

Review & Assessment of Programs Offered by State Universities and Colleges (SUCs)

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Overview of presentation

- ❑ **Objectives of the study**
- ❑ **Approach and methodology**
- ❑ **Findings**
- ❑ **Future steps**

Objectives of the study

- ❑ **Review and assess the different programs being offered by SUCs in regions vis-à-vis**
 - their mandates
 - quality of graduates produced

- ❑ **Recommend courses of action as well as an action plan to pursue given the findings above to improve the relevance and quality of course offerings of the SUCs**

Motivation of the study

□ Why the concern about faithfulness to mandates?

- Offering programs outside mandate → increases number of program offerings → higher per student cost → wastefulness
- Offering program outside mandate → program duplication → crowding out of private HEIs

□ Why the concern about quality?

- Creation of SUCs typically attributed to the need for access, but access is only meaningful if one also gets quality → increases productivity/ employability

Limitation of study: quality of education reckoned in terms of pass rate in Professional Board Examinations

Approach & methodology

- ❑ Coverage – all SUCs across all regions**
- ❑ Desk review of program offerings, enrolment therein and passing rates in PBEs of individual SUCs**
- ❑ Key informant interviews conducted with selected SUCs officials, and regional officials of the Commission on Higher Education (CHED) and the National Economic and Development Authority (NEDA)**

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SUCs program offering vis their mandates

- ❑ **50%-90% of programs offered by majority of SUCs are outside their core mandates**
 - **Some 20 SUCs have limited mandates**
 - **More than 50% of all SUCs allowed by their charters to offer programs outside of their core mandates at the discretion of the Board of Trustees**

- ❑ **90%-100% of program offering of a small number of SUCs are within their core mandates**
 - **Some 10 SUCs have remained faithful to their core mandate**
 - **Some 10 SUCs have recently been converted in recent years from colleges to universities thereby expanding their mandates**
 - **Mandate of some SUCs are broad and all encompassing to start with**

Program duplication

- ❑ Given prevalence of SUCs with program offerings outside their core mandates, not surprising that there is duplication in their program offerings relative to those of other SUCs and PHEIs in the same region
 - Duplication occurs when other HEIs are offering same program being offered by the SUC

Program duplication

	ALL REGIONS					
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
<u>Programs offered</u>						
Programs unique to SUC	45.32	44.42	44.38	43.39	44.05	44.15
Programs offered by SUCs that are also offered by any other SUC or PHEIs	54.68	55.58	55.62	56.61	55.95	55.85
Programs common to SUC and PHEIs only	19.99	19.27	19.56	20.18	20.35	19.51
Programs common to SUC and other SUCs only	12.19	13.00	12.37	11.68	12.41	12.70
Programs common to SUC, other SUCs and PHEIs	22.50	23.31	23.68	24.75	23.19	23.64
<u>Enrollment</u>						
Programs unique to SUC	10.20	9.51	8.90	9.29	8.55	8.09
Programs offered by SUCs that are also offered by any other SUC or PHEIs	89.80	90.49	91.10	90.71	91.45	91.91
Programs common to SUC and PHEIs only	10.78	10.99	9.77	9.45	9.05	8.84
Programs common to SUC and other SUCs only	16.11	15.48	13.75	11.65	11.75	11.36
Programs common to SUC, other SUCs and PHEIs	62.91	64.02	67.58	69.62	70.65	71.71
Total Enrollment	665062	673964	693776	746620	825513	928850

- ❑ **On the average, the program duplication rate varies from 55%-57% if computed based on total number of program offerings and 89%-92% if computed based on total enrollment**

Program duplication

- ❑ **Over 70% of all the SUCs covered under this study registered duplication rates (computed based on number of programs offered) that are upwards of 75%**
- ❑ **Highest Duplication rate: Region VII**
 - 86%-90% (total number of program offerings)
 - 96%-99% (based on total enrollment)
- ❑ **Lowest Duplication rate: ARMM**
 - 69%-71% (total number of programs offered)
 - 82%-86% (based on total enrollment)

Program duplication

- **High rates of program duplication appeared to be associated with an increase in the number of programs offered by SUCs during the period**
 - Around 80% of the SUCs covered have increased the number of programs they are offering in 2005-2010

Why is program duplication an issue?

- ❑ **Results of Manasan (2011) suggests number of programs offered tend to increase per student cost of SUCs**
- ❑ **FGDs with private higher education institutions (PHEIs) indicate that program duplication is a problem from their perspective**
 - **Crowding out**
 - **Uneven playing field**

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Quality of instruction in SUCs

	Average Passing Rate- All SUCs							
	2004	2005	2006	2007	2008	2009	2010	2011
Aeronautical Engg	53.3	27.3	33.3	80.0	80.0	47.4	63.2	63.6
Dental Medicine	100.0	97.2	100.0	97.4	100.0	91.3	100.0	100.0
Environmental Planning	57.1	72.0	75.0	75.0	72.7	68.8	80.6	76.7
Interior Design	74.1	50.0	27.8	63.5	53.2	63.4	57.9	65.5
Landscape Architecture	45.8	42.9	56.0	66.7	62.5	55.0	59.1	71.4
Marine Engg	44.7	54.4	56.0	57.0	58.4	55.3	60.6	60.6
Mechanical Engg	51.5	52.2	61.5	60.1	64.0	64.0	68.0	68.9
Medical Technology	53.2	55.1	77.5	76.9	83.7	76.2	84.4	91.1
Medicine	75.4	80.4	77.9	86.3	84.9	92.3	88.6	92.3
Metallurgical Engg	68.9	69.4	73.0	58.8	71.4	54.8	61.4	81.0
Mining Engg	100.0	100.0	100.0	100.0	100.0	100.0	70.0	96.0
Nutrition and Dietetics	57.7	57.6	55.1	60.1	54.8	69.5	70.0	61.5
Occupational Therapy	90.5	77.8	100.0	89.5	75.8	93.5	73.9	87.0
Pharmacy	84.3	80.6	79.5	86.6	82.4	92.6	71.2	77.1
Physical Therapy	71.1	80.8	87.0	87.0	76.2	84.0	91.9	80.2
Social Work	60.3	62.6	61.6	57.6	66.5	63.9	67.5	70.1
All PBEs	52.4	53.3	55.9	57.6	56.9	55.6	56.0	59.1

- **Average passing rate for 42 PBEs 2004-2011 ranged from 52% to 59%**
- **only 11 out of these 48 PBEs had average passing rates above 70% and only 7 have passing rates above 80% in 2011**

Quality of instruction in SUCs

	Average Passing Rate- All SUCs									Ratio of SUC Passing to Average HEI Passing						
	2004	2005	2006	2007	2008	2009	2010	2011	2004	2005	2006	2007	2008	2009	2010	2011
Accountancy	26.0	31.9	29.1	43.5	39.9	45.8	56.3	51.7	1.3	1.3	1.2	1.3	1.2	1.2	1.2	1.1
Aeronautical Engg	53.3	27.3	33.3	80.0	80.0	47.4	63.2	63.6	1.9	0.8	1.2	2.0	1.8	1.7	1.6	1.3
Architecture	45.9	46.7	44.7	46.1	35.0	39.4	52.6	51.9	1.2	1.1	1.0	1.0	1.0	1.1	1.1	1.0
Chemical Engg	64.0	70.1	73.7	57.9	62.7	63.7	64.6	56.6	1.4	1.4	1.4	1.1	1.3	1.3	1.2	1.2
Civil Engg	42.4	41.6	49.8	43.3	41.6	51.9	42.1	40.0	1.2	1.2	1.2	1.2	1.2	1.1	1.1	1.1
Electronics Engg	49.3	43.6	47.5	40.3	43.9	31.5	26.0	45.2	1.4	1.4	1.4	1.3	1.2	1.3	1.1	1.1
Environmental Planning	57.1	72.0	75.0	75.0	72.7	68.8	80.6	76.7	1.2	1.3	1.4	1.4	1.5	1.3	1.3	1.3
Medical Technology	53.2	55.1	77.5	76.9	83.7	76.2	84.4	91.1	1.2	1.1	1.7	1.5	1.4	1.5	1.3	1.3
Metallurgical Engg	68.9	69.4	73.0	58.8	71.4	54.8	61.4	81.0	1.2	1.2	1.4	1.0	1.2	1.0	1.1	1.0
Nutrition and Dietetics	57.7	57.6	55.1	60.1	54.8	69.5	70.0	61.5	1.2	1.2	1.1	1.1	1.1	1.0	1.0	0.9
Physical Therapy	71.1	80.8	87.0	87.0	76.2	84.0	91.9	80.2	2.4	2.4	2.3	2.3	1.8	1.9	2.1	1.6
Sanitary Engg	20.0	27.0	36.1	43.5	53.3	41.2	32.4	35.0	0.7	0.9	1.0	1.1	1.1	1.1	0.7	0.6
Social Work	60.3	62.6	61.6	57.6	66.5	63.9	67.5	70.1	1.4	1.3	1.2	1.2	1.3	1.2	1.2	1.1
All PBEs	52.4	53.3	55.9	57.6	56.9	55.6	56.0	59.1	1.3	1.3	1.3	1.3	1.3	1.3	1.2	1.2

- On average, SUCs passing rate is higher than national average for all PBEs but
- edge has been declining in in 27 out of 42 PBEs (65%)

Quality of instruction in HEIs

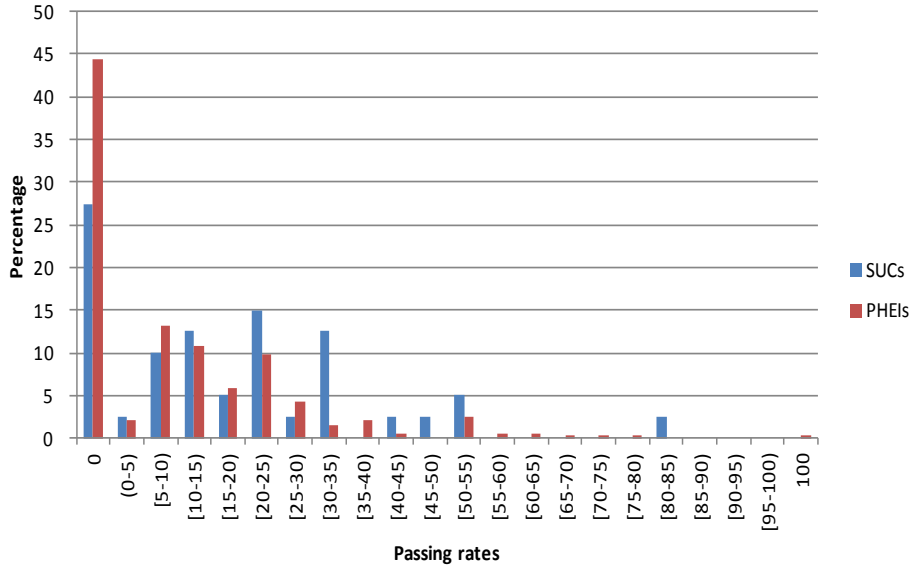
- ❑ Averages mask more wide disparity in SUCs PBE pass rates

- ❑ Worrisome trend
 - **preponderance of SUCs with zero passing rate in many PBEs**
 - i.e., when SUCs are ranked according to PBE passing rate and grouped, the largest number of SUCs fall in zero passing rate category

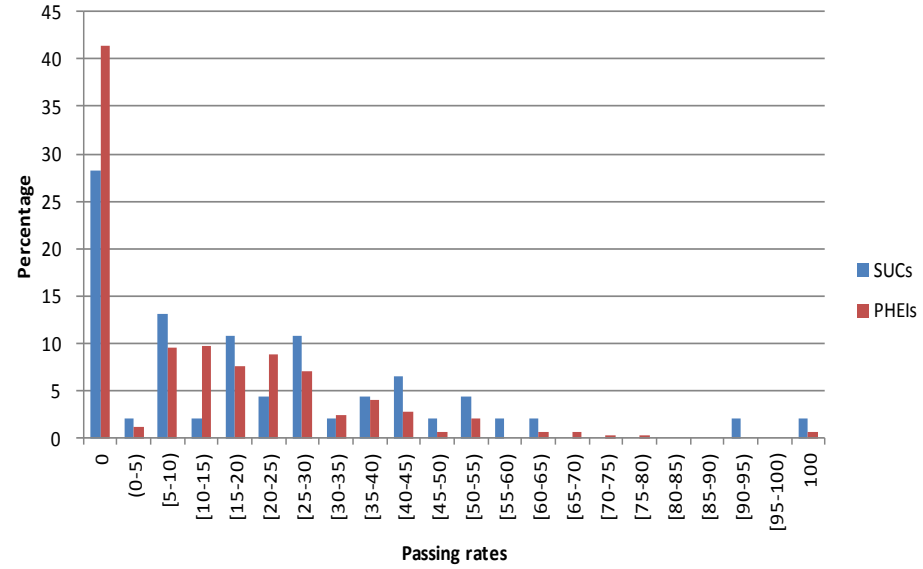
- ❑ True for agriculture, accountancy, criminology, electrical engineering, electronics engineering, geodetic engineering, social work, elementary education, secondary education, library science, forestry, and environmental planning

Passing rate in Accountancy Board

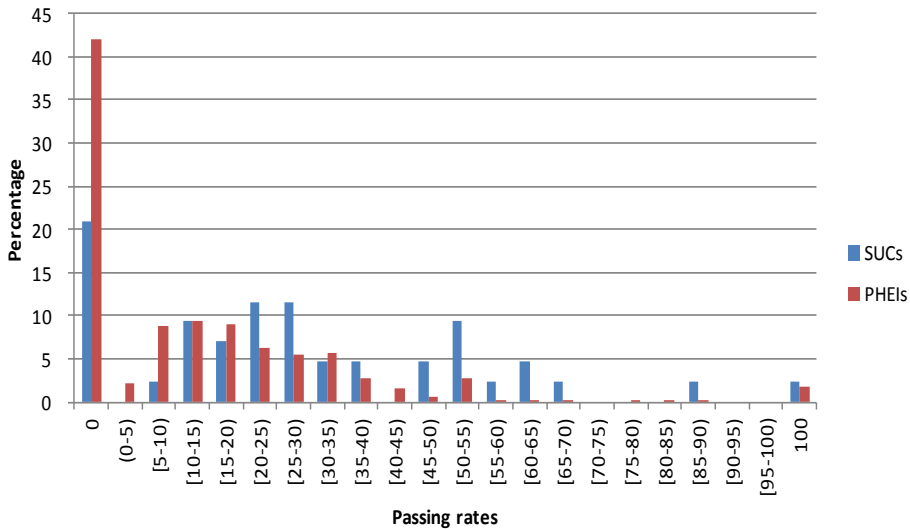
2004



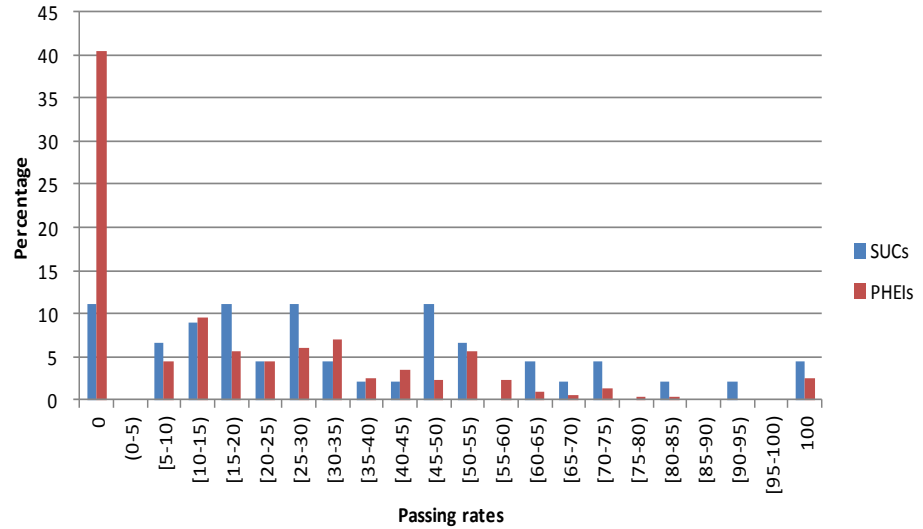
2006



2005

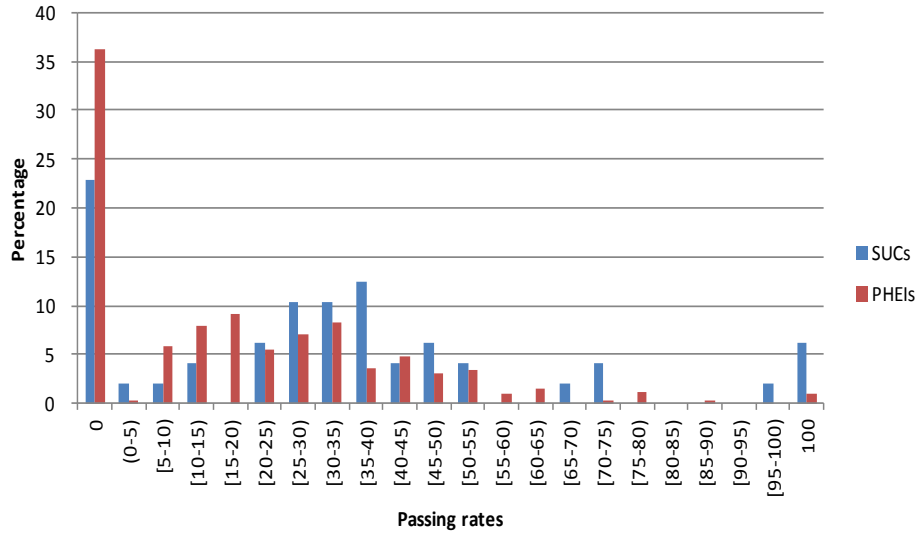


2007

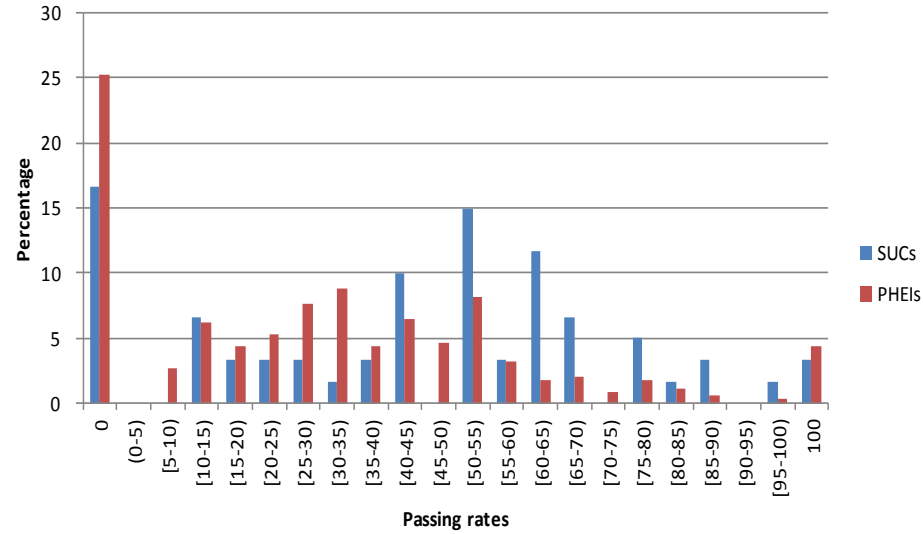


Passing rate in Accountancy Board

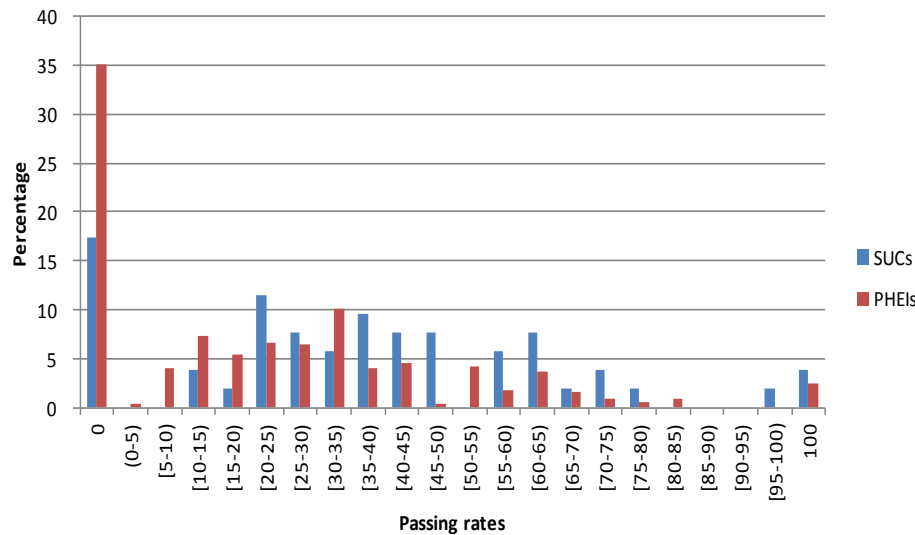
2008



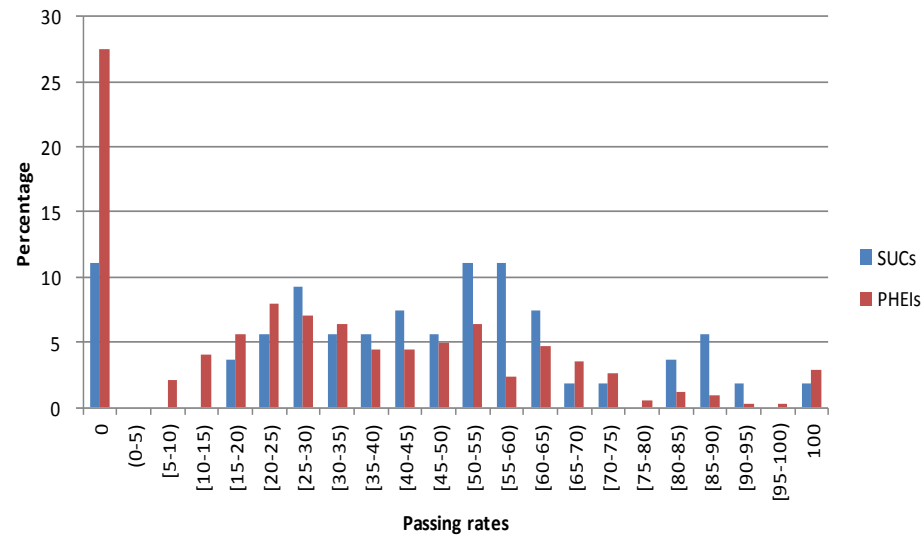
2010



2009



2011



❑ Many SUCs have zero passing rate in PBEs for any three years in 2005-2011

❑ List of SUCs with passing rates below national average is even longer

PBE	Zero passers, 3 consecutive years	Zero passers, 3 non-consecutive years
Accountancy	Cotabato City State Polytechnic College Northwest Samar State University Occidental Mindoro State College	Kalinga-Apayao State College Technological University of the Philippines
Agricultural Engineering	Ilocos Sur Polytechnic State College Laguna State Polytechnic University Romblon State University Western Philippines University	Capiz State University Mindoro State College of Agri and Tech University of Rizal System
Criminology	Isabela State University Partido State University Surigao State College of Technology University of Southern Mindanao	Leyte Normal University Pangasinan State University University of Southeastern Philippines
Electrical Engineering	Mountain Province State Polytechnic College University of Antique	
Electronics Engineering	Agusan Del Sur State College of Agric and Tech	Camiguin Polytechnic State College Caraga State University Jose Rizal Memorial State University
Forestry	Cotabato City State Polytechnic College Ilocos Sur Polytechnic State College Kalinga-Apayao State College Mountain Province State Polytechnic College Naval State University Negros Oriental State University Tawi-Tawi Regional Agricultural College University of Rizal System	Apayao State College Batangas State University Cotabato Foundation College of Science and Tech Pampanga Agricultural College Siquijor State College Surigao Del Sur State University
LET-Secondary	Adiong Memorial Polytechnic State College	Batanes State College Sulu State College Tawi-Tawi Regional Agricultural College
LET-Elementary	Rizal Technological University	Marikina Polytechnic College Mindoro State College of Agri and Tech Misamis Oriental State College of Agri and Tech Southern Phils. Agri., Bus., Marine & Aquatic School of Tech. Tawi-Tawi Regional Agricultural College
Library Science	Bataan Peninsula State University Batangas State University Cavite State University Central Mindanao University Cotabato Foundation College of Sci and Tech Leyte Normal University Mariano Marcos State University Negros Oriental State University Pangasinan State University Romblon State University University of Northern Philippines	Bicol University Eastern Samar State University Laguna State Polytechnic University University of Eastern Philippines West Visayas State University
Marine Engineering	Batangas State University Palawan State University Surigao State College of Technology	University of the Philippines
Mechanical Engineering	Northern Iloilo Polytechnic State College	
Nursing	University of Southern Mindanao	Cebu Technological University

Quality of instruction in HEIs

- ❑ An average SUC passing rate that is above that national average does not guarantee that satellite campuses are performing as well**
- ❑ There are cases where the main campus of the SUC does not perform as well as its satellite campuses**

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Recommendations

- **To help rationalize program offerings of SUCs and improve quality**
 - **CHED to close existing programs where SUCs performance in PBEs is under par; CHED has CMO to this effect**
 - **Closer scrutiny of passing rates in PBEs show that many SUCs' passing rates in PBEs are below national average year after year**
 - **Given persistent poor performance of some satellite campuses, consider applying rule to satellite campuses independently of main campus**

Recommendations

- ❑ **Improve CHED's ability to ensure that SUCs' program offerings comply with its Policies, Standards and Guidelines (PSGs) for these programs**
- ❑ **CHED to strictly apply standards on SUCs proposing to open new programs**
 - **Through CHED chairman in Board of Trustees but this does not happen all the time at present**
 - **Through supervision of CHED regional offices but ability of CHED regional offices to do so patchy at present**

Recommendations

- **SUCs may be allowed to offer “popular” programs provided they meet CHED standards and provided they do not expect NG subsidy for enrollment in these programs**
 - **One of the SUCs in the Visayas did this when it was pressured to offer Nursing**
 - **Need to tweak normative financing formula to put this into effect**

Recommendations

- ❑ Many of measures that SUCs put in place to improve quality of instruction (e.g., review classes, administration of pre-board exams where non-passers not given certification needed to take PBE) are illusory
 - **Manasan (2011) indicates that qualification of faculty is key**

Thank You!
