Transition from Secondary Education to Higher Education: Philippines

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• K-12 reform basic education in the Philippines

• The challenge of ASEAN integration in 2016

• Need to align university efforts with the national agenda on developing quality education
Purpose

- Examine the admission policies and procedures for entrance in the tertiary level or higher education.
- Rethink the roles and missions of higher education and its connection with secondary education.
- Determine the admission requirements and their impact on secondary education.
Study questions:

• Why are the reforms of college admission policies important for the country/system?

• What are current university admission systems in the Philippines?

• What are impacts of the selection mechanisms on secondary education and society?

• What are the ways forward?
Methodology

Design

- quantitative-descriptive
- cross-sectional research design

Multi-method Data Collection Strategies:

- University and College websites
- Questionnaires (sent by fax and e-mail to the sample institutions)
- Round table discussion
Phase I - the development and validation of the questionnaire.

Parts of the questionnaire:
1. Admission policies and procedures
2. Transition from secondary to tertiary level

Phase II Interview

Heads of the test development section of the Center for Educational Measurement (CEM) - an independent assessment body, which provides service to universities on assessing students for admission.
<table>
<thead>
<tr>
<th>Geographical Areas Covered</th>
<th>Total No. of HEIs</th>
<th>No. of HEI per Classification</th>
<th>Comprehensive HEIs</th>
<th>Specialized HEIs</th>
<th>Sampling: % per Classification</th>
<th>Sample of HEIs per Classification</th>
<th>Prop. Comp. and Special-</th>
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</thead>
<tbody>
<tr>
<td>Northern Luzon</td>
<td>387</td>
<td>SUCs 29</td>
<td>26</td>
<td>3</td>
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<td>9</td>
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<td></td>
<td>LGUs 16</td>
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<td>-</td>
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<tr>
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<td>NCR</td>
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<td>*specialized HEI 3</td>
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<td>154</td>
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<td>3%</td>
<td>6</td>
<td>3:3</td>
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<td><strong>Total</strong></td>
<td><strong>1,743</strong></td>
<td><strong>1,743</strong></td>
<td><strong>1,622</strong></td>
<td><strong>121</strong></td>
<td><strong>85</strong></td>
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</table>
The sampling of HEIs

1. **Website survey**
   - 30% of the total number of SUCs;
   - 3% of the private universities and colleges;
   - 3% of the schools owned by LGUs; and
   - 1 specialized university was drawn from the SUCs

2. **Round Table**
   - 36 institutions across regions
     - 27 HEIs, 5 local gov’t unit schools and 4 secondary schools
   - 18 of the 32 HEIs were not part of the web survey but represented HEIs from Luzon, Visayas & Mindanao and Metro Manila
Sampling and Respondents

• The sample HEIs were drawn from the 16 regions of the country
• The participating institutions
  
  55 website survey:
  
  22 public HEIs and 33 private HEI
  
  18/36 HEIs from Roundtable
  
  (not part of website survey)

• Overall Total: 73 (55+18) participating HEIs, both public and private funded, including LGU supported as samples for the study
Policies on Transition from Secondary Education to Higher Education

• The Philippine Basic Education
  - compulsory, comprehensive primary education (6 yrs)
  - secondary education (4yrs)
  - college Level

• The K-12 Educational Reform
  - additional 2 years for Senior High School
# The Current University Admission System

<table>
<thead>
<tr>
<th>Admission Examination</th>
<th>Purpose</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>National College Entrance Examination (NCEE) (PD 146) – 1975</td>
<td>maintain the highest quality of education for purposes of national development</td>
<td>measure and assess the scholastic aptitudes of college-bound students</td>
</tr>
<tr>
<td>National Career Assessment Examination (NCAE) (RA 7731) -1994</td>
<td>give all high school graduates the opportunity to enter college and have a chance of a better career in the future.</td>
<td>not considered as national entrance examination</td>
</tr>
</tbody>
</table>
The Current University Admission System

• Autonomy of HEIs in setting standards in selecting students to admit.

• Most HEIs:
  – have their own admissions examinations
  – are given liberty to craft their selection policies
  – provide additional assessment tools that they deem necessary in selecting their students
Roles and Responsibilities of Stakeholders

- CHED leads in providing the basic structure in course programming and admission standards among higher education institutions.
- Tripartite functions allow them to individually set policies for competencies, certifications and standards based on their own mandates, for compliance of institutions delivering post-secondary training.
1. HEIs have policies specific to high school graduates, transferees from other schools and foreign students.

2. The students that the HEIs cater to are those who are new graduates of secondary schools (Grade 10), transferees from other HEIs and foreign students.

3. There are different requirements per student type, with the foreign students having to fulfill and submit more documents than the high school graduates and the local transferees.
4 categories of admission criteria and relevant documents as required by HEIs:

• **cognitive-related requirements**
  - include tests, grades and performance in other achievement or aptitude-related measurements

• **non-cognitive measures**
  - cover good moral character certifications, recommendations from teachers and personal history statements

• **identity-verification-related documents**
  - focus on the submission of birth certificates, police clearances, passports and other requirements that provide evidences pertaining to the identity of the applicant

• **other documents**
  - include parents’ income tax return, medical certificates, and other related certifications
Cognitive –Related Criteria

High School Diploma

- Mindanao
- NCR
- Northern Luzon
- Southern Luzon
- Visayas
- NCR
- Northern Luzon

Private Universities and Colleges

State Universities and Colleges

- Student Type High School Graduate
- Student Type Foreigner
- Student Type Local Transferee
Cognitive –Related Criteria

High School Report Card (138)

- Mindanao
- NCR
- Northern Luzon
- Southern Luzon
- Visayas

Private Universities and Colleges
- Student Type: High School
- Student Type: Local Transferee

State Universities and Colleges
Importance Given by HEIs on Entrance Examination as a Requirement for Admission

- Mindanao
- Northern Luzon
- Southern Luzon
- Visayas
- Mindanao
- NCR
- Northern Luzon
- Southern Luzon
- Visayas

Private Universities and Colleges

- Student Type: High School Graduates
- Student Type: Local Transferees

State Universities and Colleges
Cognitive –Related Criteria for Foreign Students

![TOEFL Graph]

- **Mindanao**
  - Private Universities and Colleges: 15.0%
  - State Universities and Colleges: 25.0%
- **Northern Luzon**
  - Private Universities and Colleges: 50.0%
  - State Universities and Colleges: 45.0%
- **Southern Luzon**
  - Private Universities and Colleges: 5.0%
  - State Universities and Colleges: 30.0%
- **Visayas**
  - Private Universities and Colleges: 10.0%
  - State Universities and Colleges: 35.0%
- **NCR**
  - Private Universities and Colleges: 20.0%
  - State Universities and Colleges: 40.0%
- **Northern Luzon**
  - Private Universities and Colleges: 15.0%
  - State Universities and Colleges: 35.0%
- **Southern Luzon**
  - Private Universities and Colleges: 20.0%
  - State Universities and Colleges: 30.0%

*Student Type: Foreigner*
Cognitive –Related Criteria for Foreign Students

GCE &/or SAT

- NCR
- Northern Luzon
- Southern Luzon
- Visayas
- NCR
- Northern Luzon

Private University and Colleges

State Universities and Colleges

Student Type: Foreigner
Non-Cognitive Criteria

The most common forms of non-cognitive measures are:

- certificate of honorable dismissal
- certificate of good moral character
- recommendation letter from teachers
- alternative learning system certification
- personal history statements made by the college applicants.
Identity-verification related documents required by HEIs

For foreign students:
- student visa
- alien certificate of registration
- police clearance
- copy of the passport

For the new high school graduates and the local transferees:
- birth certificates
- pictures of varying sizes (1 x 1, 2 x 2, passport size).

All HEIs require applicants to submit their pictures together with their documents.
Other Criteria

• Parents’ income tax return (considered important especially by private HEIs in Northern Luzon, Southern Luzon, and Mindanao)
  - used also as basis for scholarships and socialized systems for charging tuition fees

• Medical examination/medical clearance
  - required after the college applicant had undergone the first screening process (e.g. having passed the entrance examination)
The Impact of Tertiary Admission Policies to Secondary Education and Society

(Discussions from the RTD)

• The process of selection in HEIs are highly competitive with emphasis on cognitive and related domains than the non-cognitive domain.

• Guidance counselors claim that students have to undergo tedious screening procedures such as submission of paper requirements to meet the required grades, entrance examination scores and interview to be able to be admitted to their desired courses.

• Some secondary schools implement review sessions, career fairs dissemination of information and other means of preparing students for HEIs' entrance examinations.
Secondary schools integrate required skills into the teaching of core academic subjects to help prepare students for tertiary education. Within the context of core knowledge and instruction, students learn the essential skills such as critical thinking, problem solving, communication, and collaboration skills.

Some parents enroll their children for review classes given by private tutorials to ensure their readiness to pass college examination.

There is a growing concern on student scholarship. Some students who have taken the admission test, still need to take a separate test for scholarships.
Trends and Implications on Admission Policies

- Admission policies are undergoing transition towards the full implementation of the K-12 program.
- Admission policies will have to be modified to ensure that students will be able to cope with the higher demands of the emerging college curricular programs.
- Various efforts are currently being done by CHED and the Philippine Regulation Commission (PRC) to ensure that the products of HEIs meet global standards <e.g. Washington Accord for Engineering, Seoul Accord for ICT; Bologna accord for the various professions>
- There is increasing and compelling demand for reviewing the current admissions policies of HEIs.
Ways Forward

• The national college preparedness examination being developed by CHED will signal a change in the screening process for future college-bound students.

• HEIs may opt to consider any of the following for their entrance examinations:
  * develop their own set of college entrance examinations
  * use a unified college entrance examination for all
  * use of set of standardized examinations for incoming freshman college students

• Even for unified testing, HEIs may be allowed by CHED or in collaboration with their networks or organizational affiliations to add some criteria that are over and beyond the standard for national college preparedness examination.
The new curricular programs being developed by the CHED Technical Panels as a result of the K-12 reform will challenge the HEIs to align their goals with the national agenda.

The HEIs must be ready to put in place the appropriate educational strategies for transitioning high school students to higher education that are consistent with the said national directions.
Thank you!