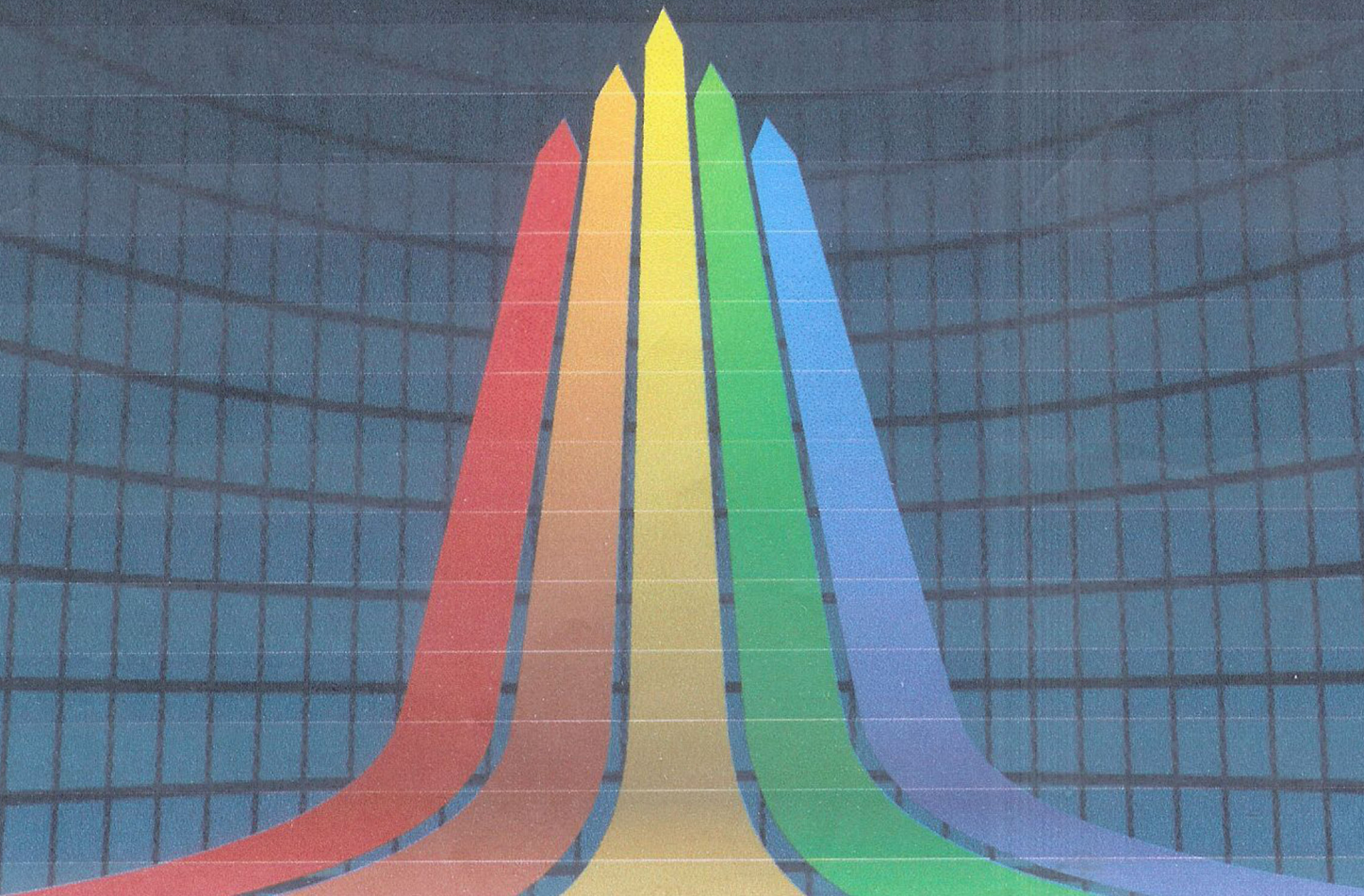




ROADMAP PUBLIC HIGHER EDUCATION REFORM



ROADMAP FOR PUBLIC HIGHER EDUCATION REFORM

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ABBREVIATIONS

CHED	Commission on Higher Education
CMO	CHED Memorandum Order
COEs/CODs	Centers of Excellence/Centers of Development
CSIs	CHED Supervised Institutions
DAP	Disbursement Acceleration Program
DBM	Department of Budget and Management
EDCOM	Congressional Commission on Education
FDP	Faculty Development Program
GAA	General Appropriations Act
GIA	Grant in Aid
GIFMIS	Government Integrated Financial Management Information System
HEDF	Higher Education Development Fund
HEIs	Higher Education Institutions
HERA	Higher Education Reform Agenda
IAU	Internal Audit Unit
IQuAME	Institutional Quality Assurance through Monitoring and Evaluation
LLU	Legislative Liaison Unit
LUCs	Local Universities and Colleges
MRU	Media Relations Unit
NAPC	National Anti-Poverty Commission
NFF	Normative Funding Formula
NHERA	National Higher Education Research Agenda
OBE	Outcomes Based Education
PESS	Philippine Education Sector Study
PCER	Presidential Commission on Educational Reform
PDP	Philippine Development Plan
QA	Quality Assurance
R&D	Research and Development
RDE	Research Development and Extension
RUS	Regional University System
STUFAPs	Student Financial Assistance Programs

INTRODUCTION

In line with the thrusts of the Philippine Development Plan 2011-2016 and as articulated in the CHED Strategic Plan, reforms in higher education are aimed at maximizing the system's contribution towards developing competent and high-level human resources and generating knowledge and technologies needed for advancing the country's national development and competitiveness. These urgently needed workable changes are systematically packaged and harmonized into the Administration's Higher Education Reform Agenda (HERA) which seeks to exact from the entire higher education system higher accountability of outcomes and impacts.

This unified agenda of reform is CHED's response to three fundamental and long-running weaknesses of Philippine higher education:

- Lack of overall vision, framework and plan for higher education
- deteriorating quality of higher education
- limited access to quality higher education by those who need it most and have potentials to maximize its benefits

In addressing these weaknesses, HERA shall be underpinned by the vision and organizing thrusts of the Administration's agenda of accountability:

- Expanded and enhanced career and life chances and choices for students; and
- Higher education and its institutions placed in the full service of national development.

The policy package will pursue the twin strategic roles of higher education in national development outlined in the Philippine Development Plan 2011-2016:

- As an instrument for poverty alleviation, and
- as a vehicle for technologically-driven national development and global competitiveness

These reforms proposed for implementation in the next six years reaffirm and build on reform measures that were proposed in the Congressional

Commission on Education (1992), the Philippine Education Sector Study (1998), the Presidential Commission on Educational Reform (2000), the Higher Education Development Project (HEDP) in 2004-2009, and the Presidential Task Force for Education (2008).

Thus, the general objectives of higher education reform are:

- A. To rationalize higher education, improve its internal and external efficiency, optimize resource utilization and maximize resource generation;
- B. to improve quality and standards of higher education, raise the level of educational outcomes and increase the social relevance of its developmental functions; and
- C. to expand access to quality higher education among lower income and disadvantaged groups

The roadmap which reflects the vision and directions of the HERA for public higher education is accompanied by an Action Plan that covers a six-year period (2011-2016), lays out the initiatives and performance measures, as well as the significant milestones to be achieved towards the realization of the needed reforms.

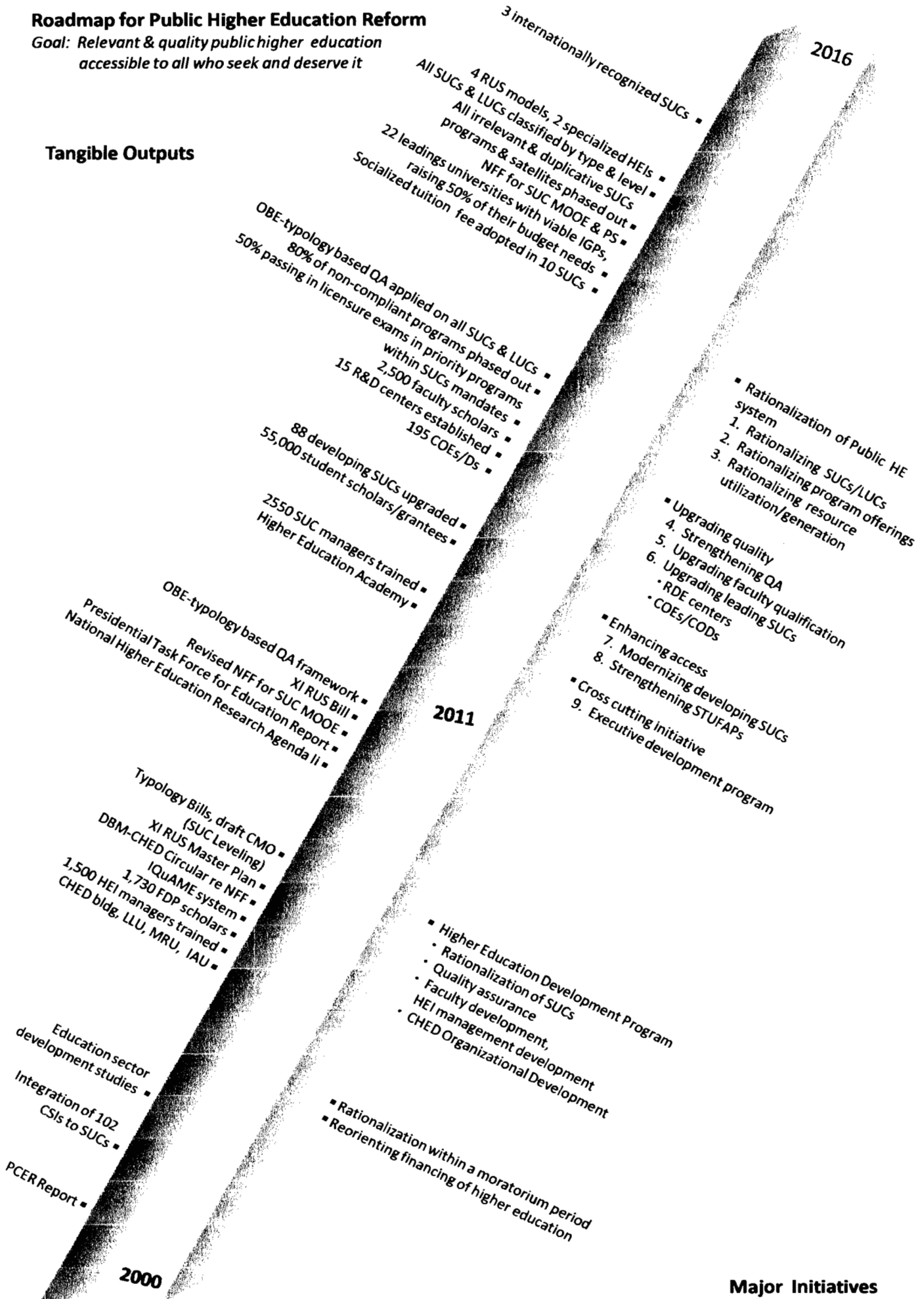
VISION FOR PUBLIC HIGHER EDUCATION

The publicly-funded higher education institutions, especially the state universities and colleges, made more capable and accountable to the State through enhanced public investments are main instruments in developing high-level professions to meet the manpower needs of industry, public service and civil society. Through their triad of functions, e.g. instruction, research and extension, SUCs significantly contribute to the urgent tasks of alleviating poverty, hastening the pace of innovations, creating new knowledge and functional skills; and increasing the productivity of the workplace and the dynamism of communities.

Roadmap for Public Higher Education Reform

Goal: Relevant & quality public higher education accessible to all who seek and deserve it

Tangible Outputs



Major Initiatives

RATIONALE

It is generally recognized that compared to higher education, basic education yields greater social returns and its provision is the more fundamental duty of the state. As the present Administration gears up to implement the K-12 program in order to make the country's basic education internationally comparable and enable it to adequately prepare secondary school graduates for higher education or for the world of work, scarce government resources will understandably have to be prioritized for basic education. It may be presumed, however, that in a market-based context, the robust private education subsector which has historically contributed significantly to the delivery of higher education, shall continue to do so, provided appropriate government policies are put in place to ensure a levelled playing field for both private and public institutions.

The main rationale for the creation and maintenance of state universities and colleges is to provide access to more affordable, good quality education for the poor and disadvantaged, to ensure equity of access to higher education while at the same time serving as instruments of development in their regional and national contexts. SUCs should therefore ideally focus on priority programs in instruction, research and extension, which the private sector cannot adequately provide. These HEIs, as a matter of priority, should also cater to the geographic areas that are not covered by the private sector. But the unplanned and unchecked proliferation of SUC campuses and programs has resulted in uneven distribution and provision of education services and has given rise to inefficiently utilized resources and duplicative programs. Moreover, without corresponding increase in funding, the expansion of SUCs campuses, programs and enrolments would spread resources thinly across a big number of beneficiaries, leading to underinvestment per capita and poor quality of education that undermine the capacity to perform their special developmental roles.

PUBLIC HIGHER EDUCATION REFORM OBJECTIVES AND INITIATIVES, 2011-2016

In view of the above, the priority thrusts and deliverable actions of the publicly-funded HEIs shall be guided by or conform to the critical areas of directional changes outlined by the HERA. (Appendix A) The objectives of

improving efficiency, upgrading quality and expanding access will be achieved through the implementation of a set of nine reforms and strategic initiatives. These are shown below.

**Public Higher Education Reform
Overall Framework**

*Objective A. Improve efficiency:
Rationalize the public higher
education system*

1. Rationalizing the number, distribution, and growth of SUCs & LUCs
 - mapping
 - piloting of governance and restructuring models like amalgamation
2. Rationalization of SUC/LUC program offerings
 - typology
 - SUC leveling
 - review, phase out/closure of inefficient, duplicative programs
 - development of priority programs
3. Rationalizing resource utilization and maximizing resource generation by SUCs
 - normative financing
 - socialized tuition fee schemes
 - assets inventory and management for resource generation
 - improving public financial management of SUCs & synchronizing this with GIFMS

*Objective B. Upgrade quality of
public higher education*

4. Strengthening quality assurance in SUCs and LUCs
 - monitoring & evaluation
 - phase out/closure of sub-standard programs
 - accreditation
5. Upgrading qualification of faculty
 - Faculty Development Program
6. Upgrading leading SUCs to international standards
 - Establishing R&D centers with state-of-the-art facilities
 - Grants-in-Aid for RDE
 - Centers of Excellence/ Development Program

*Objective C. Enhance access to
quality higher education*

7. Modernizing facilities of developing SUCs
8. Strengthening Student Financial Assistance Programs

9. Strengthening Public HEI Management thru Executive Development

Objective A. Improve efficiency: Rationalize the public higher education system

Three interventions are aimed at rationalizing the system of public higher education. The first will focus on governance and restructuring, the second on program offerings and the third on allocation of public subsidy and resource generation by SUCs .

1. Rationalizing the number, distribution and growth of SUCs and LUCs

Streamlining and restructuring the system will necessitate concerted advocacy among legislators, administrators and the general public. The rationalization activities to be undertaken will lay down the bases for consensus building on minimum standards and conditionalities for creation and conversion of public colleges and universities. These include:

- Mapping of programs and institutions – to identify areas of program duplication, overserved and underserved areas, and redirect SUCs/LUCs programs to priority disciplines and towards geographic areas that are not adequately covered by the private or existing higher education institutions, and
- Pilot implementation of governance and restructuring models. The outcomes of the Integration Program that integrated 102 CHED-supervised institutions to host SUCs, DepEd or TESDA, and the phase-out of non-laboratory programs in SUCs should be reviewed to identify learnings that could inform and guide the design and implementation of various models of governance and restructuring. One such model that has been piloted is amalgamation of SUCs in a region into a Regional University System. This is currently being piloted in Region XI and could be replicated in other regions. Another model to be studied and tried on a pilot basis is the specialized institution that would cater to the needs of and work closely with key industry partners in identified vital growth areas.

2. Rationalizing of SUCs/LUCs program offerings

This will be effected through:

- Implementation of the typology of HEIs. A typology of HEIs has

been developed which classifies and defines the roles of degree level institutions. Once applied, this rational classification would minimize duplication of program offerings and promote specialization and complementation. It could also provide a basis for identifying SUCs with the greatest potential for development to international standards which should be targeted for investments for quality improvement

- Review and evaluation of SUCs/LUCs mandates and their program offerings and phase out/closure of programs outside the mandates of the institutions
- Phase out/closure of inefficient and duplicative programs particularly those that tend to crowd out private provision, and
- Formulation and offering of programs that are responsive to industry needs in the government's five priority areas for job generation and economic development-semiconductor and electronics, business process outsourcing, tourism, agriculture and fisheries, and general infrastructure.

3. *Rationalizing resource utilization and maximizing resource generation by SUCs*

This component will include:

- Expanded implementation of the Normative Funding Formula (NFF) in the allocation of SUCs budget. The NFF applies a set of prescribed objective criteria and norms that are designed to promote and reward quality instruction, research and extension services, financial prudence and responsibility. It takes into account quality indicators (low quality programs receive less funding), and government priorities for national development. In the past 6 years, the formula has been applied in the allocation of a small percentage of the Maintenance and Other Operating Expenses (MOOE) of SUCs. The formula shall be revised to factor in the typology and new priorities for national development, reflect updated student cost estimates, and incorporate sanctions to prevent duplication (and

crowding out) of private sector provision as well as duplication of programs within a province or region. Its implementation shall be expanded to include all the MOOE and Personal Services allocation of SUCs.

- Design and adoption of school fee scheme that would allow cost recovery without limiting access among the poor, guided by the principles underlying the socialized tuition fee scheme where students from financially capable families pay a larger share of the cost or tuition fee structure. This shall be supported by student financial assistance for students from low income families.
- Assets inventory, management and development for resource generation. SUCs shall be encouraged and assisted to prepare and implement business or development plans that would make use of idle lands and assets, and to engage in income generating projects, in partnership with the private sector if feasible. The objective is to enable SUCs to become more self reliant financially and less dependent on government subsidy.
- Improving public financial management of SUCs and synchronizing this with GIFMIS. A Management Audit of SUCs should be conducted, focusing on their internal control systems, among others. The project will also include digitization and automation of SUCs operations, development of systems and procurement of requisite equipment.

Objective B. Upgrade quality of public higher education

Three components supportive of quality improvements in the public higher education system shall be implemented: Strengthening the quality assurance in SUCs and LUCs, improving quality of teaching through faculty development, and upgrading leading SUCs to international standards.

4. Strengthening quality assurance in SUCs and LUCs

Unlike private HEIs, SUCs and LUCs are able to start new academic programs on the authority of their individual boards, without going through the process of getting permit and recognition from the Commission on Higher Education. Intensive monitoring and evaluation of SUCs and LUCs and their programs shall be conducted to ensure compliance with minimum standards. Non-compliant or sub-standard programs shall be ordered closed or phased out. SUCs and LUCs shall also be encouraged and supported to have their programs accredited.

5. Upgrading qualification of faculty

One of the causes of poor quality in higher education is the inadequate preparation of teachers. This component seeks to improve the quality of higher education by upgrading the academic qualifications of university and college faculty. Of the 39,532 SUC faculty, only 58% or 22,966 have graduate degree. Through the Faculty Development Program, scholarships shall be provided to enable faculty to obtain master's or doctorate degree in priority fields including natural sciences, mathematics, engineering, information technology, and social sciences, and/or to avail of Continuing Professional Education programs.

6. Upgrading leading state universities to international standards

The strategy is to concentrate public resources in a few institutions in order to achieve critical mass and create appreciable impact. Investments shall be focused on a realistic number of institutions that could be developed into globally competitive universities.

This component includes:

- Establishment of R & D centers with state of the art facilities. Local institutions that are most productive in terms of intellectual property (IP) generation (publications and patented products) shall be recognized and provided technical and financial assistance to further build up their research capacity and enhance their research productivity. The Commission has initially identified 22 leading SUCs to be prioritized for Capital Outlay allocation for the

acquisition of state of the art facilities and equipment as well as for grants in aid for R & D and extension.

- Grants-in-Aid for Research, Development and Extension (RDE). The identified R & D Centers shall be eligible for grants for the conduct of basic and applied, interdisciplinary research aimed at intellectual property generation in their known field(s) of excellence and on identified priority areas; initiate collaborative R & D with foreign counterparts/regional or area partners and act as major linkage to international programs; and provide high quality post graduate education and training environments for researchers. GIAs shall also be made available to capable public colleges and universities for Extension programs that are aimed at development/adaptation/transfer of technologies for enhancing productivity and quality of life, improving social services, and promoting environmental protection, climate change mitigation and disaster risk reduction.
- Centers of Excellence and Centers of Development (COEs/CODs) Program. This is a continuing program aimed at promoting and rewarding achievements in the advancement of knowledge in the various disciplines. COEs/CODs are HEI colleges or departments that are identified and recognized by CHED to serve as models of excellence in particular disciplines and as resource centers for the other HEIs. Support to the COEs/CODs includes provision for student scholarships, faculty development, library and laboratory upgrading, research towards the development of academic programs in cutting edge disciplines, production of instructional materials and implementation of networking and linking activities.

Objective C. Enhance access to quality higher education

A significant number of SUCs, particularly those located in less urbanized regions outside Metro Manila and Metro Cebu, cater largely to students from poor families. These will be provided with funds to upgrade their facilities and improve their capacity to deliver quality tertiary education. Students from the focus communities identified by the National Poverty Commission (NAPC) as poorest of the poor, shall also be given priority for student financial assistance to enable them to enrol in the leading SUCs or private institutions of their choice.

7. Modernizing facilities in developing SUCs

Funding assistance for facilities upgrading shall be provided to developing SUCs – those classified as Level III, II and I, particularly those that are located outside the highly urbanized areas. The assistance shall enable these institutions to improve their capacity to deliver identified priority programs that do not duplicate those already being adequately offered by private or existing campuses.

8. Strengthened Student Financial Assistance Programs (STUFAPs)

The ongoing student financial assistance programs consist of merit-based scholarships, essentially need-based grants-in-aid, and loans. The system of financial aid requires major reforms to improve its equity, efficiency and effectiveness. This will be streamlined and targeted better to benefit the really poor and disadvantaged. The selection system will be improved and administrative procedures simplified.

As more funds become available, the number of slots for financial assistance shall be increased. STUFAPs shall serve as a mechanism for providing access through direct channelling of support to student beneficiaries. Students coming from the NAPC focus communities shall be prioritized and given sufficient tuition and allowances to enable them to enrol in leading SUs or private institutions of their choice.

Cross-cutting

9. Strengthening Public HEI Management

An Executive Development Program will be designed and implemented to enhance the capability of managers of public HEIs to implement the above reforms and initiatives. The EDP will address identified training needs of top administrators, middle level academic managers, RDE managers, managers of administrative services, and management trainers. Specialized courses will be developed and delivered in such topics as strategic planning and executive leadership, benchmarking, quality management, curriculum development, financial management, entrepreneurial management, income generation, personnel management and others.

The EDP will focus on the SUCs, but may also involve private HEIs so that experiences can be shared. The experiences gained by the private sector will provide valuable learnings and insights for the SUCs and may foster closer ties and coordination between the public and private sectors. Senior managers of top public and private HEIs will be involved in the development and trialling of the modules and will participate in workshops focusing on specialized topics and experience sharing.

The establishment of a Higher Education Academy and the institutionalization of an Executive Career System for SUCs shall be conceptualized and initiated.

MAJOR TARGETS AND MILESTONES

1. Rationalization

GIS based map of HEIs and programs completed by 2011, and continuously updated thereafter.

Blueprint for public HEI system developed by 2012;

Four (4) Regional University Systems (RUS) and two (2) specialized HEIs pilot tested from 2012 to 2016; RUS bill in process during the Plan period.

The typology of HEIs framework developed by 2011 and initially implemented in 2012, and all SUCs and LUCs classified by 2013

SUC Leveling Phase II conducted; all SUCs classified by level of development/ performance by 2012

SUCs programs that are outside their mandates, duplicative and inefficient identified by 2011; 30% of these ordered for phase out/closure by 2012, and 100% in 2013-2016; Inefficient and duplicative extension campuses and programs closed/phased out by 2016

New academic programs developed and launched in critical high level professional disciplines, e.g. geology, meteorology by 2013, & increased enrolment in the said disciplines in 2013-2016.

Generic socialized tuition fee scheme designed for SUCs by 2013, and piloted in 10 SUCs in 2014-2016

Normative funding formula revised by 2012, revised formula applied on 100% of SUCs MOOE and simulated on Personal Services by 2013, then fully applied on both MOOE and PS by 2016

22 leading SUCs with viable income generating projects by 2013, with 50% of their budgetary requirements accounted for by internally generated income by 2016

Plan for digitization and automation of SUC operations formulated by 2012; requisite systems and equipment in place by 2013, and the Plan fully implemented in accordance with the GIFMIS – in 20% of SUCs by 2014 in all SUCs by 2016

2. Upgrading quality

All authorized unaccredited programs evaluated by 2012; 20% substandard and non-performing programs closed or phased out in 2012 and 80% substandard and non-performing programs closed or phased out from 2013 to 2016

Improved performance of graduates of leading SUCs in licensure examinations in priority disciplines (within their mandated areas) up to 50% passing by 2016

85 SUCs programs supported for accreditation in 2012, and 340 programs from 2013 to 2016

500 SUC faculty scholars supported in 2012 and 2000 from 2013 to 2016

5 Research and Development Centers established in SUCs and supported in 2012, and 10 from 2013 to 2016

15 CHED-funded SUCs R&D projects implemented in 2012, and 30 during 2013-2016

6 SUCs extension programs conducted for the NAPC identified focus municipalities for adaptation transfer of technologies for enhancing

productivity and quality of life, improving social services to include health education, sanitation and feeding programs, and promoting environmental protection, climate change mitigation and disaster risk reduction.

45 COEs/Ds in SUCs identified & processed with 25 supported in 2012; 150 processed with 100 supported from 2013-2016

3 SUCs join the ranks of leading universities in the world by 2016

3. Enhancing access to quality higher education

~88 developing SUCs outside highly urbanized areas upgraded;

Harmonized/integrated scheme of student financial assistance programs instituted through inter-government agency collaboration

Improved clientele targeting of the expanded scholarship, grants and student loans and other forms of student financial assistance expected to provide in 2012 financial assistance to 11,360 students from poor and disadvantaged families, especially in NAPC focus communities, and to 44,000 students from 2013-2016

4. Cross cutting: Executive Development Program

550 SUCs managers trained in 2012; and 2000 HEI managers trained in 2013-2016;

Establishment of Higher Education Academy and institutionalization of Executive Career System for SUCs initiated by 2014

ACTION PLAN: PUBLIC HIGHER EDUCATION REFORM, 2011-2016

PROGRAMS/PROJECTS ACTIVITIES	OBJECTIVES	TARGET OUTPUT(S)	DESIRED OUTCOME(S)	TIMELINE	IMPLEMENTING AGENCY(IES)	FUND SOURCE	RISKS & RISK MITIGATION PLAN
A. RATIONALIZATION OF PUBLIC HIGHER EDUCATION SYSTEM							
1. Rationalizing the number, distribution, and growth of SUCs & LUCs	To restructure the public higher education system (SUCs/LUCs) primarily thru amalgamation of institutions into Regional University Systems (RUS) & establishment of specialized institutions	<ul style="list-style-type: none"> • updated GIS based map • Blueprint for public higher education system (PHE) • 4 RUS pilot tested • 2 specialized universities pilot tested 	Improved system effectiveness and efficiency, maximizing use of scarce resources for providing access to quality public higher education	<p>6 years (2011-2016)</p> <p>2 years (2011-2012)</p> <p>6 years (2011-2016)</p> <p>5 years (2012-2016)</p>	CHED	HEDF	<p>Risk: Resistance from concerned politicians and SUC officials</p> <p>Mitigation: Continuous advocacy & consensus building</p>
1.1 Mapping of Public HEIs and Programs					CHED & SUCs in regions XI, CAR, II, X	HEDF	
1.2 Piloting of Governance and Restructuring Models							
2. Rationalization of SUC/LUC Program offerings	To develop and implement a rational classification system to promote specialization and complementation, and minimize duplication of program offerings	<p>Typology developed and implemented in PHE system;</p> <p>All SUCs & LUCs classified</p>		<p>6 years (2011-2016)</p>	CHED CHED, DBM & PASUC	HEDF	<p>Risk: Resistance to reclassification among concerned SUC administrators & politicians</p> <p>Mitigation: Consultations & dialogues</p>
2.1 Typology of HEI							
2.2 SUC leveling							
2.3 Review, Phase out/closure of inefficient, duplicative programs	To phase out/close inefficient, duplicative programs	All irrelevant, inefficient and duplicative SUC programs ordered for phase out/closure		<p>6 years (2011-2016)</p>	SUCs	GAA HEDF	<p>Risk: Resistance from officials and students of affected SUCs</p> <p>Mitigation: Active participation of Board in decision making and implementation; provision of support to affected students (e.g. facilitating transfer)</p>
2.4 Development of priority programs	To develop academic programs in priority fields	8 programs in priority disciplines developed		<p>5 years (2012-2016)</p>	CHED	HEDF	<p>Risk: Dearth of faculty specializing in the said fields would delay implementation</p> <p>Mitigation: Curricular development may have to be preceded or accompanied by faculty development</p>

ACTION PLAN: PUBLIC HIGHER EDUCATION REFORM, 2011-2016

PROGRAMS/ PROJECTS ACTIVITIES	OBJECTIVES	TARGET OUTPUT(S)	DESIRED OUTCOME(S)	TIMELINE	IMPLEMENTING AGENCY(IES)	FUND SOURCE	RISKS & RISK MITIGATION PLAN
3. Rationalizing resource utilization & maximizing resource generation by SUCs 3.1 Normative Financing (NF)	To strengthen the normative funding (NF) formula and expand its application to include MOOE & Personal Services allocation of SUCs	Revised NF formula and its application on the MOOE and PS allocation of SUCs	Improved SUC capacity to generate resources and reduced dependence on government subsidy for their operations	6 years (2011-2016)	CHED	HEDF	Risk: Submission of inaccurate (bloated) data Mitigation: Institution of counter-checking mechanisms; rigorous data validation by regional officials of DBM, CHED & PASUC
3.2 Development and implementation of socialized tuition fee scheme	To design/implement a school fee scheme to allow cost recovery without limiting access among the poor	Socialized tuition fee scheme developed and adapted in 10 SUCs on pilot basis		5 years (2012-2016)	PIDS & selected SUCS	HEDF	
3.3 Assets inventory and management for resource generation	To assess the assets of SUCs, formulate business plans/ strategies for their utilization, and put up income generating projects (IGPs)	Business plans for utilization of SUC assets and viable IGPs in 10 SUCs		6 years (2011-2016)	PASUC & SUCs	HEDF	Risk: Production/commercialization activities could divert attention from academic focus and affect performance in instruction and research Mitigation: Tapping private and industrial sector in order to minimize involvement of SUC academic/admin personnel
	To establish public-private partnerships in resource generation and management (PPPs)	2 Eco-Education Zones		4 years (2013-2016)			
3.4 Digitization and automation of SUC operations in line with GIFMIS	To digitize and automate SUC operations and participate in the implementation of GIFMIS	<ul style="list-style-type: none"> • Requisite equipment and systems in place • Performance standards cascaded • Manual on use of SUC internally generated income • Evaluation of internal control systems of SUCs 	More efficient reporting and monitoring of physical and financial performance of SUCs and the sector	4 years (2013-2016)	CHED, SUCs & DBM	HEDF GAA	Risk: Low level of technological readiness of some SUCs could hinder or slow down implementation Mitigation: Targeted capability building for lagging SUCs

ACTION PLAN: PUBLIC HIGHER EDUCATION REFORM, 2011-2016

PROGRAMS/ PROJECTS ACTIVITIES	OBJECTIVES	TARGET OUTPUT(S)	DESIRED OUTCOME(S)	TIMELINE	IMPLEMENTING AGENCY(IES)	FUND SOURCE	RISKS & RISK MITIGATION PLAN
B. UPGRADING QUALITY OF PUBLIC HIGHER EDUCATION							
4. Strengthening Quality Assurance in SUCs & LUCs 4.1 Monitoring and evaluation 4.2 Phase out/closure of sub-standard programs 4.3 Accreditation	Upgrade standards to inter-nationally comparable levels, strengthen monitoring and enforcement, and promote program accreditation	100% of SUC sub-standard & poor performing programs closed or phased out Improved performance of leading SUCs in licensure exams up to 50% passing in priority disciplines (within their mandated areas) 425 additional programs accredited	Relevant and globally comparable higher education institutions, graduates, R&D outputs and services	6 years (2011-2016)	CHED SUCs Accrediting bodies	HEDF	Risk: Possible political intervention and resistance from affected administrators and students Mitigation: Continuous advocacy/information dissemination and dialogues
5. Faculty Development Program	To upgrade qualification of SUC faculty to Masters and Ph D levels	2,500 faculty scholars and continuing professional education (CPE) beneficiaries		6 years (2011-2016)	CHED Delivering HEIs SUCs	HEDF	Risk: Some institutions may not release faculty for full time study due to lack of substitutes (esp in disciplines with few specialists) Mitigation: Considering other modes of delivery to allow faculty to teach while studying
6. Upgrading leading SUCs to international standards 6.1 Upgrading and modernization of infrastructure facilities and equipment of leading SUCS 6.2 Grants-in-Aid for Research Development and Extension (RDE)	To build up capacity of SUCs for delivery of quality higher education services To improve the efficiency of SUC management & operations To build up research capability & improve research productivity of SUCs	upgraded science laboratories, libraries, ICT capability and systems, R&D equipment/facilities Leading (Tier 1) Leading (Tier 2) 15 RDE centers established 50 SUC RDE programs funded; 500 Intellectual Properties (IPs)- publications or patents, produced		5 years 6 years (2011-2016)	CHED, Leading State Universities (SUs), DPWH	DAP HEDF DAP	Risk: Low absorptive capacity of some SUCs and COA liquidation requirements for availment of subsequent grants/fund release Mitigation: Relevant capability building activities Risk: Absorptive capacity of SUCs may be constrained by reluctance of institution to deload faculty for research Mitigation: Adoption of mechanisms to enable SUCs to augment teaching staff and deload faculty to do research

ACTION PLAN: PUBLIC HIGHER EDUCATION REFORM, 2011-2016

PROGRAMS/ PROJECTS ACTIVITIES	OBJECTIVES	TARGET OUTPUT(S)	DESIRED OUTCOME(S)	TIMELINE	IMPLEMENTING AGENCY(IES)	FUND SOURCE	RISKS & RISK MITIGATION PLAN
6.3 Centers of Excellence & Centers of Development Programs	To identify/recognize/reward colleges or departments that demonstrate excellence in particular disciplines, to serve as models and resource centers for other HEIs	125 SUC COEs/CODs identified and supported		6 years (2011-2016)	CHED	HEDF	Risk: Identification/recognition of COEs/Ds may be delayed pending completion of the revised quality assurance policy Mitigation: Expediting reformulation of quality assurance policy
C. ENHANCING ACCESS							
7. Modernizing facilities of developing SUCs	To enhance the quality and Standards of instruction and extension functions of developing SUCs To facilitate the delivery of instruction and extension services To improve the efficiency of SUC management and operations	Upgraded academic buildings Improved instruction facilities, expanded library holdings and facilities, ICT equipment and systems of: 37 SUCs (Levels 3-4) 51 SUCs (Levels 1-2)	Broadened access to quality higher education	6 years (2011-2016) 5 years	CHED 88 developing SUCs, DPWH	DAP	Risk: Low absorptive capacity of some SUCs and COA liquidation requirements for availment of subsequent grants/fund release Mitigation: Relevant capability building activities
8. Student financial assistance programs	To provide financial support for poor but deserving students who wish to enroll in priority courses	55,360 student beneficiaries		6 years (2011-2016)	CHED, DSWD 22 leading state universities	HEDF GAA DAP	
D. CROSS CUTTING							
9. Strengthening public HEI management thru Executive Development Program (EDP)	To enhance capability of public HEI managers to implement reforms	2550 SUCs managers trained Higher Education Academy established	Professionalized management of HEIs	6 years (2011-2016)	Development Academy of the Philippines & selected delivering HEIs	DAP	Risk: Political influence in selection of SUC officials Mitigation: Institutionalization of a career system for SUCs managers

BUDGETARY REQUIREMENTS (in Million Pesos)

Initiatives	Fund Source	2011-2012	2013	2014	2015	2016	Total
1 For Efficiency	HEDF (1)	22.00	24.20	26.62	29.28	32.21	134.31
	GIA for RDE (2)	56.00	61.60	67.76	74.54	81.99	341.89
	subtotal	78.00	85.80	94.38	103.82	114.20	476.20
2 For Quality	HEDF (3)	286.00	314.60	346.06	380.67	418.73	1,746.06
	DAP						
	GIA for RDE for Leading	504.00					504.00
	Infra and Facilities upgrading for Leading	2,631.00					2,631.00
	GAA CHED						
	NAFES and Faculty Development Growth Areas	97.16	106.88	117.56	129.32	142.25	593.17
	GAA SUCs	500.00					500.00
	Infra and Facilities upgrading for Leading		2,894	3,183.40	3,501.74	3,851.91	13,431.05
GIA for RDE for Leading		554	609.40	670.34	737.37	2,571.11	
	subtotal	4,018.16	3,869.48	4,256.42	4,682.07	5,150.27	21,976.40
3 For Access	HEDF (4)	88.60	13.29	1.99	0.00	0.00	103.88
	DAP						
	GIA for poverty alleviation	500.00					500.00
	Modernizing Facilities of Developing SUCs	427.80					427.80
	GAA CHED						
	STUFAP	60.34	72.41	86.90	709.28	780.21	1,709.14
	GIA for poverty alleviation			550.00			550.00
	GAA SUCs						
Modernizing Facilities of Developing SUCs		470.58	517.64	569.40	626.34	2,183.96	
	subtotal	1,076.74	556.28	1,156.53	1,278.68	1,406.55	5,474.78
4 Crosscutting	DAP - Executive Development Program (5)	165.00	100.00	110.00	121.00	133.10	629.10
	subtotal	165.00	100.00	110.00	121.00	133.10	629.10
TOTAL		5,337.90	4,611.56	5,617.33	6,185.57	6,804.12	28,556.48

(1) HEDF allocation for Institutional Capacity Building for SUCs

(2) Disbursement Acceleration Program Grants-In-Aid for SUCs - RDE, retained by PIDs

(3) HEDF allocation for COE/COD, Quality Assurance, Research and Faculty Development Programs (FDP) for SUCs

(4) HEDF allocation for STUFAP

(5) Released through Development Academy of the Philippines

APPENDICES

Higher Education Reform Agenda (HERA) Strategic Directions

1. Restructuring higher education institutions by amalgamation along regional systems and specified institutions;
2. Developing and implementing a typology of HEIs and a developmental incentives scheme to support quality assurance;
3. Rationalizing programs through moratorium/phase-out of oversubscribed, inefficient, duplicative programs and support of priority programs;
4. Leveling the playing field in higher education through harmonization between public and private HEIs;
5. Institutionalizing and strengthening partnership with Basic Education;
6. Reviewing organizational structures and rationalizing resources for higher education;
7. Strengthening quality assurance;
8. Upgrading of qualifications of faculty;
9. Achieving excellence and global competitiveness;
10. Enhancing institutional governance through an executive development program;
11. Strengthening student financial assistance programs; and
12. Optimizing roles in poverty alleviation and social development.

**INITIATIVES, PERFORMANCE INDICATORS AND MILESTONES
2011-2016**

OBJECTIVE	INITIATIVE	PERFORMANCE INDICATORS	MILESTONES					
			2011	2012	2013	2014	2015	2016
A. Improve Efficiency: Rationalization of Public HEI System	1. Rationalizing the number, distribution and growth of SUCs and LUCs							
	1.1 Mapping of public HEIs and programs	* Blueprint for PHEIs system	developed					
		* % of completion of GIS based map	100%					continuously updated
	1.2. Piloting of governance and restructuring models	* No. of Regional University System (RUS) pilot tested					4	
		* Specialized universities pilot tested					2	
	2. Rationalization of SUC/ LUC program offerings							
	2.1. Typology of HEI	* Typology framework	developed	initially implemented				all SUCs and LUCs classified
	2.2. SUC Leveling	* updated/enhanced SUC Leveling instrument						
		* No. of SUCs classified by level of development/performance						All SUCs classified by level
	2.3. Review, phase out/ closure of inefficient, duplicative programs	* % of irrelevant, inefficient and duplicative programs ordered for phase out/closure		30%				100%
2.4. Development of priority programs	*No. of priority programs developed		3				5	

OBJECTIVE	INITIATIVE	PERFORMANCE INDICATORS	MILESTONES						
			2011	2012	2013	2014	2015	2016	
A. Improve Efficiency: Rationalization of Public HEI System	3. Rationalizing resource utilization and maximizing resource generation by SUCs			completed	applied on 100% SUCs MOOE and simulated on PS				fully applied on both MOOE and PS
	3.1. Normative Financing	* Revised Normative Financing (NF) formula							
	3.2. Development and implementation of socialized tuition fee scheme	* Socialized Tuition Fee Scheme			developed				piloted in 10 SUCs
	3.3. Asset inventory and management for resource generation	* No. of SUCs with viable IGP Eco-Education Zones							22 Leading SUCs 2
B. Upgrade quality of public higher education		% of leading SUCs budget covered by internally generated income	33						50
		% of SUCs capacitated (with digitized and automated operations) & compliant with GIFMIS					20% of SUCs		All SUCs
	4. Strengthening quality assurance in SUCs and LUCs	% passing of SUC graduates in licensure examinations in priority disciplines							50
	4.1. Monitoring and evaluation	* % of SUC sub-standard and non-performing programs closed or phased out					20		80
	4.2. Phase out/ closure of sub-standard programs	* No. of SUCs programs supported for accreditation						85	340
4.3. Accreditation									

OBJECTIVE	INITIATIVE	PERFORMANCE INDICATORS	MILESTONES						
			2011	2012	2013	2014	2015	2016	
B. Upgrade quality of public higher education	5. Upgrading the qualifications and competency of faculty 5.1. Faculty Development Program	* No. of Faculty scholars and Continuing Professional Education (CPE) beneficiaries		500				2,000	
		6. Upgrading leading SUCs to international standards 6.1. Establishment of research and development (R & D) centers with state of the art facilities		5				10	
	6.2. Grants-in-Aid for R & D	* No. of SUCs R & D programs funded		15				30	
	6.3. Grants-In-Aid for Extension	* No. of SUCs extension programs conducted for the NAPC identified focus municipalities for adaptation/ transfer of technologies for enhancing productivity and quality of life, Improving social service and promoting environmental protection, climate change mitigation and disaster risk reduction						6	
	6.4. Center of Excellence/ Development Program	* No. of SUCs programs identified as COEs/ CODs and processed	45 processed					150 programs identified/ processed	
		* No. of COEs/ CODs supported		25				100	
B. Upgrade quality of public higher education		* No. of SUCs in top 500 universities in Asia	1						3

OBJECTIVE	INITIATIVE	PERFORMANCE INDICATORS	MILESTONES					
			2011	2012	2013	2014	2015	2016
C. Enhance access to quality higher education	7. Modernizing facilities of developing state universities and colleges (SUCs) 7.1. Support to developing SUCs outside highly urbanized areas	* No. of developing SUCs supported				88		
	8. STUFAPS	* No. of student grantees		11,360			44,000	
D. Cross cutting	9. Strengthening Public HEI Management thru Executive Development Program	* No. of SUC managers trained Higher Education Academy established		550			2,000	Higher Education Academy



Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION

EXCERPTS FROM THE MINUTES OF THE 38th REGULAR COMMISSION MEETING
HELD ON THE 9th DAY OF JANUARY 2012 AT THE HEDC CONFERENCE ROOM
HEDC BUILDING, C.P. GARCIA AVE., U.P. BILIRAN, QUEZON CITY

RESOLUTION No. 010 - 2012

RESOLVED, AS IT IS HEREBY RESOLVED, that upon its discussion and agreement, and in view of the favorable endorsement of the Management Committee, the Commission **approved** the Disbursement Acceleration Plan for CHED for the Additional Budget of State Universities and Colleges (SUCs). The approved list of leading SUC recipients is hereto-attached as ANNEX A.

RESOLVED FINALLY, AS IT IS HEREBY FINALLY RESOLVED, that upon its deliberation and in view of the agreement that *Quality and Excellence* shall be the only criteria for the first cut, the Commission **approved** the following criteria in determining the first batch/ cut of leading SUCs qualified for the Disbursement Acceleration Plan (DAP):

1. Must be SUC Level IV and III only; and
2. Must have at least one (1) Center of Excellence or two (2) Centers of Development; *and*
3. Must have at least seven (7) Level III Accredited programs; or
4. Must be identified Philippine Higher Education Research Network (PHERNet) or Higher Education Research Center (HERRC).

PATRICIA B. LICUANAN

Chairperson and Presiding Officer
385th Regular Commission En Banc Meeting
9 January 2012

NONA S. RICAFORT
Commissioner

REXALYN R. DEFENSOR
Commissioner

WILLIAM C. MEDRANO
Commissioner



Republic of the Philippines
OFFICE OF THE PRESIDENT
COMMISSION ON HIGHER EDUCATION

EXCERPTS FROM THE MINUTES OF THE 390th REGULAR COMMISSION MEETING
HELD ON THE 26th DAY OF MARCH 2012 AT THE HEDC CONFERENCE ROOM,
HEDC BUILDING, C.P. GARCIA AVE., U.P., DILIMAN, QUEZON CITY

RESOLUTION No. 069 - 2012

RESOLVED, AS IT IS HEREBY RESOLVED, that upon full deliberation and in view of the favorable recommendation of the Management Committee (ManCom), the Commission **approved** the following criteria for the selection of the List of Leading State Universities and Colleges (SUCs) 2nd Tier:

1. COE or COG; and
2. SUC Level III or IV; or
3. Best SUC relative to other SUCs in the region.

RESOLVED FINALLY, AS IT IS HEREBY FINALLY RESOLVED, that based on the above criteria, the Commission **approved** the following SUCs, which qualified for the 2nd Tier:

1. Palawan State University;
2. Western Mindanao State University; and
3. University of Southeastern Philippines

PATRICIA B. LICUANAN

Chairperson and Presiding Officer
390th Regular Commission En Banc Meeting
26 March 2012

NONA S. RICAFORT

Commissioner

RENALYN P. DEFENSOR

Commissioner

WILLIAM C. MEDRANO

Commissioner

MARIA CYNTHIA ROSE B. BAUTISTA

Commissioner

**LIST OF LEADING UNIVERSITIES INCLUDED IN THE FIRST CUT/BATCH
OF THE CHED DISBURSEMENT ACCELERATION PLAN
(Based on Excellence)**

REGION	STATE UNIVERSITIES AND COLLEGES (SUCs)
I	Mariano Marcos State University Don Mariano Marcos Memorial State University
II	Isabela State University Nueva Vizcaya State University
III	Central Luzon State University
IV-A	Cavite State University
IV-B	---
V	Bicol University Central Bicol State University
VI	West Visayas State University
VII	Cebu Normal University
VIII	Visayas State University Leyte Normal University
IX	---
X	Central Mindanao University Mindanao University of Science and Technology
XI	---
XII	University of Southern Mindanao
CAR	Benguet State University
CARAGA	---
NCR	Philippine Normal University
ARMM	Mindanao State University System
National	University of the Philippines System

RR

SF
red
mark

LIST OF TIER I DEVELOPING STATE UNIVERSITIES AND COLLEGES

State Universities and Colleges		Region
1	Pangasinan State University	I
2	University of Northern Philippines	I
3	Cagayan State University	II
4	Bataan Peninsula State University	III
5	Bulacan State University	III
6	Nueva Ecija University of Science and Technology	III
7	Pampanga Agricultural College	III
8	Philippine Merchant Marine Academy	III
9	Ramon Magsaysay Technological University	IX
10	Tarlac College of Agriculture	III
11	Tarlac State University	III
12	Batangas State University	IV
13	University of Rizal System	IV
14	Western Philippine University	IV
15	Partido State University	V
16	Catanduanes State Colleges	V
17	Capiz State University	VI
18	University of Antique	VI
19	Western Visayas College of Science and Technology	VI
20	Cebu Technological University	VII
21	Negros Oriental State University	VII
22	Eastern Samar State University	VIII
23	Eastern Visayas State University	VIII
24	Palompon Institute of Technology	VIII
25	Naval State University	VIII
26	Northwest Samar State University	VIII
27	University of Eastern Philippines	VIII
28	Samar State University	VIII
29	Bukidnon State University	IX
30	Davao Oriental State College of Science and Technology	XI
31	Sultan Kudarat State University	XII
32	Ifugao State University	CAR
33	Kalinga Apayao State College	CAR
34	Mountain Province State Polytechnic College	CAR
35	Technological University of the Philippines	NCR
36	Polytechnic University of the Philippines	NCR
37	Rizal Technological University	NCR

LIST OF TIER 2 DEVELOPING STATE UNIVERSITIES AND COLLEGES

State Universities and Colleges		Region
1	Ilocos Sur Polytechnic State College	I
2	North Luzon Philippine State College	I
3	Batanes State University	II
4	Quirino State College	II
5	Aurora State College	III
6	Don Honorio Ventura Technological State University	III
7	Bulacan Agricultural State College	III
8	Laguna State Polytechnic University	IV-A
9	Southern Luzon State University	IV-A
10	Marinduque State College	IV-B
11	Mindoro State College of Agriculture and Technology	IV-B
12	Occidental Mindoro State College	IV-B
13	Romblon State University	IV-B
14	Camarines Norte State College	V
15	Camarines Sur Polytechnic College	V
16	Dr. Emilio B. Espinosa Sr. Memorial State College	V
17	Sorsogon State College	V
18	Aklan State University	VI
19	Carlos Hilado Memorial State College	VI
20	Iloilo State College of Fisheries	VI
21	Northern Iloilo Polytechnic State College	VI
22	Northern Negros State College of Science and Technology	VI
23	Guimaras State College	VI
24	Negros State College of Agriculture	VII
25	Bohol Island State University	VII
26	Siquijor State College	VII
27	Southern Leyte State University	VIII
28	Zamboanga City State Polytechnic College	IX

LIST OF TIER 2 DEVELOPING STATE UNIVERSITIES AND COLLEGES

State Universities and Colleges		Region
29	Zamboanga State College of Marine Science and Technology	IX
30	Jose Rizal Memorial State University	IX
31	Basilan State College	IX
32	J.H. Cerilles State College	IX
33	Camiguin Polytechnic State College	XII
34	Misamis Oriental State College of Agriculture and Technology	XII
35	Northwest Mindanao State College of Agriculture and Technology	XII
36	Davao Del Norte State College	XII
37	Southern Philippine Agri-Business Marine and Aquatic School of Tech	XII
38	Cotabato City State Polytechnic College	XII
39	Cotabato Foundation College of Science and Technology	XII
40	Sulu State College	ARMM
41	Tawi-Tawi Regional Agriculture College	ARMM
42	Adiong Memorial Polytechnic State College	ARMM
43	Abra State Institute of Science and Technology	CAR
44	Apayao State College	CAR
45	Agusan Del Sur State College of Agriculture and Technology	CARAGA
46	Surigao Del Sur State University	CARAGA
47	Surigao State College of Technology	CARAGA
48	CARAGA State University	CARAGA
49	Eulogio "Amang" Rodriguez Institute of Science and Technology	NCR
50	Philippine State College of Aeronautics	NCR
51	Marikina Polytechnic College	NCR

COVENANT ON PHILIPPINE PUBLIC HIGHER EDUCATION REFORM

We, the Presidents of the 110 state universities and colleges of the Philippines have gathered today May 17, 2012 at the Higher Education Development Center in Diliman, Quezon City in the presence of His Excellency President Benigno S. Aquino III, to manifest our commitment and support to reform in public higher education.

We are aware of the fundamental and long-running deficiencies of Philippine higher education: the lack of overall vision, framework and plan; deteriorating quality; and limited access.

We recognize that Philippine higher education should expand and enhance career and life chances and choices for students and that higher education and its institutions should be placed in the full service of national development.

We acknowledge the role of higher education in national development as an instrument for poverty alleviation and as a vehicle for technologically-driven development and competitiveness.

We accept the strategic thrusts of higher education reform of the Aquino government:

- to rationalize higher education, improve its internal and external efficiency, optimize resource utilization and maximize resource generation;

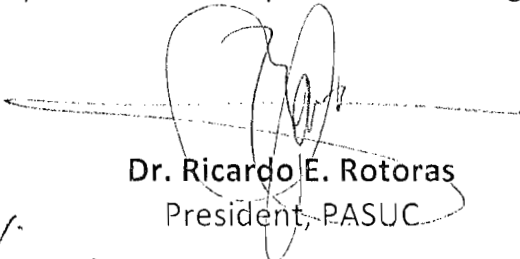
- to improve quality and standards, raise the level of educational outcomes and increase the social relevance of its developmental functions; and

- to expand access to quality higher education among lower income and disadvantaged groups.

Thus, we commit ourselves and our institutions to pursuing and institutionalizing the reforms proposed in the Roadmap of Public Higher Education Reform 2011-2016 as follows:

1. Rationalizing the number, distribution and growth of public higher education institutions
2. Rationalizing program offerings
3. Rationalizing resource utilization, maximizing resource generation and improving financial management
4. Strengthening quality assurance
5. Upgrading qualifications of faculty
6. Upgrading leading SUCs to international standards
7. Modernizing facilities of developing SUCs
8. Strengthening student financial assistance programs
9. Strengthening public higher education management through an Executive Development Program

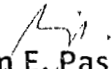
We further promise that these reforms as well as all aspects of our work will be pursued and performed with utmost honesty, integrity and ethical leadership and that we will be worthy stewards and partners in the great task of building our nation.




Dr. Ricardo E. Rotoras
President, PASUC




Dr. Olympio V. Caparas
Vice-President for NCR



Dr. Miriam E. Pascua
Vice-President for Luzon



Atty. Mar P. De Asis
Vice-President for Visayas



Dr. Perfecto A. Alibin
Vice-President for Mindanao

COVENANT ON PUBLIC HIGHER EDUCATION REFORM

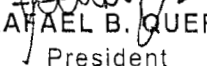


COMMISSION ON HIGHER EDUCATION
MAY 17, 2012


REGION 1


DR. BENJAMIN P. SAPITULA
President


Don Mariano Marcos Memorial State University


DR. RAFAEL B. QUERUBIN
President

Ilocos Sur Polytechnic State College


DR. MIRIAM E. PASCUA
President

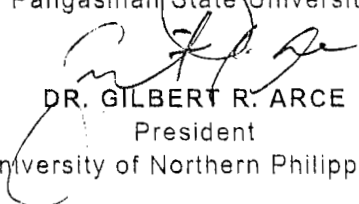
Mariano Marcos State University


DR. CARIDAD O. ABUAN

Officer-In-Charge, Office of the President
North Luzon Philippines State College

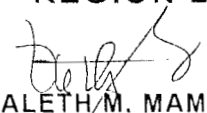

DR. VICTORIANO C. ESTIRA
President

Pangasinan State University



DR. GILBERT R. ARCE
President

University of Northern Philippines

REGION 2


DR. ALETH M. MAMAUG
President

Batanes State College


ATTY. HONORATO M. CARAG, JR.

Officer-In-Charge, Office of the President
Cagayan State University


DR. ROMEO R. QUILANG

Officer-In-Charge, Office of the President
Isabela State University

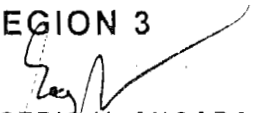

DR. FLORENTINA S. Dumlao
President

Nueva Vizcaya State University

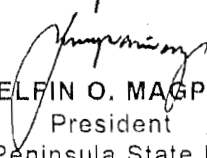

DR. SAMUEL O. BENIGNO
President

Quirino State College

REGION 3


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President

Aurora State College of Technology


DR. DELFIN O. MAGPANTAY
President

Bataan Peninsula State University


DR. GERARDO I. MENDOZA
President

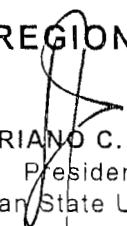
Bulacan Agricultural State College

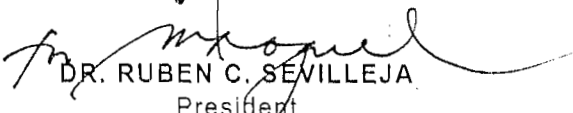
COVENANT ON PUBLIC HIGHER EDUCATION REFORM

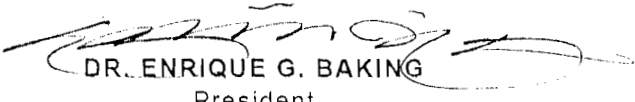


COMMISSION ON HIGHER EDUCATION
MAY 17, 2012

REGION 3


DR. MARIANO C. DE JESUS
President
Bulacan State University

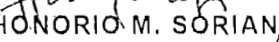

DR. RUBEN C. SEVILLEJA
President
Central Luzon State University

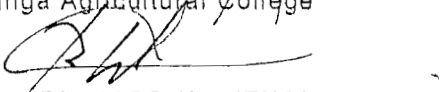

DR. ENRIQUE G. BAKING
President

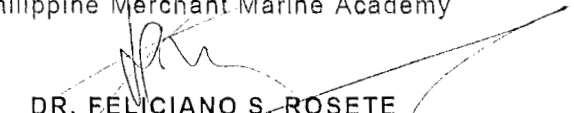
Don Honorio Ventura Technological State University


DR. HILARIO C. ORTIZ
President

Nueva Ecija University of Science and Technology


DR. HONORIO M. SORIANO, JR.
President
Pampanga Agricultural College



COMMO. RICHARD U. RITUAL
President
Philippine Merchant Marine Academy

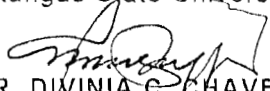

DR. FELICIANO S. ROSETE
President
Ramon Magsaysay Technological University

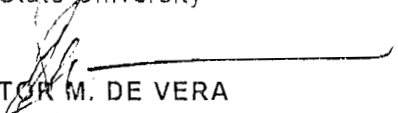

DR. MAX P. GUILLERMO
President
Tarlac College of Agriculture


DR. PRISCILLA C. VIUYA
President
Tarlac State University

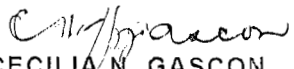
REGION 4A


DR. NORA L. MAGNAYE
President
Batangas State University


DR. DIVINIA C. CHAVEZ
President
Cavite State University


DR. NESTOR M. DE VERA
President
Laguna State Polytechnic University

DR. MARITA R. CANAPI
President
University of Rizal System


DR. CECILIA N. GASCON
President
Southern Luzon State University

REGION 4B

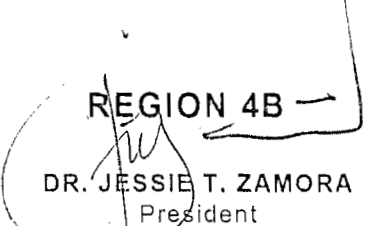
DR. ROMULO H. MALVAR
President
Marinduque State College

COVENANT ON PUBLIC HIGHER EDUCATION REFORM

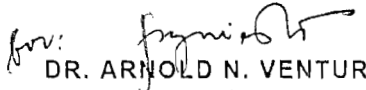


COMMISSION ON HIGHER EDUCATION
MAY 17, 2012

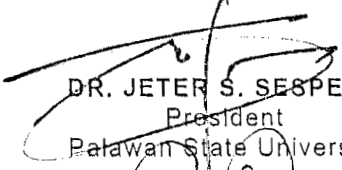
REGION 4B


DR. JESSIE T. ZAMORA
President

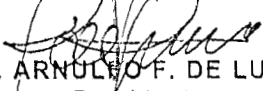
Mindoro State College of Agriculture and Technology

for: 
DR. ARNOLD N. VENTURINA
President

Occidental Mindoro State College


DR. JETER S. SESPEÑE
President

Palawan State University


DR. ARNULFO F. DE LUNA
President

Romblon State University

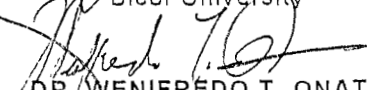

DR. ELSA P. MANARPAAC
President

Western Philippines University


REGION 5


DR. FAY LEA PATRIA M. LAURAYA
President

Bicol University


DR. WENIFREDO T. ONATE
President

Camarines Norte State College


DR. DULCE FAJARDO-ATIAN
President

Camarines Sur Polytechnic College


DR. MARITO S. BERNALES
President

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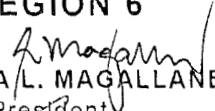
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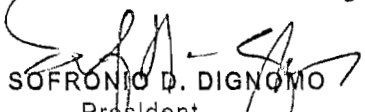



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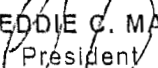
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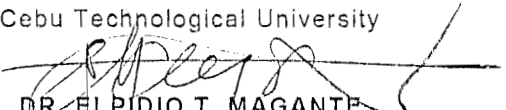

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Negros State College of Agriculture

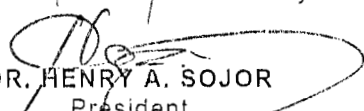
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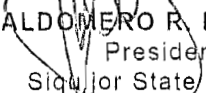
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Cebu Normal University

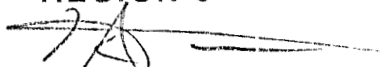

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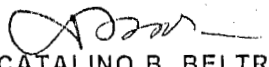

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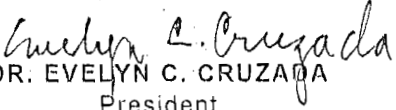

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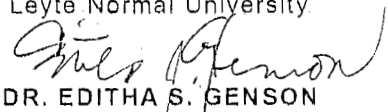

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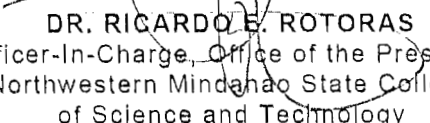
REGION 10


DR. RICARDO E. ROTORAS
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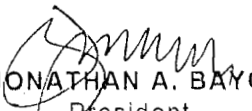
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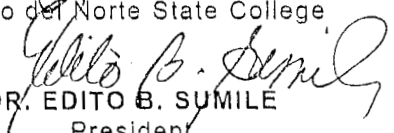
Misamis Oriental State College
of Agriculture and Technology


DR. RICARDO E. ROTORAS
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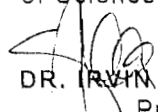
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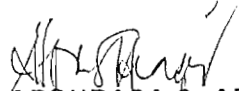
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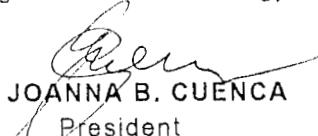
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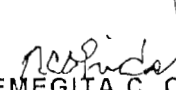

DR. ABDURASA S. ARASID
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Sulu State College

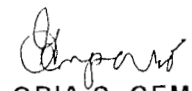

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DR. BERNARD R. RAMIREZ

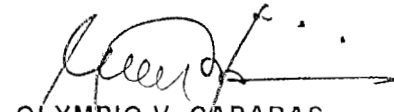
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Philippine State College of Aeronautics


DR. EMANUEL C. DE GUZMAN

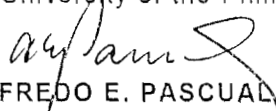
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Polytechnic University of the Philippines


DR. JESUS RODRIGO F. TORRES

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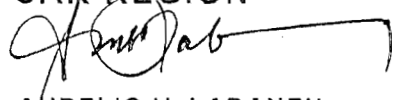

DR. OLYMPIO V. CAPARAS

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Technological University of the Philippines



DR. ALFREDO E. PASCUAL

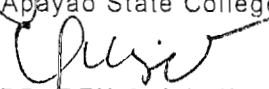
President
University of the Philippines System
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CAR REGION


DR. AURELIO V. LABANEN

President
Abra State Institute of Science and Technology

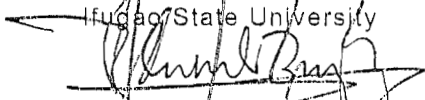

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