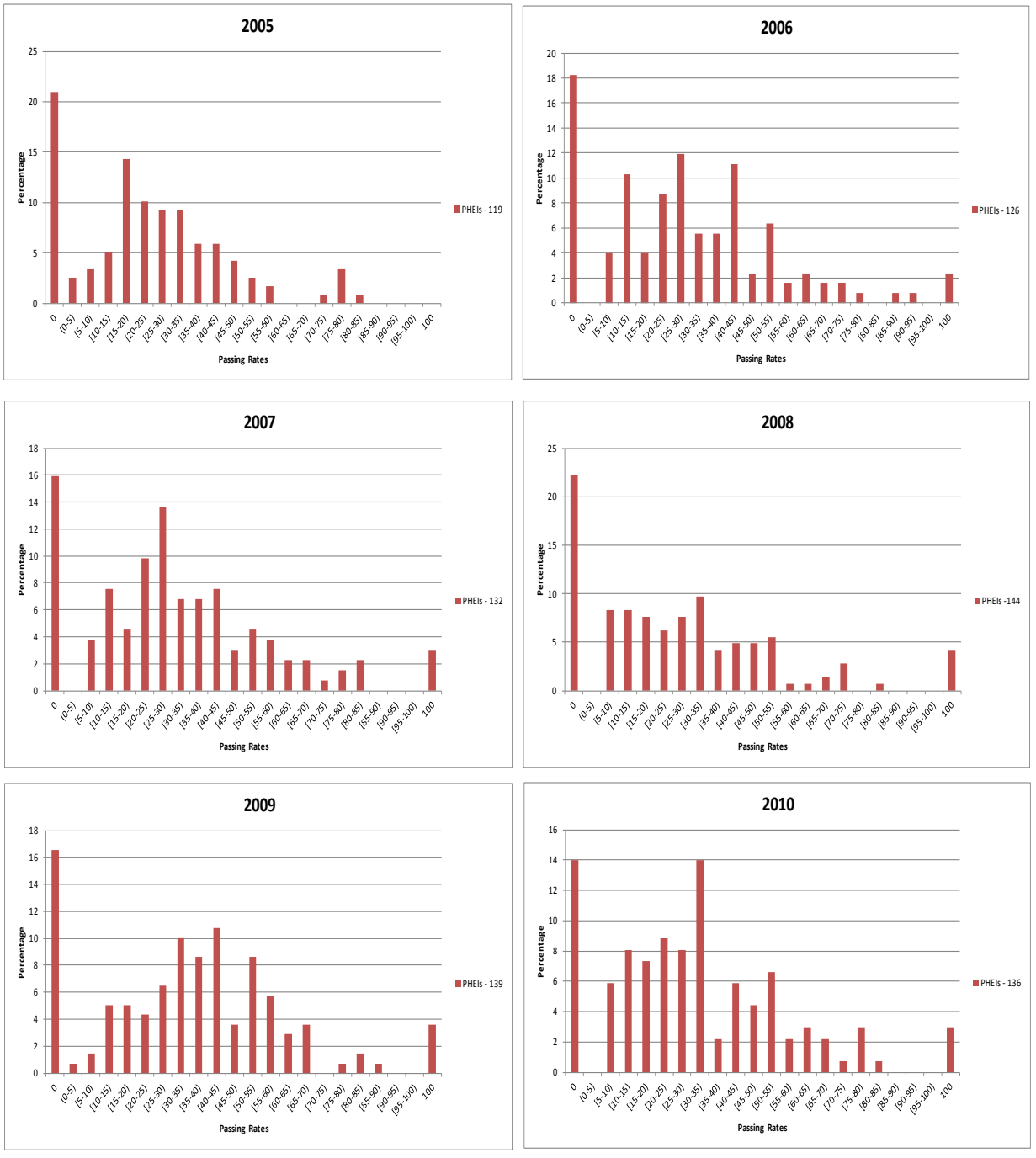
Appendix Figure 12b. Percentage Distribution of PHEIs classified as to passing rate in chemical engineering PBE, 2005-2010



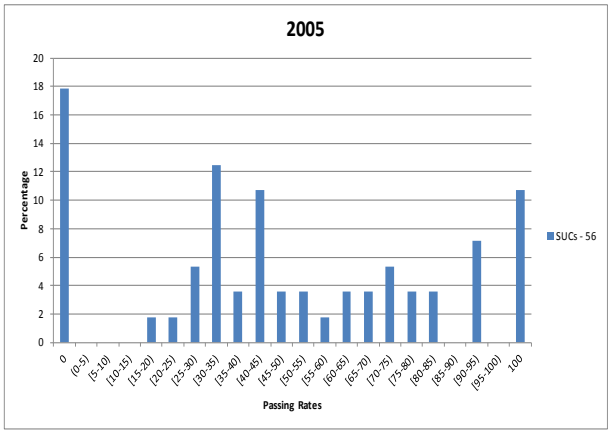
Appendix Figure 13a. Percentage Distribution of SUCs classified as to passing rate in civil engineering PBE, 2005-2010

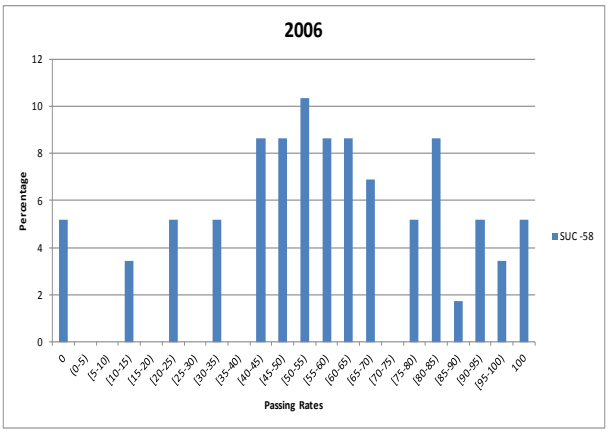


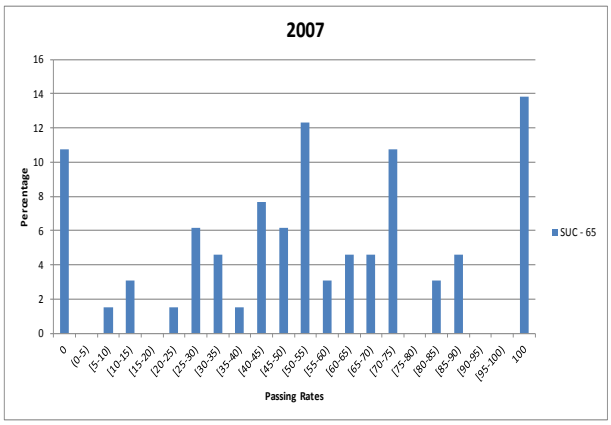
Appendix Figure 13b. Percentage Distribution of PHEIs classified as to passing rate in civil engineering PBE, 2005-2010

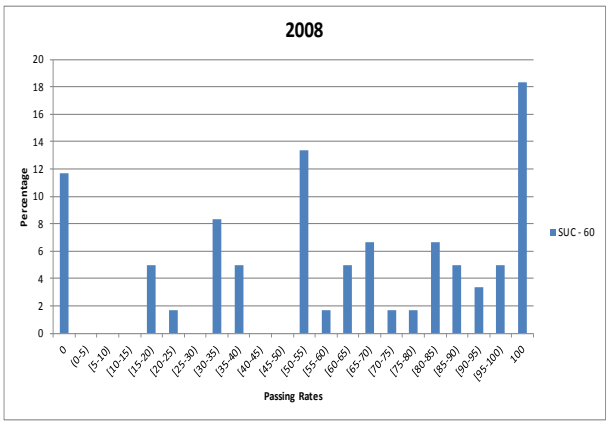


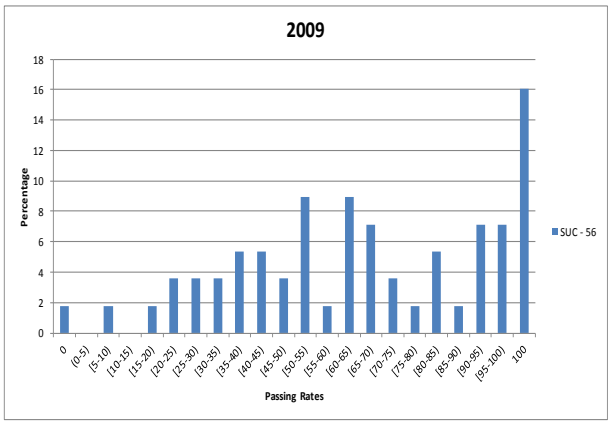
Appendix Figure 14a. Percentage Distribution of SUCs classified as to passing rate in mechanical engineering PBE, 2005-2010

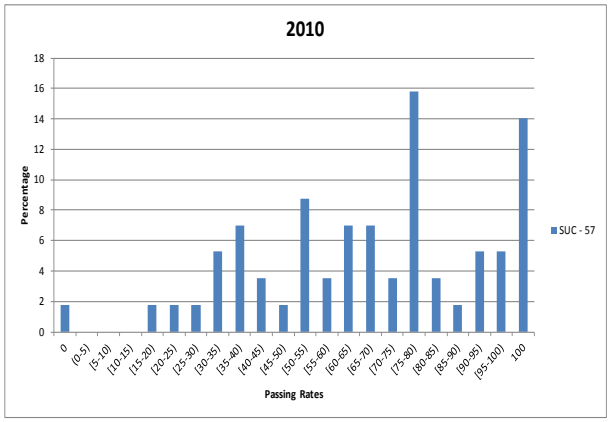












Appendix Figure 14b. Percentage Distribution of PHEIs classified as to passing rate in mechanical engineering PBE, 2005-2010