

Profile of Bicol Sucs: Basis for Policy Recommendation

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ABSTRACT: *This descriptive research is all about the profile of SUCs in Bicol Region, Philippines in terms of budget, program offerings, enrolment, and faculty and non-teaching personnel. The data were sourced from the 2016 budget preparation for SUCs in Region V through documentary analysis. Said document was utilized and analyzed vis-à-vis compared to each SUC operating in Bicol Region for the purpose of improving its mandate and service delivery towards providing quality education for Bicolanos. Results of analysis revealed that the national government increased the capital investment to Bicol SUCs. There are nine SUCs in Region V composed of four state universities and five state colleges. These SUCs have varying amounts of budget which offer 293 curricular programs, 89 programs in the graduate school and 204 programs in the undergraduate and accepted a total of 75,257 enrollees for SY 2016-2017. The Bicol SUCs are embarking on 3,201 faculty and personnel to deliver the needed quality service required to answer the demand of the labor market. With these findings, the study recommends that existing policies of the SUCs be made common so that quality output would become a standard mantra towards improving quality and excellence.*

KEYWORDS: *Budget Preparation, Bicol Region, State Universities and Colleges, Policy Recommendation, Sorsogon State College.*

I INTRODUCTION

Bicol Region, more popularly known as Region V, is situated at the southernmost tip of the Luzon landmass. It is straddled between 11°-30' to 14°-20' North latitude and 122°-20' to 124°-30' East longitude. The Region has a total land area of roughly 18,139.08 square kilometers, 6.0 percent of the country's total land area. It is politically subdivided into six provinces, one chartered city, six component cities, 107 municipalities, and 3,471 barangays. The population of the Bicol Region reached 5,420,411 as of May 1, 2010, growing at an average annual rate of 1.46 percent between 2000 and 2010. The region's population density increased to 298.8 persons per square kilometer in 2010. Hospitable, smiling and fun-loving people inhabit a region rich in history and natural resources, Bicol. (Philippine Statistics Authority)

Bicol Region is fourth among the eighteen Regions that have a state-run higher education institution with nine (9) State Universities and Colleges (SUCs) operating in the entire area. Four of these SUCs are located in the province of Camarines Sur and one each operating in the provinces of Camarines Norte, Albay, Catanduanes, Masbate and Sorsogon. Higher education institution (HEI) has a big role to play most specially in the National Development Plan and this was clearly articulated in the Regional Development Goal that envisioned Bicol to be the most livable region in the country. To accomplish such, the regional development outcome embarks to have majority of the population in the region, particularly the poor and marginalized, enjoy the benefits of social development and economic growth, and one of the sub-sector outcomes is for the education sector to provide adequate and quality education services and that the same are availed by more people, (Bicol Region Development Plan 2011-2016). Facing a big challenge to obtain the expected outcome which is to enhance the education and skills of the labor force as one of the green areas to spur economic growth, higher educational sector more particularly the State Universities and Colleges (SUCs) as government funded institution have to show to the community the impact of their existence. This is where the researchers completed the idea of looking into the comparative data of Bicol SUCs – provide an analysis to serve as basis in formulating policy to better improve the delivery of services to the public specifically in answering the challenge to realize the expected sector outcome in the regional development goal.

II OBJECTIVES

The study determined the profile of SUCs in Region V along its budget, enrollment, faculty and non-teaching personnel, and program offerings and makes a comparative data analysis in order to serve as basis in formulating policy to answer the educational needs of the region vis a vis to improve the service delivery to the general public. Certain sets of policy shall be proposed based on the analysis.

III METHODOLOGY

The researcher utilized descriptive research method in determining the profile of the Bicol SUCs, and the primary sources of data were supplied from the submitted documents of the nine (9) budget officers of Bicol SUCs during the preparation and consolidation of Regional SUCs FY 2016 budget. The secondary data came from CHED, NEDA and DOLE Regional office purposely gathered for this research. During the Budget consolidation conducted at Sorsogon State College, the researchers asked permission from the Bicol SUC respective budget officer to use the documents submitted for this particular study, and with forbearance from their head the authority was granted, hence data available was utilized for the purpose. To ascertain correctness of the data at hand, the researchers made a personal validation to the concerned personnel of the Sorsogon State College who served as the consolidator of the Bicol SUCs Budget for 2016. Clarification of vague entries in the documents was personally verified by the researchers from the Budget Officers of other SUCs in the Region. The data gathered was carefully analyzed in coming up with the findings of this research.

IV RESULTS AND DISCUSSION

Profile of Bicol SUCs: The SUCs in Bicol Region totaled to Nine (9) composed of four (4) Universities namely; Bicol University, Central Bicol State University of Agriculture, Partido State University and Catanduanes State University, and five (5) Colleges namely; Bicol State College of Applied Science and Technology, Camarines Norte State College, Camarines Sur Polytechnic College, DEBESMSCAT (Masbate), and Sorsogon State College. Hereunder are the results and discussions pertaining to the profiles of these nine SUCs in terms of budget, enrollment, personnel and curricular offerings. *1) Budget:* Table 1 illustrates the comparative budget allocation as well as disbursement of the nine SUCs from FY 2014 to FY 2016. Results revealed that for the past three years generally SUCs V budget has an increasing trend of allocation for Personnel Services (PS), Maintenance and Other Operating Services (MOOE), and Capital Outlay (CO). It was note worthy to make an emphasis of the escalation of the budget allocation for Capital Outlay for FY 2015. All of Bicol SUCs have an almost doubled increase from the allocation received in CO for FY 2014. Catanduanes State University and DEBESMSCAT had the highest increase with 988% from 3.957 million to 39.088 million and 829.79% from 2.709 million to 22.479 million respectively. Bicol University, which is considered as the leading HEI in the region, received only a 54.68% rise in CO for 2015. The rest of the SUCs received more than double for 2015 Capital Outlay. The increases are as follows; for BICAST – 173.75%, CNSC – 175.77%, CSPC – 106%, CBSUA – 64%, PSU – 89.05%, and SSC – 190.81%.

This upturn in the Capital Outlay budget in Bicol SUCs can be attributed to the Supreme Court decision on the legality of the implementation of Priority Development Assistance Fund (PDAF). To underscore the concept of PDAF in 2010 budget implementation, an express statement on lump sum amounts were allocated for individual legislators and the Vice-President. Representatives were given P70 Million each, broken down into P40 Million for "hard projects" and P30 Million for "soft projects"; while P200 Million was given to each Senator as well as the Vice-President, with a P100 Million allocation each for "hard" and "soft projects." Relatively, bulk of the budget purposely for the construction and improvements of the agency's physical development was at the disposal of the country's member of legislative department. Agencies like SUCs have to lobby with congressmen and senators for congressional insertion to fund construction and improvement of facilities. It started only in 2013 where SUCs are allocated funding under Capital Outlay, the year when the Supreme Court decided under GR. Nos. 208566, 2084936 & 209251 declaring the PDAF implementation scheme unconstitutional. In 2014, SUCs in Bicol Region received a decent amount for their Capital Outlay projects and it doubled in 2015.

It could also be observed in table 1 and table 1.a the increasing budget allocation for Bicol SUCs both in PS and MOOE. This is being so since the supposed PDAF fund was redirected to form part of the budget of every government agency and recognizing the role of HEIs along the country's goals of inclusive growth, SUCs budget on MOOE started to increase. Majority of the MOOE budget of the Bicol SUCs are for scholarship program. As to PS component, the increase in the Bicol SUCs budget was due to full implementation of National Budget Circular 461, a scheme of upgrading the positions of faculty in SUCs through evaluation instrument anchored on NBC 461.

In FY 2016 budget allocation for Bicol SUCs, it can be gleaned that out of nine (9) SUCs, five (5) of them had a budget cutback in the MOOE and four (4) had also lowered the CO budget. The decrease in the allocation for 2016 budget was due to the scheme enforced by Department of Budget and Management (DBM) and Commission on Higher Education (CHED). The DBM is implementing the absorptive capacity of a certain SUC to implement its programs and projects.

The lower budget utilization rate will definitely affect the budget allocation for the ensuing years. This system was anchored on the national budget reform agenda “PAGGUGOL NA PATUWID”. This has been articulated in investing the right priorities and delivering fast and measurable results, (DBM 2016 People’s Budget). Hence, increase of budget for an agency depends on the absorptive capacity – meaning acting fast but efficient in spending the funds. Likewise, along this line, CHED has intensified the Normative Financing Scheme that determines the budget allocation per State College and University. On this scheme, the increase and decrease of SUC budget allocation depends of the performance output of SUC evaluated based on the given criteria.

A budget is a statement of an organization’s plans, priorities, goals, and objectives, expressed in financial terms, for a specific period of time, Gibson (2009). Without this financial plan, an organization specifically SUC for that matter cannot realize its vision, mission and goals hence will definitely affect the entire operation of the organization. Assessing the implication of decreasing budget in SUC is material in the delivery of quality education to the community. The downturn of SUC budget would also mean that the operational expenses of the SUC will depend much on the internally generated income. Established SUCs with viable IGP who are earning decent income out of the project will not be affected much, but small SUCs with lesser IGP will resort in passing the burden to students. Increase in fees will be one of the options to spur development in SUC most especially in establishing laboratory equipment and support system to students. This will again be a load to parents, although scholarship programs are available.

Likewise, the SUCs will be hard up in providing benefits to the employees. Policy standard on granting monetary benefits depends on the savings generated by SUC on the identified items of expenditure under MOOE. The maintenance as well as building and acquisition of new instructional materials and equipment will also be affected. SUC will be outdated on the technological advancement that is in a very fast-paced stage and finally quality instruction will be compromised. It needs investment to achievement quality education. The Philippine government has responded on this issue, since the start of 2014, the national government has increased its funding to SUCs particularly in the Capital Outlay projects. The increase in budget of the Bicol SUCs from 2014 to 2016 has brought significance improvements most especially in the physical development aspect and the following projects had been accomplished: for Bicol University; food innovation and commercial center, multi-techno laboratory, improvement of sports complex, medical equipment, school buildings, rehabilitation of multi-purpose bldg., student union center, coconut project equipment, Regional information knowledge center and student dormitory. For BISCASAT; mechatronic laboratory, technical & scientific equipment, two-storey academic bldg., learning innovation & entrepreneurial bldg., and rehabilitation of academic building.

For CNSC; student pavilion, repair of vocational agriculture bldg., engineering building, two-storey building (Abano Campus), repair of College building (Labo Campus), 14 classrooms academic building (Main), six classrooms agri-business building (Entienza Campus). For CSPC; expansion of library building, completion of covered court, purchase of instruction and laboratory facilities, repair of multi-purpose building, center for innovation & technology department, three storey academic building, three storey multi-purpose building and purchase of instructional and laboratory equipment. For CSU; information technology center, College of Business Administration building, repair of industrial technology building, rehabilitation of covered court, establishment of center climate change for the pacific island, sports & cultural center, and construction of multi-purpose building. For CBSUA; Crop Science Building, Agri-ecotourism training resource center, completion of HRM building, infirmary, classroom buildings, university library, rehabilitation of agro-soil building, three storey administrative building, College aqua-culture, Agriculture & industrial technology research development center, Animal based farming project, rehabilitation of academic building and construction of multi-purpose building. For DEBESMSCAT; Upgrade of IT building, rehabilitation of food laboratory building, Campus road network, ICT machinery, and Multi-purposed building. For PSU; Academic & science laboratory building, Academic building with hostel and cafeteria, HRMT building, Ecology building, Entrepreneurial building, rehabilitation of academic building and culture & arts center and natural history museum. For SSC; E-library, Review center, Agri-fishery laboratory, Sports complex, Multi-purpose building, Architectural building and completion of business and sports development facilities. These projects were made to realize through the support of the national government but the amount given to each SUC varies accordingly. Those SUCs that has the best absorptive capacity get the biggest share of the pie and those SUCs with less absorptive capacity get less funding support.

Enrollment: Table 2 shows the enrolment of the nine SUCs in Bicol Region from SY 2014 to SY 2015 is on the increasing trend but decreased abruptly in SY 2016 due to the implementation of K to 12. This scenario is true to all SUCs throughout the country.

The introduction of grade 11 & 12 made SUCs hanging for the freshmen enrolment for the said school year since the high school graduates for SY 2015-2016 are required to enroll in the Junior High School or Grade 11. What was left for the HEIs are those students who graduated before the implementation of K to 12 wherein as per policy is still allowed to go directly to College. But this decrease will become constant in the next three years that covers the transition period for K to 12 program implementation.

Giving the fact that quality of education in SUCs is already comparable, or even beyond to prominent private HEIs in the country is one of the reasons why students even those coming from affluent family are seeking to be part of the student force of an SUC. Not to mention that fees being collected by the Bicol SUCs are relatively low compared to private schools. A big portion of the enrolment in the Region was being covered by the Bicol SUCs. For CY 2016 the total enrolled students in Bicol SUCs numbered to 91,203 covering advance education, tertiary and laboratory schools. For tertiary education the total enrollment of Bicol SUCs for CY 2015-2016 is 83,881. The responsibility of Bicol SUCs in answering for the educational needs of the Region is very evident as the enrollment composed of almost 50% of the total enrolment of the Higher Educational Institution in the Region. Comparatively speaking for CY 2015, the total enrollment of all private HEIs and Local Universities and Colleges is 71,871 and 11,880 respectively (CHED Data), which is relatively even to the total enrollment of Bicol SUCs.

This result only shows a bigger role of Bicol SUCs in the development of the region. Thus, it has to be given attention by our political leaders the impact of SUCs in sustainable development of the locality. The data presented gives the following indications. The bigger amount of enrollment in Bicol SUCs would mean a bigger share in the labor market. Meaning more graduates from SUCs in the future will compose the workforce of the different agencies or industries either in or outside of the country. The influx of students in Bicol SUCs is also a testament of affordable education being offered, hence access to education as per guaranteed by the constitution has been served.

Faculty and Non-Teaching Personnel: Table 3 illustrates the number of faculty and personnel of the nine SUCs in the region. Bearing from the data, the present faculty complement of the Bicol SUCs pegged at 2,086 active permanent teaching force, and 1,112 permanent non-teaching staff that caters the support service needed by the institutions. It gives a ratio of 1:2. Comparing it to the required faculty-student ratio per CHED policy – the 1:40 faculty-student ratio for the entire Bicol SUCs is a little bit higher than the standard which is 1:30. The standard faculty-student ratio is critical in achieving quality education so much so that SUC has to exhaust strategies and innovations to meet the required standard. As to support personnel, the standard ratio is 1:2 (One faculty to two non-teaching), and for the Bicol SUCs the ratio of faculty per non-teaching is 1:2 which is compliant to CHED standard. Non-teaching personnel cannot be set aside as they also perform vital role in SUCs development by providing needed support services in carrying out the objectives of instruction, research and extension.

Faculty is considered as the heart and soul of an educational institution. The students that SUC produce are reflections of the quality of the faculty that they have. Faculty is likewise the foundation of student's character, skills and knowledge; therefore, they have to be capacitated if the government wanted to produce competitive graduates that can answer the needs of the labor market, locally and internationally. The CHED Report for CY 2013-2014 on the statistics on SUCs faculty shows that only 421 have their doctorate degree. Faculty in SUC having a doctorate degree in line with their field of specialization is material in providing quality instruction. Hence, SUCs now have to make the adjustment in creating their faculty and personnel development program since the minimum educational qualification requirement to a faculty in SUC is Master's Degree in line with their field of specialization or if not at least Master's Degree in the field considered as allied to their specialization. This new qualification policy was enunciated in CSC-MC No. 22, s. 2016. These findings imply that the greater the number of faculty and non-teaching personnel the better for the Bicol SUCs as the standard ratio of faculty per student can be met accordingly. The sayings that you cannot teach what you do not know must be a reflection to the educational qualification of the Bicol SUCs faculty that continuing advance education and finishing the needed doctorate degree is a must.

Program Offerings: Reflected in table 4 are the curricular offerings of Bicol SUCs. All of them are offering comprehensive programs, varied yet duplicative with each other. These SUCs offer a total of 293 curricular programs, 89 programs in the graduate school and 204 programs in the undergraduate and makes a total of 75,257 enrollees for SY 2016-2017. Although it can be inferred from the name of SUC the supposed brand of their curricular offerings and still it has an existing offering out of their respective niche. Common to all Bicol SUCs is the offering of education but the one that has established quality per CHED requirements is Bicol

University being given the Center of Excellence (COE) status for its Education Program. Central Bicol State University of Agriculture and Catanduanes State University were recognized only as Centers of Development (COD). The duplications of curricular offerings can be advantageous primarily to students within the community where SUC was established or in the area where they have external Campuses. But quality wise, it besets difficulty in maintaining the standards required. In addition, the absence of a particular brand or niche is a downside to establishing quality and excellence. Resources are being spread out that no concentration to a particular program resulting to difficulty in achieving status of excellence.

Policy Recommendations: The findings of this study shall be utilized as bases to formulate a new or review the existing policies of SUCs specifically along budget, enrolment, teaching and non-teaching personnel, and program offerings. One innovation that can be introduced is the formulation of a special committee to work on the uniform application of academic and administrative policies which can be applied and implemented to all the SUCs in Bicol Region. Likewise, the herein findings shall be utilized in identifying the commonalities among the policies and determine possible adoption by other SUCs within the Region to propel quality and excellence.

V CONCLUSIONS AND RECOMMENDATIONS

Based from the above data and the following conclusions were drawn. The budget of Bicol SUCs is relatively increasing although the rise is subject to performance guidelines. Half of the entire student population in the Bicol Region comes from the State Universities and Colleges while the other half is distributed between the private HEIs and local colleges. The number of permanent faculty of the Bicol SUCs is still wanting to serve the educational needs of the region, although the non-teaching personnel are well balanced to cater for the support services required. Bicol SUCs are offering comprehensive curricular programs. Teacher education is being offered to all of the SUCs. It is recommended therefore that the national as well as local government has to support the Bicol SUCs in financial as well as social programs to ensure its contribution to sustainable development. Performance rating and absorptive capacity of SUC can serve as criterion in the decrease and increase of budget allocation but it has to consider a constant budget especially for Capital Outlay to a small SUC devoid of state-of-the-art facilities and laboratories. An intensified scholarship program by the government and CHED should open more scholarship delivering institutions like private HEI's to decongest the SUCs from volumes of students and at least conform to the standard ratio. The SUCs may also exercise the sharing of faculty experts to resolve the deficiency of faculty in a certain SUC. Likewise, scrap-and-build scheme maybe strictly observed to create more Instructor positions resulting to an increase in faculty complement without prejudice of reserving higher positions to entice outside experts to be part of the academic staff. Each SUC may establish too its own brand where they can be known to local or international academic community. And finally, existing operational policies of Bicol SUCs be reviewed and possibly set standard guidelines for its common application to ensure quality and excellence.

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Appendix A

I Table 1. COMPARATIVE BUDGET of BICOL SUCS FY 2014-2016

SUC	BUDGET CLASS	Allotment FY 2014 (a)	Allotment FY 2015 (b)	Difference	% Increase/Decrease	Allotment FY 2016 (e)	Increase/Decrease (e-b=f)	% Increase/Decrease (g)
BU	PS	430,490	363,571	-66,919	-15.54%	417,089	53,518	14.72%
	MOOE	171,160	251,162	80,002	46.74%	221,815	-29,347	-11.68%
	CO	79,609	123,142	43,533	54.68%	87,938	-35,204	-28.59%
	TOTAL	681,259	737,875	56,616	8.31%	726,842	-11,033	-1.50%
BIS CAST	PS	46,581	45,567	-1,014	-2.18%	54,068	8,501	18.66%
	MOOE	34,260	36,813	2,553	7.45%	35,256	-1,557	-4.23%
	CO	8,523	23,332	14,809	173.75%	23,625	293	1.26%
	TOTAL	89,364	105,712	16,348	18.29%	112,949	7,237	6.85%
CNSC	PS	135,627	110,918	-24,709	-18.22%	137,344	26,426	23.82%
	MOOE	34,538	47,611	13,073	37.85%	50,321	2,710	5.69%
	CO	12,723	35,086	22,363	175.77%	37,150	2,064	5.88%
	TOTAL	182,888	193,615	10,727	5.87%	224,815	31,200	16.11%
CSPC	PS	45,090	37,690	-7,400	-16%	46,145	8,455	22.43%
	MOOE	35,313	55,130	19,817	56%	53,430	-1,700	-3.08%
	CO	16,235	33,420	17,185	106%	35,840	2,420	7.24%
	TOTAL	96,638	126,240	29,602	31%	135,415	9,175	7.27%
CSU	PS	166,697	141,720	-24,977	-15%	177,985	36,265	25.59%
	MOOE	38,871	69,661	30,790	79%	59,228	-10,433	-14.98%
	CO	3,957	43,045	39,088	988%	30,019	-13,026	-30.26%
	TOTAL	209,525	254,426	44,901	21%	267,232	12,806	5.03%
CBSUA	PS	197,537	159,688	-37,849	-19%	187,130	27,442	17.18%
	MOOE	92,613	111,319	18,706	20%	107,518	-3,801	-3.41%
	CO	21,037	34,422	13,385	64%	57,044	22,622	65.72%
	TOTAL	311,187	305,429	-5,758	-2%	351,692	46,263	15.15%
DEBES MSCAT	PS	36,559	35,811	-748	-2.05%	45,634	9,823	27%
	MOOE	23,949	35,478	11,529	48.14%	36,472	994	2.80%
	CO	2,709	25,188	22,479	829.79%	22,125	-3,063	-12.16%
	TOTAL	63,217	96,477	33,260	52.61%	104,231	7,754	8.04%
PSU	PS	118,983	103,833	-15,150	-12.73%	124,376	20,543	19.78%
	MOOE	34,427	50,781	16,354	47.50%	66,985	16,204	31.91%
	CO	9,386	17,744	8,358	89.05%	36,394	18,650	105.11%
	TOTAL	162,796	172,358	9,562	5.87%	227,755	55,397	32.14%
SSC	PS	96,899	94,420	-2,479	-2.56%	114,735	20,315	21.52%
	MOOE	68,501	87,001	18,500	27.01%	91,243	4,242	4.88%
	CO	16,744	48,693	31,949	190.81%	34,490	-14,203	-29.17%
	TOTAL	182,144	230,114	47,970	26.34%	240,468	10,354	4.50%

Appendix B
II TABLE 2. ENROLLMENT of BICOL SUCS SY 2014 to SY 2016

Program	SY	BU	BIS CAST	CNSC	CSPC	CBSUA	CSU	DEBES MSCAT	PSU	SSC
ADVANCED EDUCATION	2014-2015	1,906	49	103	124	339	237	241	228	404
	2015-2016	1,910	76	81	149	320	395	246	242	462
	2016-2017	2,096	54	119	104	344	434	353	246	579
TERTIARY	2014-2015	22,821	4,167	7,602	4,216	8,113	10,674	4,420	7,639	7,464
	2015-2016	24,520	5,058	7,134	5,437	10,453	9,066	5,476	8,513	8,224
	2016-2017	18,795	4,839	5,738	5,074	9,977	6,959	4,976	7,205	7,421
SECONDARY	2014-2015	385	438	395		472	384		396	377
	2015-2016	348	305	250		500	455		364	383
	2016-2017	702	197	132		500	460		380	543
ELEMENTARY	2014-2015	509		375		244	241		-	
	2015-2016	465		250		267	241		-	
	2016-2017	378		182		271	238		-	
TOTAL	2014-2015	25,811	4,654	8,475	4,340	9,168	11,326	4,696	8,263	8,245
	*2015-2016	27,243	5,439	7,715	5,586	11,540	10,154	5,329	9,123	9,069
	*2016-2017	21,971	5,090	6,171	5,178	11,092	8,091	3,445	7,831	8,543

*Total Enrollment of Bicol SUCs for CY 2015-2016 = 91,203
 * Data reflected for CY 2016-2017 is projected only.

Appendix C

**III TABLE 3: NUMBER of TEACHING AND NON-TEACHING POSITION (PERMANENT)-
 AUTHORIZED and ACTUAL SY 2014 to SY 2016.**

YEAR	BU		BSCAST		CNSC		CSPC		CSU		CBSUA		DEBESMSC AT		PSU		SSC	
	Author ized	Actua l	Author ized	Actua l	Author ized	Actua l	Author ized	Actua l	Auth orize d	Actua l	Author ized	Actua l	Auth orize d	Actua l	Auth orize d	Actu al	Author ized	Actua l
2014																		
Teaching	678	558	102	86	282	229	71	67	307	219	326	255	72	65	207	204	204	180
N-Teaching	373	326	43	40	109	99	40	40	221	179	150	138	45	44	91	88	95	84
Total	1051	884	145	126	391	328	111	107	528	398	476	393	117	109	298	292	299	264
2015																		
Teaching	678	549	102	79	282	282	73	67	307	216	327	260	72	64	209	204	224	279
N-Teaching	373	326	43	40	109	99	45	40	221	175	150	137	45	44	92	88	75	108
Total	1051	875	145	119	391	381	118	107	528	391	477	397	117	108	301	292	299	387
2016																		
Teaching	678	678	102	102	282	282	73	73	307	209 183	327	260	72	72 45	209	209	204	204
N-Teaching Ratio	373	373 1:2	43	43 1:2	109	99 1:4	45	45 1:2	221	1:1.2 1	150	137 1:2	45	1:1.6 0	92	92 1:3	95	95 1:2
Total	1051	1051	145	145	391	381	118	118	528	392	477	397	117	117	301	301	299	299

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BS in Electronic & Comm. Engr'ng.	O		BS IE		BS in	BS Ind. Ed		BS in Ref & Aircon	BT
BS in Industrial Educ.	O	B Tech.	BS IT	BTTE-FSM	Comptr Engr'ng-O				
BS in Civil Technology	O	Teacher Educ.		BTTE- Electro Tech	BTTE-FSM				
BS in Mechanical Tech.	O	Elect. -O			BTTE- Electro Tech	BSIT		BS Elec T	
BS in Electrical Tech.	O	Auto-O			*BSIT	BSIT		BS Elec T	
BS in Automotive Tech.	O		BS food Ser. Mgt.	BS Food Service Mgt.-O		BS food Tech		BS Auto Tech	
BS in Electronic Tech.	O	*BS in	BS Agri E			BS in		BT in	
BS in Food Tech.	O	Drafting	BS Agri			BS in		Food trd.	BS Agri
BS in Industrial Design	O	*BS in	BS Agri			Agri Eng.	BS AEng.		*BS Vet T
BS in Agricultural Engr'ng.	O	Machine Shop Tech	BS Ag-Te			BS in Agri.	BS Agri.	BS Agri-	*BS Ag D
BS in Agriculture	O		BS Agr Ec.		BS Agri-O	*BS in	*BS in	Entrep.	BS Fish
BS in Agri-Business	O		BS Fish			Agro-Forst	Animal Husbandr	BS Ag-Bs	BS Agri
*BS in Forestry	O					Bach. In		BS Fish	BS Agri
BS in Fisheries	O					Agri. Tech.			Tech
Bachelor of Agri. Tech.	O					*Doc in Vet. Med.		BS Acct.	BS Acct
BS in Accountancy	O		BS Acct.		BS Acct-O			BSBA	
BS in Managerial Acctncy.	O			*BS Office Adm.	*BS Acct. Tech	BS in Env. Sci.			
BS in Management	O	*BS in		*BS Office Adm.	*BS OA	*BS in Agri-Bus.	Bs in Env. Sci		BS PA.
BS in Social Work	O	Entertainme nt &	BS Office Adm.	Tourism	BSBA-O	BS in	*BS in Agri-Bus.	BS in	BS in Acct Tech.
BSBA in Financial Mgt.	O	Multimedia	BS Env. Sci.			BS in	BS in	HRM	
BSBA in HRMgt.	O	Computing(BSEMC)	BS PA		Bachelor in PA	*BS Agri-Eco Tour Mgt.		*BS	
BSBA in Marketing Mgt.	O							Tourism Mgt.	
BSBA in Micro-finance	O							*BS Office Adm.	
BSBA in Operation & Service Mgt.	O								
Post Baccalaureate	5 Prog.					2 Prog.			
Diploma on Cultural Educ.	O					Dip DRRM			
Diploma in Pre-sch. Educ.	O					Dip Coop Mgt.			
Diploma in Local Govt'. Mgt.	O								
Diploma in Entrepreneurship	O								
Certificate in Physical Educ.	O								
Pre-Baccalaureate	25 Prog.	3 Prog.		3 Prog.		1 Prog.		2 Prog.	2 Prog.
Diploma in Midwifery	O	3yr Dip. In Tech.		Info. Tech Compt. Tech.		Asso. In Comp. Tech.		Asso in Art Agri/Nut	Dip in Agr Tech Cert in Micro Computer Servicing
Certificate in Teacher Aide	O	2yr Cet. In Tech.		Electronic Service Tech.					
Cert. in Automotive Tech.	O	*Hotel & Rest. Service Tech.							
Dip. In Automotive Tech.	O								
Asso. In Auto. Tech.	O								
Cert. in Electronic Tech.	O								
Dip. In Electronic Tech.	O								
Asso. In Electronic Tech.	O								
Cert. in Civil Craftsman	O								
Cert. of proficiency	O								
Cert. of Asst. Electrician	O								
Cert. of Jr. Electrician	O								
Cert. of Sr. Electrician	O								
Dip. In Food processing	O								
Cert. of Tech. Based Entrep.	O								
Cert. in Basic Entrep.	O								
Asso. Dip. In Entrep.	O								
Cert. in Micro-finance	O								
Asso. Dip. In Micro-finance	O								
Cert. of Bookkeeping	O								
Cert. in Basic/Fin. Acctng.	O								
Dip. In Mgt. Acctng.	O								
Cert./Dip. In Midwifery	O								
Cert. in Comm. Health	O								
3yr Dip. In Fishery Tech.	O								

Legend: O=Offered; NO=Not offered

Alberto Naag Naperi "Profile of Bicol Sucs: Basis for Policy Recommendation" Invention Journal of Research Technology in Engineering & Management (IJRTEM), vol. 2, no. 7, 5 July 2018, pp. 43-51., www.ijrtem.com